

Spring 1994 Course Descriptions

- [School of Education and Social Policy](#)
 - [College of Arts and Sciences](#)
 - [0501 General Music](#)
 - [School of Speech](#)
 - [McCormick School of Engineering & Applied Science](#)
-

ctec@northwestern.edu

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

Last Updated: May 3, 1994

Spring 1995 Course Descriptions

School of Education and Social Policy

- [0205 Educational Processes](#)
 - [0210 Learning Sciences](#)
 - [0225 Human Development and Social Policy](#)
 - [0230 Counseling Psychology](#)
-

ctec@northwestern.edu

[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: May 3, 1995

College of Arts and Sciences

- [0000 Freshman Seminars](#)
- [0000 Senior Linkage Seminars](#)
- [0403 Anthropology](#)
- [0404 African-American Studies](#)
- [0405 Art History](#)
- [0406 Art Theory and Practice](#)
- [0407 Astronomy](#)
- [0409 Biological Sciences](#)
- [0410 Humanities](#)
- [0411 Chemistry](#)
- [0413-0415 Classics](#)
- [0416 Comparative Literary Studies](#)
- [0417 Economics](#)
- [0418 American Culture](#)
- [0419 English](#)
- [0421 Geography](#)
- [0423 Geological Sciences](#)
- [0425 German](#)
- [0427 History](#)
- [0429 Religion](#)
- [0430 European Thought and Culture](#)
- [0433 African and Asian Languages](#)
- [0434 Linguistics](#)
- [0435 Mathematics](#)
- [0439 Philosophy](#)
- [0447 Physics](#)
- [0449 Political Science](#)
- [0451 Psychology](#)
- [0455 French](#)
- [0457 Italian](#)
- [0459 Portuguese](#)
- [0463 Spanish](#)
- [0467 Slavic Languages and Literature](#)
- [0471 Sociology](#)

- [0473 Statistics](#)
 - [0480 Women's Studies](#)
 - [0482 Integrated Arts Program](#)
 - [0495 International Studies](#)
-

ctec@northwestern.edu

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

[Northwestern University](#)

Last Updated: May 3, 1995

Spring 1994 Course Descriptions

School Of Music

Kathleen Robinson

General Music Studies for Non-Majors A70-0, Sec. 20

INTRODUCTION TO MUSIC

Office Address: Music Adm. Building

Phone: 491-5431

Expected Enrollment: 60

COURSE DESCRIPTION: This course will provide an introduction to the diversity of music styles and genres through the examination of various musical elements (such as melody, harmony, texture, tone color, form) and the ways in which these elements have been used in the different periods of music history. The course will focus largely on the development of listening skills, since aural perception is tantamount to the enjoyment of music and the chief means by which music is experienced in our society. Some attention will also be given to the basic skills needed for reading a musical score. Among other assignments, students will be asked to attend concert performances during the quarter and write about their observations in light of material covered in class.

PREREQUISITES: None.

TEACHING METHOD: Lecture-discussion classes.

EVALUATION: Written assignments, attendance, class participation.

READINGS: Textbook - TBA.

Special Note: A waiting list will be kept in MAB 112. Wait-list students must attend first day of class.

(Area VI: Literature & Fine Arts)

Optional subsequent courses:

B70-1 or B70-2 The Western Musical Tradition (Area VI)
B52-0 Harmony (Area II)

General Music Studies for Non-Majors. A75-0, Section 22

Title: History of the Orchestra and the Rise of the
Conductor

When: Spring Quarter, 1994

Instructor: Huw Edwards

Expected Enrollment: approx. 30.

CAMPUS ADDRESS: Pick-Staiger Concert Hall (1-5441), or the
TA Room, Music Administration Building (1-5713).

DESCRIPTION: This course will trace the history of the
orchestra, from its evolution, through many developments, to
the modern-day symphony orchestra. Elements of each
orchestral family will be investigated to gain a good working
knowledge of the orchestra. (Attending on-campus concerts
will be a useful part of this course.) Works from each
period will be studied, concentrating on those with major
changes in the development of the orchestra. The history of
orchestration can be traced through this process. The future
of the symphony orchestra will also be discussed. The rise,
and role of the orchestral conductor will be the other major
area of study, from the composer/conductors of the 19th
century, to the jet-set maestri of today.

PREREQUISITES: None. The ability to read music, although a
help, is by no means a "must" for this course. An interest
in music (or the subject matter), plus an inquisitive mind
are the only prerequisites for this survey.

TEACHING: This class is primarily a lecture, but class
discussion and involvement will be a major factor.
Audio/visual resources will be used on a regular basis.
Responses to listening examples, and "philosophical areas",
will lead a good deal of understanding of this interesting
subject area.

TEXTS: A course packet, compiled by the instructor will be
the primary resource. It not my intention to have students
purchasing expensive books. Packet will be available from
the instructor.

READINGS: Along with the course packet, other readings/listening assignments will be given.

EVALUATION: Will cover many areas: class participation and interaction is essential; a midterm test; a final exam; and a brief class presentation, or a short term paper/musical report (eg. comments/critique on a concert or a conductor).

Gloria Inan

General Music Studies for Non-Majors, B53-0

FORM AND ANALYSIS

Office Address: Music Administration, 711 Elgin Road, Rm. I-2

Phone: 491-5431 or 491-7575

Expected Enrollment: 25

COURSE DESCRIPTION: This course is designed as an introduction to basic analytical techniques. Forms, harmonic, and rhythmic structures will be emphasized in repertoire from the Baroque period to the present.

PREREQUISITE: B52-1 or approval of the instructor. Students should possess a basic knowledge of tonal theory, including scales, intervals, and fundamental harmonic structures.

TEACHING METHOD: The class will include lecture and discussion of analytical techniques and theoretical concepts. There will also be listening assignments.

EVALUATION: Examinations will be given on materials analyzed in class. A final analysis project is required.

READINGS: Selected readings from theory periodicals and texts.

Mark Daniel Schmid

General Music Studies for Non-Majors B70-2

WESTERN MUSICAL TRADITIONS II

Limit: 100 Students

Office Address: Music Administration Building, I-1
X5431 or X7575

COURSE DESCRIPTION: The course is designed as a chronological survey of the history and literature of music in the Western world from the 18th century through the present including popular American styles. We will focus on the emergence and development of specific musical genres, forms and styles and the composers represented therein. Attention will also be given to careful study and analysis of many of the great "masterworks", thereby fostering a broader understanding of musical elements, forms and styles, as well as an appreciation for some of the most significant works of music literature.

PREREQUISITES: A70-0 Introduction to Music; OR B70-1 Western Musical Tradition; OR permission of instructor.

TEACHING METHOD: The major portion of class time will be devoted to lecture and listening, although student participation and discussion is strongly encouraged. Special demonstrations and performances are also scheduled from time to time throughout the course.

EVALUATION: The grade is determined from a mid-term exam, a final exam and a short paper. There will also be several brief listening assignments to be completed during the quarter.

TEXTBOOKS: None.

Special note: Mandatory attendance at first class.

Waiting-list students should attend first class.
(Area VI: Literature and Fine Arts)

ENSEMBLES

All NU ensembles are open to non-music majors for 0-.5 credit. Auditions are required for each ensemble and will be

held at the beginning of Spring Quarter.

0500 C64-0 Choral Organization

Call 1-5714 (MAB 27) for audition information.

Section 21 University Chorale

Section 22 University Singers

Section 23 University Chorus

Section 24 Vocal Jazz Ensemble

Section 25 University Women's Chorus

0500 C68-0 Chapel Choir

Call 1-7256 for audition information.

0500 C74-0 Band Organization

Call 1-3412 for audition information.

Section 21 Symphonic Wind Ensemble

Section 22 Symphonic Band

Section 23 Concert Band

0500 C77-0 Jazz Ensembles (instrumental)

Call 1-3412 for audition information.

Section 21 Jazz Ensemble

Section 23 Jazz Lab

0500 C93-0 Orchestral Organization

Call 1-5441 for audition information (strings only)

Section 22 Chamber Orchestra

Section 23 Philharmonia

Students will be registered in the spring for all ensembles after all auditions are heard.

Performance Study for Non-Majors

30 minute weekly lesson

Credit: .5 unit

Day/Time: Lesson time to be arranged with instructor

By Audition Only

A limited number of spaces are available for non-majors to study piano, voice, flute, oboe, clarinet, bassoon, saxophone, French horn, trumpet, trombone, tuba, percussion, violin, viola, cello, double bass, and guitar. Enrollment by

audition only.

Audition information will be posted outside the Music Administration Building, Room 110. Students should be prepared to perform one selection (preferably classical music). Voice students should bring an extra copy of their music for the provided accompanist.

ctec@northwestern.edu

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

[Northwestern University](#)

Last Updated: February 8, 1994

Spring 1994 Course Descriptions

School of Speech

- [0605 - Performance Studies](#)
 - [0610 - Communication Studies](#)
 - [0615 - RTVF](#)
 - [0620 - Communication Sciences and Disorders](#)
 - [0630 - Theatre](#)
-

ctec@northwestern.edu

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

[Northwestern University](#)

Last Updated: February 7, 1995

McCormick School of Engineering

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

ctec@northwestern.edu

[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: February 7, 1995

Spring 1994 Course Descriptions

0205 Educational Processes

Lois Fisch

Education/Social Policy EDPR, B10

INTRODUCTION TO STATISTICS AND RESEARCH METHODOLOGY

Time: W 3:00-5:30

Office: Edu 214

Phone: 491-3726

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.

TEACHING METHOD: Lecture/discussion. Materials to be read in advance with applications discussed in class.

EVALUATION: Midterm and final with weekly short assignments.

READING LIST: Wick, J. Quantitative Methods. (manuscript)

Dan Lewis

Education/Social Policy EDPR, C02

SOCIAL POLICY AND THE HUMAN SERVICES

Time: TTh 1:00-2:30

Office: Edu 206

Phone: 491-3715 and 491-8722

COURSE DESCRIPTION: This course will acquaint students with the history of the human services in the United States. We will focus on services for the mentally ill and criminals (the mad and the bad), with particular attention to the current issues in the care and control of these groups. Students will be expected to participate in class and be examined on the lectures and readings at the midterm and at the end of the quarter. Both examinations will be take-home. Traditionally, the class has taken a field trip to one of the institutions we have studied.

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

Charles Seibert

Education/Social Policy EDPR, C03-section 20

PROBLEMS IN PHILOSOPHY OF EDUCATION: AESTHETIC EDUCATION

Time: Th 6:00-9:00

Office: CTD 204

Phone: 491-7575

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

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

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

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

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

Joanne Carlisle

Education/Social Policy EDPR, C27

PROBLEMS OF THE EXCEPTIONAL CHILD

Time: TTh 4:00-5:30

Office: Francis Searle 3560

Phone: 491-2497

COURSE DESCRIPTION: Focus on physiological, intellectual and social-emotional characteristics of exceptional children and youths and their implications for educational programming. Historical perspective of provision of services including legislative and legal mandates. Topics covered include:

- | | |
|------------------------|---|
| 1) mentally retarded | 5) visually impaired, |
| 2) gifted and talented | 6) speech and language impaired, |
| 3) learning disabled | 7) health impaired, |
| 4) hearing impaired | 8) behavior disordered and emotionally disturbed. |

PREREQUISITES: Junior standing and previous coursework in development.

TEACHING METHOD: Lecture, discussion, with structured field observation in programs for exceptional children and youths required.

EVALUATION: Weekly written reports, mini-paper, and observation reports.

Karen Granda

Education/Social Policy EDPR, C72

SEMINAR ON 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.

EVALUATION: Two projects are required--each student selects two of the three major methods studied and employs these in a project. Grades are based on these projects and on a final examination, each worth 1/3 of the final grade.

READING LIST:

Boehm, A. E. and Weinberg, R. A. The Classroom Observer.

Spradley, J. P. Participant Observation.

Steward, C. J. and Cash, W. B. Interviewing: Principles and Practice.

Brandt, R. Studying Behavior in Natural Settings.

ctec@northwestern.edu

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

[Northwestern University](#)

Last Updated: February 8, 1994

0210 Learning Sciences

Karen Fuson

Education/Social Policy LSCI, C26

MATHEMATICS IN THE ELEMENTARY SCHOOL

Time: W 1:00-4:00

Office: Edu 208

Phone: 491-3794

COURSE DESCRIPTION: The goals of this course are several: to orient you to the current scope and sequence of the elementary school mathematics curriculum in the U.S.; to contrast this with the overall scope and sequence of the elementary school curriculum in other areas of the world; and to introduce you to different approaches to teaching elementary school curriculum at the microlevel.

EVALUATION: You are required to do four reports, given in both written and oral form.

ctec@northwestern.edu

[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: February 8, 1994

0225 Human Development And Social Policy

Fay Lomax Cook

Education/Social Policy HDSP, B01

INTRODUCTION TO SOCIAL POLICY

Time: MW 10:30-12:00

Office: Edu 240

Phone: 491-3716

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

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

READING LIST:

Michael B. Katz. In the Shadow of the Poorhouse: A Social History of Welfare in America. New York: Basic Books, 1986.

John E. Schwartz. America's Hidden Success: A Reassessment of Twenty Years of Public Policy. New York: Norton and Company, 1983.

David T. Ellwood. Poor Support: Poverty in the American Family. New York: Basic Books, 1988.

David A. Rochefort. American Social Welfare Policy: Dynamics of Formulation and Change. Boulder: Westview Press, 1986.

Articles from journals will be xeroxed and distributed.

Education/Social Policy HDSP, C01

HUMAN DEVELOPMENT THROUGH THE LIFESPAN: CHILDHOOD AND ADOLESCENCE

Time: TTh 9:00-10:30

Office: University College--Edu 139

Phone: 491-3794

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.

Pam Adelman

Education/Social Policy HDSP, C02

HUMAN DEVELOPMENT THROUGH THE LIFESPAN: ADULTHOOD AND AGING

Time: MW 1:00-2:30

Office: Edu 107

Phone: 497-1170

COURSE DESCRIPTION: This course examines psychological and social perspectives on the adult years. The changing meanings of age in society at large, families, and the workplace are discussed. Current knowledge on physical, biological, and psychological change and stability is presented. Throughout the course, differences between men and women will be explored. Course material covers a number of perspectives and several countries. An effort is made to introduce key researchers and writers in this field.

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

TEACHING METHOD: The course will be organized to provide lectures and discussions of topics of common interest. Lectures will follow the general content of the required readings. Films and guest speakers will be used when appropriate.

EVALUATION: A textbook and selected readings will be required by the instructor. At least two brief papers on a topic relating to the course are required. In addition, brief quizzes and a final examination consisting of essay and objective questions will be given. The final grade for the course will be based on the papers, quizzes, the final examination and class attendance.

Diana T. Slaughter-Defoe

Education/Social Policy HDSP, C13

DEVELOPMENT OF BLACK CHILDREN AND FAMILIES: RESEARCH AND SOCIAL POLICY

Time: TTh 3:30-5:00

Office: Edu 242

Phone: 491-3787

COURSE DESCRIPTION: The course relates concerns of Black Americans to contemporary social and educational policies significantly impacting the lives of these children and families and to the associated developmental research.

PREREQUISITES: None. P/N registration is permitted. An introductory course in child development is preferable.

COURSE REQUIREMENTS: An in-class midterm exam covering basic concepts introduced in the course. A 20-page paper which is a critical analysis of a child or family focused contemporary social policy that especially impacts Black children and families, and which may include a case study. The mid-term and final paper will account for 35% and 65%, respectively, of the course grade.

TEACHING METHOD: Lectures on Tuesdays; discussion on Thursdays.

PRIMARY READINGS: The primary texts for this course will be three edited volumes:

1) M. Spencer, G. Brookins, and W. Allen (Eds.).

Beginnings: The Social and Affective Development of Minority Status Children. New York: Erlbaum Press, 1985.

(paperback)

2) D. T. Slaughter (Ed.). Black Children and Poverty: A Developmental Perspective. San Francisco: Jossey Bass, 1988. (paperback)

3) D. T. Slaughter and D. J. Johnson (Eds.). Visible Now: Blacks in Private Schools. Westport, CT: Greenwood-Praeger, 1988.

Dan McAdams

Education/Social Policy HDSP, C96-7

JUNIOR TUTORIAL: THE LITERATURE OF IDENTITY

Time: W 10:00-12:00

Office: Edu 209

Phone: 1-4174

COURSE DESCRIPTION: The problem of identity is the problem of unity and purpose in human lives. It is a psychosocial problem that we, as modern Westerners, first confront in our adolescent years when we find that we must formulate workable answers to the questions of Who am I? and How do I fit into the adult world? The problem is rarely resolved once and for all but rather remains a central issue as we move through the adult years. How do we address the issue of identity in our own lives? How do we find unity, meaning, purpose, and coherence? What are the problems and opportunities that we confront? And how does our social world participate in our own identity projects? We will explore these and related questions through the medium of narrative, examining in detail six very different storied accounts of the struggle for identity among 19th- and 20th- century Westerners, both male and female, both black and white.

PREREQUISITE: Junior standing.

TEACHING METHOD: Discussions of readings, occasional lectures, and weekly in-class student presentations.

EVALUATION: The course grade will be determined from four

things (each weighted equally):

1. The in-class presentation on a seminal source (taken from a supplemental reading list);
2. A mid-term paper focused on Austin and/or Joyce (5-8 pages);
3. An end-of-the-term paper focused on Angelou, Atwood, and/or Ishiguro (7-10 pages, to be submitted in successive drafts);
4. In-class participation.

READING LIST (All books are in paperback):

Austen, J. Emma. Oxford paperbacks.

Joyce, J. A Portrait of the Artist as a Young Man. Penguin.

Angelou, M. I Know Why the Caged Bird Sings. Bantam.

Erikson, E.H. Young Man Luther. Norton.

Atwood, M. Cat's Eye. Bantam.

Ishiguro, K. The Remains of the Day. Vintage.

ctec@northwestern.edu

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

[Northwestern University](#)

Last Updated: February 8, 1994

0230 Counseling Psychology

Staff

Education/Social Policy CPSY, C01

INTRODUCTION TO COUNSELING

Time: MWF 9:00

Office: Edu 104

Phone: 491-7478

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

PREREQUISITES: Junior or senior standing.

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

EVALUATION: Based on attendance, participation in discussions and experiential activities, and completion of

three written assignments.

READING LIST:

H. Bruch, Learning Psychotherapy

G. Cory, Theory and Practice of Counseling and Psychotherapy

D.G. Martin, Counseling and Therapy Skill

Susan A. Lee

Education/Social Policy CPSY, C51

Topics in Counseling Psychology: Towards a Psychology of Women

Time: T 9:00-12:00

Office: Theater Center

Phone: 491-7666

COURSE DESCRIPTION: This course reviews the literature on female development and psychology focusing specifically on the issue of identity and self-esteem in the context of contemporary society.

TEACHING METHOD: Lecture, Discussion, small group research projects.

EVALUATION: Grades will be based on class participation, written assignments, mid-term exam, and final research projects.

ctec@northwestern.edu

[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: February 8, 1994

Freshman Seminars

* * * ANTHROPOLOGY * * *

Karen Hansen

Anthropology A01-6, Sec. 20

"OUT OF AFRICA": FACTS AND FICTIONS ABOUT COLONIAL CULTURES

Time: TTH 1:00-2:30

Office Address: 205 1810 Hinman

Phone: 491-4826

Expected Enrollment: 15

COURSE DESCRIPTION: This freshman seminar seeks to throw critical light on colonial nostalgia as portrayed in recent years in such films as "Jewel in the Crown," "Gandhi," and "Out of Africa." It focuses on settler societies in Africa, particularly the two Rhodesias (now Zimbabwe and Zambia) and Kenya. Through reading and discussion of works from history and anthropology, as well as memoirs and novels, and through films, the seminar explores the way the notion of "white civilization" was constructed by examining the economic, social, and cultural practices white settlers pursued in order to create distance and establish differences between themselves and their African neighbors. Beginning with a background discussion of the politics and economics of colonialism, the seminar goes on to explore a number of themes: the white man's burden; white women in a man's world; keeping house "like in London"; colonial representations of "the African"; servants and their employers; race relations and sex; and the idea of colonial nostalgia.

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

EVALUATION: Class participation, oral presentations, and 5 short essays (4-6 pages), some of which will be read and

discussed by all students.

READING LIST:

Isak Dinesen, Out of Africa (short stories from Kenya)
James Fox, White Mischief (murder story from Kenya)
Dane Kennedy, Islands of White: Settler Societies and
Culture in Kenya and Southern Rhodesia, 1890-1935
Doris Lessing, The Grass is Singing (Rhodesian novel)
Hylida Richards, Next Year Will Be Better (memoir, Rhodesia)

* * * ART HISTORY * * *

Ikem Okoye

Art History A01-6, Sec. 20

UNRAVELING AFRICAN ART

Time: MW 3:00-4:30

Office Address: 221 Kresge

Phone: 491-8029

Expected Enrollment: 15

COURSE DESCRIPTION: The continent of Africa possesses what to some might seem like a bewildering diversity of cultures. The diversity often seems, in addition, multiplied infinitely when the arts of Africa's nationalities are considered. This seminar offers a way in. Through a number of specific examples, we will develop an approach that will allow the student to begin to distinguish the art of one group from that of another, and to understand the connections between how the objects look, and the roles they are expected to play within their larger communities.

TEACHING METHOD: Seminar meetings, two times a week. In addition, museum or gallery visits will be arranged, as will be a film screening.

EVALUATION: Contributions to seminar discussions. Evidence of engaging assigned readings. Preliminary paper, mid-term paper and final paper.

READING LIST: will include selections from Herbert Cole's

"Icons: Ideals and Power in the Art of Africa," 1984, the Smithsonian Institution Press.

* * * BIOLOGICAL SCIENCES * * *

Robert King

Biological Sciences A04-6, Sec. 20

GENETICS AND HUMAN WELFARE

Time: MWF 2:00-3:00

Office Address: 5-130 Hogan

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 of about 5000 words, 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 methods of library research and the techniques of scientific writing. Subsequently during lectures on the fundamentals of human genetics, the students will be drawn into discussions on the insights the diseases they are studying provide concerning the genetic control of human development and metabolism. Individual meetings will be set up to go over the manuscript at various stages of its development.

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

READING LIST:

R. Lewis, Human Genetics: Concepts and Applications

V. McMillan, Writing Papers in Biological Sciences

Albert Farbman

Biological Sciences A05-6, Sec. 20

REPRODUCTIVE TECHNOLOGY

Time: TTH 10:30-12:00

Office Address: 5-170 Hogan

Phone: 491-7039

Expected Enrollment: 15

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

TEACHING METHOD: Lectures, discussion.

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

READING LIST:

Lori Andrews, *New Conceptions*

Government Printing Office, *Infertility: Medical and Social Choices*, Ch. 1,3,4.

Ulmann et al., RU-486 *Scientific American*, 262:42-48.

US Supreme Court, 410 US 113 *Roe vs. Wade*

* * * CLASSICS * * *

Jeanne Ravid

Classics A01-6, Sec. 20

THE LANGUAGE OF VIRGIL

Time: MWF 10:00-11:00

Office Address: 9 Kresge

Phone: 491-8043

Expected Enrollment: 15

COURSE DESCRIPTION: This course is intended for students

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

Prerequisites: None. Course is intended primarily for freshmen, but upperclass students will be admitted, space permitting.

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

EVALUATION: Daily class preparation and participation; two short papers and one longer paper (6-8 pages).

READING LIST:

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

* * * ECONOMICS * * *

Hilarie Lieb
Economics A01-6, Sec. 20
SEX ROLES IN THE AMERICAN ECONOMY
Time: TTH 1:00-2:30
Office Address: Rm. 516, 820 Davis
Phone: 491-8222
Expected Enrollment: 15

COURSE DESCRIPTION: During the past 25 years, significant increases in the percentage of women in the work force and changes in the type of work women do have had a major impact on our economy. The course will look at the evolution of women in the work place and its effect on the well-being of

both women and men.

Three economic paradigms will be used to analyze the work decisions, both market and non-market, made by men and women. Included in these analyses will be the impact of sociological and psychological factors on these choices.

Special attention will be paid to the role of race both within and across gender in terms of economic outcomes.

Some specific areas of study include: the comparable worth debate, the glass ceiling controversy, a case study (Rosie, the Riveter), the feminization of poverty, economic returns to education, and labor market discrimination.

TEACHING METHOD: Lectures, class discussions and formal student presentations.

EVALUATION: Grades will be based upon written assignments, formal presentations, and class participation.

READING LIST:

Susan Feiner, ed., Race and Gender in the American Economy
Selected articles.

Eddie Dekel-Tabak

Economics A01-6, Sec. 21

HOW DO ECONOMISTS THINK?

Time: MW 2:00-3:30

Office Address: 3-034 Leverone

Phone: 491-4414

Expected Enrollment: 15

COURSE DESCRIPTION: Economics has been defined in many different ways, for example as the study of the market sector, or of the allocation of scarce resources. These definitions attempt to describe economics as the study of a particular set of problems. By contrast, in this class we will try to understand economics as a way of thinking about and approaching almost any problem in the social sciences, or more specifically, any problem where people make choices. This accords with the fact the economic way of thinking is being applied to political science, law and psychology. We

will study this method of thinking by reading economists' analyses of various problems and issues, and then by trying to draw general principles from these examples. The problems we will consider will not be drawn from any particular domain of economics (such as finance or labor); they will be chosen to highlight the methodology and will therefore be examples based on everyday problems and familiar situations.

TEACHING METHOD: This is not a lecture course. While there will be a few lecture classes, mostly at the beginning of the quarter, most classes will either be discussions of the readings or student presentations of the readings. In the latter half of the course, students will write short papers in which they apply the economic way of thinking to any problem that interests them.

EVALUATION: Class participation and four (short) papers.

READING LIST:

Avinash Dixit and Barry Nalebuff, Thinking Strategically
Robert Frank, Passions within Reason
Steven Landsburg, The Armchair Economist
Thomas Schelling, Choice and Consequence; Micromotives and
Macrobehavior

The following book is a useful guide to writing: Joseph
Williams, Style: Ten Lessons in Clarity and Grace

* * * ENGLISH * * *

Edward Ernst
English A01-6, Sec. 20
BEING REAL
Time: TTH 9:00-10:30
Office Address: 424 University
Phone: 491-5646
Expected Enrollment: 15

COURSE DESCRIPTION: This course will ask what, if anything, is "real" about "American Realism," the term applied in particular to writings and other artistic/cultural projects in the United States at the turn of the last century (1880-

1910). The usual answers include the subject matter of these works, which take up with sometimes scandalous honest matters like sex, poverty, death, violence, and greed. They also generally include apparently similar styles, methods, and approaches used by writers and artists to explore these subjects.

These answers ignore a more basic question: what do these writers and artists say about the relationship between writing and/or art and what we call "real life"? In what way can words on a page or paint on a canvas become "real" for a reader?

Our focus will be on novels, but we will also consider the paintings of Thomas Eakins, documentary journalism, and scientific writings, in particular from anthropology and sociology.

TEACHING METHOD: Discussion.

EVALUATION: Two 4-5 page papers, one 7-10 page paper, short weekly writings, and class participation.

READINGS MAY INCLUDE:

Kate Chopin, *The Awakening*

Stephen Crane, *Maggie: Girl of the Streets*

Theodore Dreiser, *Sister Carrie*

Frank Norris, *McTeague*

Edith Wharton, *The House of Mirth*

Course packet of other writings

Christopher Land

English A01-6, Sec. 21

CULTIVATING YOUTH: ADOLESCENCE AND THE EARLY NOVEL

Time: TTH 2:30-4:00

Office Address: 420 University

Phone: 491-4991

Expected Enrollment: 15

COURSE DESCRIPTION: Dr. Johnson wrote that what readers get from novels are "lectures of conduct, and introductions into life." Johnson's observation, made in the mid-eighteenth century as the novel was defining its mission, reminds us

that to many, the novel provided an ideal vehicle for the socialization of the young. In this course, we will read several major eighteenth-century novels (along with relevant background materials) in order to discover the assumptions about adolescence, adulthood and "life" which inform the novel's project of character formation. We will be interested in describing the way specific novels go about addressing the challenges and pitfalls that await young adults and why this phase of life seems to offer such compelling subject matter for the novel.

TEACHING METHOD: Discussion.

EVALUATION: Three papers with revisions.

TENTATIVE READING LIST includes the novels Pamela, Joseph Andrews, Tristram Shandy, and Evelina. We will also consider Rasselas, Chesterfield's letters to his son, and excerpts from Rousseau's Emile.

Jennifer Davis Michael

English A02-6, Sec. 20

POETRY OF THE CITY

Time: MWF 2:00-3:00

Office Address: 421 University

Phone: 491-5138

Expected Enrollment: 15

COURSE DESCRIPTION: Most of us tend to associate poetry with nature, beauty, contemplation, or the "simple life": none of which seem particularly compatible with the city as we know it. During the past three centuries, however, a number of poets have claimed the city as context and raw material for their work, with often surprising results. We will read a wide selection of their poems, which will present diverse views and ideas of the city, both as it is and as it ought to be. In the process, we will necessarily consider how the city has developed during that time and how it has also affected the poetic forms that have engaged it. It is hoped that this exploration will add depth to our perceptions both of poetry and of the city where it lives.

TEACHING METHOD: Discussion.

EVALUATION: 3 papers (4-6 pages each) and 1 in-class exercise.

TENTATIVE READING LIST:

Poems by Jonathan Swift, John Gay, Samuel Johnson, William Blake, William Wordsworth, Charles Baudelaire, Walt Whitman, T. S. Eliot, W. H. Auden, William Carlos Williams, and a selection of contemporary poets.

Jacqueline Labbe

English AO4-6, Sec. 20

GENDER, CLASS AND LANDSCAPE IN THE 19TH CENTURY

Time: MWF 10:00-11:00

Office Address: 325 University

Phone: 491-7321

Expected Enrollment: 15

COURSE DESCRIPTION: How one looks at the landscape emerged from the 18th century as a gendered phenomenon, with the masculine prospect view balanced by the feminine embedded view. How did the 19th century deal with this dichotomy? As the growing reliance on industrialism created a factory-bound working class, and as the countryside itself changed in response to initiatives like enclosure and the mechanization of farming, what became of the naturalness of landscape? And did "Nature" itself change? In this class, we will explore literary responses to the landscape on the part of women and men writers of the 19th century, basing our investigations in the later Romantic period but pursuing the representations of landscape into the Victorian years.

TEACHING METHOD: Discussion.

EVALUATION: Four papers, two to be revised; class participation; possibly informal oral reports.

TENTATIVE READING LIST:

Charlotte Bronte, Jane Eyre

Byron, Manfred

John Clare, selected poems

Thomas Hardy, selected poems

Mary Shelley, Frankenstein and possibly History of a Six Weeks' Tour

P. B. Shelley, selected poems

Wordsworth, Guide to the Lakes and selected poems

Jacqueline Labbe

English A04-6, Sec. 21

GENDER, CLASS AND LANDSCAPE IN THE 19TH CENTURY

Time: MWF 11:00-12:00

Office Address: 325 University

Phone: 491-7321

Expected Enrollment: 15

COURSE DESCRIPTION: Please see above.

TEACHING METHOD: Please see above.

TENTATIVE READING LIST: Please see above.

Lisa Limburg

English A04-6, Sec.22

INTO THE DARK CONTINENT: IMAG(IN)ING AFRICA

Time: MWF 1:00-2:00

Office Address: 422 University

Phone: 491-5034

Expected Enrollment: 15

COURSE DESCRIPTION: The wide range of texts which will anchor discussion in this course all take advantage of the fascination which Africa, the "Dark Continent," has held for Western readers. We will begin by looking at nineteenth-century travel writing on Africa. How do these texts "construct" a continent for their European audiences? How do they narrate encounters with the "natives"? Why do particular images of Africa turn up repeatedly in these texts? How do issues of identity, imperialism, economic interests, and gender fit into these accounts? And how do women figure into the picture, both as textual objects of representation, and as active participants in the colonial enterprise (explorers, travellers, writers)? We will ask many of the same questions as we move on to read a novella, an adventure story, and an autobiographical narrative which depend heavily on their African settings: Joseph Conrad's Heart of Darkness, H. Rider Haggard's King Solomon's Mines,

and Karen Blixen's Out of Africa. In these texts, the sojourn in Africa begins to function metaphorically as a way of exploring what Conrad's Kurtz calls 'the horror' of the human experience. We'll match our readings of these last three texts with screenings of their filmed versions (including Apocalypse Now and Out of Africa) to sharpen our discussion of why images of penetrating or taming an unknown country continue to appeal to present-day audiences.

TEACHING METHOD: Discussion.

EVALUATION: Class participation; student presentations; brief journal assignments; one short paper (5-7 pages) and one researched paper (9-12 pages).

READING LIST:

Karen Blixen, Out of Africa

Joseph Conrad, Heart of Darkness

H. Rider Haggard, King Solomon's Mines

Course anthology of xeroxed materials

Students are required to procure the ordered version of these books for class use.

Alfred Appel

English A04-6 Sec. 23

THE AMERICAN WAR CULTURE, 1940 TO THE PRESENT

Time: MW 3:00-5:00

Office Address: 323 University

Phone: 491-7320

Expected Enrollment: 15

COURSE DESCRIPTION: "The American War Culture" will consider the changing visions and presence of war in our culture from 1940 to the present. We will examine the artifacts and aspects of popular culture--the movies, principally--but also war photography in LIFE magazine (we'll examine original old copies rather than the anthologies you may know), Norman Rockwell illustrations, war art, propaganda posters, TV, and war toys, then and now. We will see about ten feature films mostly on VCR. The films will include "Buck Privates" (1941), "Guadalcanal Diary" (1943), "Sands of Iwo Jima" (1949), and "Dr. Strangelove" (1964). There are many films to compensate for the paucity of books, which will include a modest text to be sure you have a grasp of the context (Commager and Nevins'

Pocket History of the US).

TEACHING METHOD: Film showings, discussions.

EVALUATION: 3-4 papers (three short and one long).

TENTATIVE READING LIST: Xeroxed materials, and magazines in class or the library.

Bradley Katz

English A04-6, Sec. 24

CONSPIRACY AND PLOT

Time: TTH 10:30-12:00

Office Address: 422 University

Phone: 491-5034

Expected Enrollment: 15

COURSE DESCRIPTION: Conspiracy theories are famous both for their elaborate twistings and turnings of plot and for their obsessive attention to detail. At their worst, they are rife with paranoia, convoluted narratives pieced together from apparently unrelated characters and events; at best, they seem to explain the inexplicable.

Over the course of the quarter, we will examine two kinds of conspiracy tales-- backward looking stories of detection and revelation and forward moving stories of plots unfolding. As well as comparing works generally throughout the quarter, approximately each week we will look at a juxtaposed pair of works (a novel or play and a film).

The class is concerned with plot, but I want to avoid summary and concentrate instead on discussing the process of plotting. Topics arising out of this will include the weight of coincidence and chance versus intentionality and agency; the question of individual, independent action; the relationship between truth and narrative believability; and the ways in which conspiracy rhetoric is involved in broader social and political discussions.

In addition to class meetings, there will be approximately one film showing in the evening per week in the library Media Center.

TEACHING METHOD: Directed discussion.

EVALUATION: Three 5-6 page papers and class participation.

READINGS:

Don Delillo, *Libra*

Franz Kafka, *The Trial*

Thomas Pynchon, *The Crying of Lot 49*

William Shakespeare, *Julius Caesar*

Richard Sheridan, *The School for Scandal*

FILMS:

John Frankenheimer, *The Manchurian Candidate*

George Roy Hill, *The Sting*

David Mamet, *Homicide*

Errol Morris, *The Thin Blue Line*

Alan Pakula, *The Parallax View*

Oliver Stone, *JFK*

* * * FRENCH AND ITALIAN * * *

Marie-Simone Pavlovich

French A05-6, Sec. 20

THE PSYCHOLOGICAL ASPECT OF THE MEAL IN SOME FRENCH NOVELS

Time: MWF 10:00-11:00

Office Address: 43 Kresge

Phone: 491-4662

Expected Enrollment: 15

COURSE DESCRIPTION: This is a study of the psychological aspect of the meal and its symbolic significance as a function as reflected in fictional works by authors such as Rabelais, Balzac, Flaubert, Proust, Colette. This study is based on the axiom by Brillat-Savarin: "Tell me what you eat and I'll tell you what you are," and examines the quality of the meals served at the tables of the characters from the reading list below and examines their reflection of the characters' psyche and actions.

The study will also include the showing of movies like "Babette's Feast," "Tampopo," and possibly "The Age of Innocence," as well as a showing of slides from paintings related to foods.

TEACHING METHOD: Seminar, discussions on readings, oral presentations in class, etc.

EVALUATION: 3 short papers and 1 final paper that would consist of research on the topic but could be related to English-speaking literature.

READING LIST:

Balzac, The Talisman
Colette, The House of My Mother
Flaubert, Madame Bovary
Proust, Swann's Way
Rabelais, Gargantua

* * * 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 METHOD: Some lectures, some discussion, presentations of individual papers.

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

TEXT:

Bolt, Earthquakes

Decker and Decker, Volcanoes
Select readings.

* * * GERMAN * * *

Peter Lehmann
German A04-6, Sec. 20
INTRODUCTION TO LYRIC POETRY
Time: TTH 10:30-12:00
Office Address: 115 Kresge
Phone: 491-8289
Expected Enrollment: 15

COURSE DESCRIPTION: This course is designed to acquaint students with some of the finest works of the literary genre. The poems we will read range from Horace to Stefan George. The goal of the course is to develop the reader's sensitivity to the distinct nature of lyric, its form, its philosophy, and its function as a kind of human understanding and expression. Another aspect of the method will be to situate each poem in its historical and spiritual context. We will discuss authors such as Walther von der Vogelweide, Villars, Shakespeare, Goethe, Schiller, H3lderlin, Auden, Rilke, and others.

TEACHING METHOD: Lectures and discussions.

EVALUATION: Three essays totalling twenty pages minimum.

READING LIST: To be announced.

Rainer Rumold
German A04-6, Sec. 21
MARX, NIETZSCHE, FREUD: THE MORAL AND THE ARTISTIC
IMAGINATION
Time: MWF 9:00-10:00
Office Address: 108 Kresge
Phone: 491-8294
Expected Enrollment: 15

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

TEACHING METHOD: Lectures and discussions.

EVALUATION: 3-4 short papers.

READING LIST:

Freud, Interpretation of Dreams; Civilization and Its Discontents

Marx, German Ideology

Nietzsche, The Birth of Tragedy

* * * HISPANIC STUDIES * * *

Agnes Lugo-Ortiz

Hispanic Studies A05-6, Sec. 20

CULTURE AND POLITICS IN MODERN LATIN AMERICA: THE MEXICAN AND CUBAN REVOLUTIONS

Time: MW 2:00-3:30

Office Address: 241 Kresge

Phone: 491-8129

Expected Enrollment: 15

COURSE DESCRIPTION: In this seminar we will discuss a sample of the cultural production generated around two of the major revolutionary processes of twentieth-century Latin America: the Mexican Revolution of 1910 and the Cuban Revolution of 1959. Revolutions do not only entail political and economic transformations but intense cultural changes as well. The specificities of these changes will be the subject of our discussions: What kinds of new cultural goods were produced? How did they relate to the various socio-political projects put forward by the revolutionary movements? How did a concern for history (and the interpretation of history) condition part of the literary and artistic production of

these periods? What kind of institutional contexts supported and/or restricted cultural activity? The material to be discussed in this course is drawn from the literature, art, music and cinema that emerged from the revolutionary milieu, and it will be analyzed in relation to selected historical studies.

TEACHING METHOD: Introductory lectures and class discussion.

EVALUATION: Two-page weekly reading reports, and two short papers (10 pages each), class participation.

READING LIST:

Novels by Reynaldo Arenas, Mariano Azuela, Miguel Barnet, Alejo Carpentier, Rosario Castellanos, and Carlos Fuentes; art: engravings by J. G. Posada and paintings of the Mexican mural movement (Diego Rivera et al); films: Guti rrez Alea's The Last Supper and H. Sol's 'Luc'a; music: The Mexican revolutionary Corrido and the Cuban "New Song"; historical readings by J. Katz, L. P rez and J. Benjamin, among others.

* * * HISTORY * * *

Andrew Podolsky

History A02-6, Sec. 20

THE AMERICAN REVOLUTION: DOCUMENTS AND DEBATES

Time: W 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 own understanding.

PREREQUISITES: None. P/N NOT permitted.

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

EVALUATION: Four short papers; 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 the quarter.

TENTATIVE READING LIST:

Thomas Paine, Common Sense
Photocopied reading packet.
Style manual to be determined.

David Gellman

History A02-6, Sec. 21

VOICES OF A REVOLUTIONARY AGE: 1776-1815

Time: T 2:30-4:30

Office Address: Room 1A, 619 Emerson

Phone: 491-3406

Expected Enrollment: 15

COURSE DESCRIPTION: British North America's declaration of independence represented but one moment in a remarkable era of political and intellectual ferment throughout the Atlantic world. Political upheaval in the Americas and France represented but one facet of a world in flux. In this course we will examine how men and women in America, Britain, and the Caribbean both shaped and made sense of their changing world. We will examine the words and deeds of blacks and whites, the famous and the obscure, as they engaged a fluid world of ideas and experiences spanning an ocean and a generation. Topics will include new visions of political society, the meaning of revolution, the challenge to slavery, and the case for women's rights.

PREREQUISITES: Open solely to freshmen.

TEACHING METHOD: 2 hour discussion once a week.

EVALUATION: 4 essays (length varies from 3-7 pages); class

participation.

TENTATIVE READING LIST:

Edmund Burke, Reflection on the Revolution in France

Charles Dickens, A Tale of Two Cities

Olaudah Equiano, The Interesting Narrative of the Life of
Olaudah Equiano

Robert Gross, The Minutemen and Their World

C.L.R. James, The Black Jacobins: Toussaint L'Ouverture and
the San Domingo Revolution

Pauline Maeir, The Old Revolutionaries: Political Lives in
the Age of Samuel Adams

Thomas Paine, The Rights of Man; Age of Reason; Common Sense

Garry Wills, Cincinnatus: George Washington and the
Enlightenment

Mary Wollstencraft, Vindication of the Rights of Women

David Gellman

History A02-6, Sec. 22

AFRICAN SLAVERY IN COLONIAL AMERICA AND THE NEW REPUBLIC

Time: W 2:00-4:00

Office Address: Room 1A, 619 Emerson

Phone: 491-3406

Expected Enrollment: 15

COURSE DESCRIPTION: African slavery in North America existed for at least 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 major themes of both colonial history and US history. 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: Open solely to freshmen.

TEACHING METHOD: 2 hour discussion once a week.

EVALUATION: 4 essays (length varies from 3-7 pages); class participation.

TENTATIVE READING LIST:

Henry Louis Gates, Jr., ed., The Classic Slave Narratives
Winthrop D. Jordan, White Over Black: American Attitudes
Toward the Negro, 1550-1812

Lawrence Levine, Black Culture and Black Consciousness
Edmund S. Morgan, American Slavery, American Freedom: The
Ordeal of Colonial Virginia

James Oakes, The Ruling Race: A History of American
Slaveholders

Peter H. Wood, Black Majority: Negroes in Colonial South
Carolina from 1670 through the Stono Rebellion

There will also be a course packet.

Ricki Shine

History A02-6, Sec. 23

WOMEN IN AMERICAN LAW: THE BATTLE BETWEEN PROTECTION AND
EQUAL RIGHTS

Time: TTH 9:00-10:30

Office Address: 619 Emerson

Phone: 491-7524

Expected Enrollment: 15

COURSE DESCRIPTION: In 1873 the United States Supreme Court held "the civil law, as well as nature herself, has always recognized a wide difference in the respective spheres and destinies of man and woman." *Bradwell v. Illinois*. Women in America might lead very different lives today if those who made and administered the law in the 18th, 19th, and early-20th centuries chose to follow different principles about the distribution of rights and the power and authority in family and society. Examining primary sources such as judicial cases, statutes, administrative rulings, legal treatises, wills and contracts will allow us to explore the social implications of legal decision making based on gender stereotypes. Topics will include marriage and property, occupational choice, reproductive freedom, and crime and deviance.

TEACHING METHOD: Two 1 1/2 hour seminars per week.

EVALUATION: Four short papers (2-3 pages) and one 8-10 page paper.

TENTATIVE READING LIST:

To be determined. (Most of the readings will be primary sources.)

Naoko Shibusawa

History A02-6, Sec. 24

FROM JUNE CLEAVER TO MURPHY BROWN: IMAGES AND REALITY OF WOMEN

IN POSTWAR AMERICA

Time: TTH 2:30-3:30

Office Address: 619 Emerson

Phone: 491-3406

Expected Enrollment: 15

COURSE DESCRIPTION: How did June Cleaver, the selfless, supermom of the popular fifties sitcom, transform into the ambitious and egotistic careerwoman, Murphy Brown? This apparent evolution from housewife to careerwoman in these two TV shows seems to parallel accurately the development women underwent in postwar America. According to popular lore, we know that the women who were housebound moms during the 1950s are today likely to be single mothers trying to balance parenting and careers. We are, many like to expound, seeing "the breakdown of the American family." What has happened in the intervening decades? This seminar will look critically at our received knowledge on women, their role in society, and the family. We will study popular conceptions of women and the expectations placed on them, and compare these images and ideas with historical evidence. In doing so, we hope to gain a more sophisticated view of the experiences of American women since World War II.

TEACHING METHOD: Seminar discussion.

EVALUATION: Class participation and five 5-6 page papers. No final exam.

TENTATIVE READING LIST:

Beth Bailey, From Front Seat to Back Porch
Stephanie Coontz, The Way We Never Were
Sara Davidson, Loose Change
Susan Faludi, Backlash
Betty Friedan, The Feminine Mystique
Sherna Berger Gluck, Rosie the Riveter Revisited
Lillian Hellman, The Children's Hour
Sylvia Plath, The Bell Jar
A reader of photocopied articles and excerpts.

Wally Hettle

History A02-6, Sec. 25

SOURCES ON AMERICAN SLAVERY AND FREEDOM

Time: W 3:00-5:00

Office Address: 619 Emerson

Phone: 491-7524

Expected Enrollment: 15

COURSE DESCRIPTION: This class will be both a study of American slavery and an exercise in historical interpretation. We will examine issues in the history of slavery and abolitionism in the US by exploring primary sources written from a variety of perspectives, ranging from works by abolitionists and pro-slavery theorists to documents written by slaves. We'll conclude with 20th-century fiction and film which have interpreted the slavery experience for popular audiences.

TEACHING METHOD: This seminar will focus on the critical examination of historical documents. By looking at divergent perspectives and sources (diaries, novels, biographies and polemical tracts) on a crucial issue, students will be able to learn both about the issue of slavery and problems in historical interpretation of conflicting evidence.

EVALUATION: Discussion, participation, and an in-class presentation will be mandatory. Five short papers focusing on the required reading will be assigned along with an optional research paper.

TENTATIVE READING LIST:

Mary Chestnut, The Private Mary Chestnut
Frederick Douglass, The Autobiography

George Fitzhugh, Cannibals All! or Slaves Without Masters
James Henry Hammond, The Secret and the Sacred
Harriet Jacobs, Incidents on the Life of a Slave Girl
Ishmael Reed, Flight to Canada
Robert Starobin, ed., Blacks in Bondage
Harriet Beecher Stowe, Uncle Tom's Cabin

VIRGINIA STEWART

History A02-6, Sec. 26

WOMEN IN EARLY AMERICAN HISTORY

Time: TTH 10:30-12:00

Office Address: 619 Emerson

Phone: 491-3406

Expected Enrollment: 15

COURSE DESCRIPTION: This course is a survey of women's lives and roles from the first British settlements in North America through the early 19th century. Students will analyze original documents and historians' accounts of domestic life, religion, travel, education, political activity, and war.

TEACHING METHOD: Seminar discussion.

EVALUATION: 4 short papers and class participation.

TENTATIVE READING LIST:

Nancy Cott, The Bonds of Womanhood: Women's Sphere in New England

Carol F. Karlsen, The Devil in the Shape of a Women: Witchcraft in Colonial New England

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

Laurel T. Ulrich, Good Wives: Image and Reality in the Lives of Women in Northern New England, 1650-1750

The Book of Abigail and John: Selected Letters of the Adams Family

Reader of selected documents, journal articles, and excerpts.

Fritz Fischer

History A02-6, Sec. 27

AMERICANS ABROAD SINCE 1940

Time: TTH 1:00-2:30

Office Address: 619 Emerson

Phone: 491-7524

Expected Enrollment: 15

COURSE DESCRIPTION: World War II thrust the United States into the role of superpower. How did Americans react to their new found power and new found relationship with the rest of the world? This course examines the different ways in which Americans in many different positions interacted with people in the rest of the world. This course will be organized topically, examining different types of interaction with other cultures.

TEACHING METHOD: Discussion.

EVALUATION: Four short papers and class discussion.

TENTATIVE READING LIST:

Eugene Burdick and William Lederer, The Ugly American

John Dower, War Without Mercy

Richard Immerman, The CIA in Guatemala

Robin Moore, The Green Berets

Karen Schwartz, What You Can Do For Your Country: An Oral History of the Peace Corps

Gary Sick, All Fall Down

Wallace Terry, Bloods: An Oral History of the Vietnam War by Black Veterans

We will watch films, such as "The Manchurian Candidate", "Apocalypse Now", and "Missing", to help elucidate the role of Americans in the world after World War II.

Eric Silla

History A03-6, Sec. 20

AFRICAN HISTORY IN FILM AND LITERATURE

Time: TTH 3:00-4:30

Office Address: 619 Emerson

Phone: 491-3406

Expected Enrollment: 15

COURSE DESCRIPTION: Can we learn about history through film and literature? This course analyzes the representation of the African past in feature films and literary works produced by Africans, Europeans, and Americans. It aims to sharpen our

ability to "read" visual media as critically as we would a written text. This involves readings of written histories and literature to accompany each film. For example, we will read scholarly accounts of the slave trade and slave narratives in conjunction with "Roots." We will also compare the manners in which different directors and authors represent historical change and their motives for doing so. The course raises many important issues such as historical accuracy, stereotyping, control over the past, and the value of film for understanding history.

TEACHING METHOD: Discussion.

EVALUATION: 6 discussion papers (3 pages each), 1 final term paper (5 pages), and 2 oral presentations (5 minutes each).

TENTATIVE READING LIST:

Course packet will include selections from Roots, Houseboy, Sunjata, and other works related to films. Examples of films viewed and studied in the course are "Roots," "Chocolat," "Mr. Johnson," "Camp De Thiaroye," "Yeelen," "Shaka Zulu," and "Zan Boko."

Eric Silla

History A03-6, Sec. 21

AFRICAN HISTORY IN FILM AND LITERATURE

Time: TTH 1:00-2:30

Office Address: 619 Emerson

Office Phone: 491-3406

Maximum Enrollment: 15

COURSE DESCRIPTION: Please see above.

TEACHING METHOD: Please see above.

EVALUATION: Please see above.

TENTATIVE READING LIST: Please see above.

* * * LINGUISTICS * * *

Robert Gundlach

Linguistics A01-6, Sec. 20

LANGUAGE AND CHILDHOOD

Time: TTH 10:30-12:00

Office Address: 1902 Sheridan

Phone: 491-7414

Expected Enrollment: 15

COURSE DESCRIPTION: In this course, we will explore ideas about how children acquire language, and we will consider how these ideas help shape our understanding of the influence of language, both spoken and written, on how children think, how they communicate, and how they develop a sense of who they are. Our reading will range from studies of children's language acquisition to autobiographical essays by writers who reflect on the significance of language in their lives as they were growing up. Students will be asked to participate actively in seminar discussions, and can expect careful attention to their writing, both in class meetings and in individual conferences with the instructor.

TEACHING METHOD: Discussion.

EVALUATION: Three essays, each to be discussed and revised; class participation.

READING LIST:

J. Bruner, *Child's Talk*

D. Crystal, *The Cambridge Encyclopedia of Language*
(selections)

E. Hoffman, *Lost in Translation*

J. McLane and G. McNamee, *Early Literacy*

R. Rodriguez, *Hunger of Memory* (selections)

E. Welty, *One Writer's Beginnings*

Students will also have the opportunity to read and discuss research reports published in such academic journals as *Journal of Child Language*, *Discourse Processes*, *Language and Society*, and *Applied Psycholinguistics*.

* * * PHILOSOPHY * * *

Reginald Allen
Philosophy A09-6, Sec. 20
PLATO'S REPUBLIC
Time: TTH 1:00-2:30
Office Address: 15 Kresge
Phone: 491-8040
Expected Enrollment: 15

COURSE DESCRIPTION: The class will read Plato's Republic together, focusing on the philosophical and historical aspects of the work.

TEACHING METHOD: Lecture and discussion, including one class report per student.

EVALUATION: One class report, a term paper of 15-20 pages, and a final examination, which may be a take-home.

READING LIST:
Plato, Republic, (F. M. Cornford trans.)

Connie Rosati
Philosophy A09-6, Sec. 21
FUNDAMENTAL BELIEFS
Time: MW 2:00-3:30
Office Address: 1818 Hinman
Phone: 491-3656
Expected Enrollment: 15

COURSE DESCRIPTION: We each have certain fundamental beliefs that underlie how we live our lives and how we judge our own behavior and that of others. But what if it seemed that some of our most fundamental beliefs could not be defended? When our beliefs are shaken, how are we to decide what it makes sense to believe?

In this course we will examine three widely held fundamental beliefs: the belief that human beings have free will and thus are responsible for their behavior in a way that nonhuman animals are not; belief in the existence of an all-powerful God; and finally, the belief that there are limits to what we can be morally required to do to aid those less fortunate than ourselves. We will consider arguments that challenge each of these fundamental beliefs and will go on to explore

whether and how well, in light of such challenges, these fundamental beliefs can be defended. Along the way, we will also consider the question of how to decide what it makes sense to believe, and the importance of subjecting our own beliefs to careful, critical scrutiny.

TEACHING METHOD: Lecture and discussion.

EVALUATION: Will tentatively be based on approximately four 5-7 page papers and on class participation.

READING LIST: Required text with selections from a range of philosophers including Schopenhauer, Stace, Taylor, Aquinas, Hume, Singer, Mill, and Kant.

John Capps

Philosophy A09-6, Sec. 22

AMERICA'S PHILOSOPHICAL VISION

Time: TTH 10:30-12:00

Office Address: 1818 Hinman

Phone: 491-3656

Expected Enrollment: 15

COURSE DESCRIPTION: In this seminar, we will discuss the philosophical ideas on which American liberal democracy was founded and how these ideas were then developed by American thinkers in the 19th and early 20th centuries. We will read philosophical works by Locke, Emerson, Peirce, James, and Dewey, as well as more overtly political writings, such as the Declaration of Independence, the US Constitution, and speeches by Lincoln, Frederick Douglass, Martin Luther King, and Malcolm X. By studying both philosophical and political works, we will examine how concepts such as truth and good, democracy and human nature, have been conceptualized theoretically and applied practically. In this way, we will discuss the relationship of American philosophy and politics, that is, the questions of how philosophical ideas both have been and ought to be expressed in society, and of the perils and promise of "America's philosophical vision."

TEACHING METHOD: Seminar format, stressing discussion.

EVALUATION: 2 argumentative papers (7-10 pages), written in consultation with the instructor.

READING LIST:

Dewey, *The Public and Its Problems*
Emerson, *Selected Essays and Lectures*
Locke, *Second Treatise of Government*
Thayer, ed., *Pragmatism: The Classic Writings*

Christopher Zurn
Philosophy A09-6, Sec. 23

PHILOSOPHY OF ART

Time: TTH 2:30-4:00
Office Address: 1818 Hinman
Phone: 491-3656
Expected Enrollment: 15

COURSE DESCRIPTION: This course will investigate various topics and approaches in the philosophy of art. We will begin with ancient Greek theories about how to define what art is. We will continue by looking at Renaissance and Enlightenment theories on the same issue. The course will then consider more contemporary debates concerning what is important in art, and its place and function in our society. Approaches to aesthetic theory to be considered include expressionism, symbolism, formalism, and institutionalism. Topics for discussion will include meaning in art, the artist's intentions, censorship, artistic freedom, patronage, the impact of professional art critics upon artistic practices. Emphasis in class will be placed on connecting philosophical theories with actual works of art.

TEACHING METHOD: Some lecture, emphasis on discussion and participation.

EVALUATION: Two short papers (4-5 pages), one in-class presentation, and one final paper (8-10 pages).

READING LIST:

G. Dickie, selections from *Aesthetics*
Tom Wolfe, ed., *The Painted Word*
Additional articles in course reader (available at Quartet).

Joseph Keren
Physics A10-6, Sec. 20
THE LIFE AND SCIENCE OF EINSTEIN
Time: MWF 1:00-2:00
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.

EVALUATION: 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.

Laurie Brown
Physics A10-6, Sec. 21
GREAT PHYSICISTS AND GREAT IDEAS
Time: T 3:00-5:00, TH 3:00-4:00
Office Address: B036 Tech
Phone: 491-3236
Expected Enrollment: 15

COURSE DESCRIPTION: We will study the social, intellectual, technological, and political aspects of physics as seen through the life and work of selected physicists of the 20th century. Each student will be asked to become an "expert" on one physicist by reading a recent biography and selected works by the physicist intended for the educated public. The papers will discuss the individual's life and work, with emphasis on the surrounding social and political conditions and how they affected his or her work.

Prerequisites: Any course in physics at the high school or college level.

TEACHING METHOD: The entire class will meet in a two-hour session on Tuesday for group discussion, and smaller groups or individuals will meet with the instructor for one hour on Thursday.

EVALUATION: The student will write a midterm paper (of about 6 pages, plus a detailed outline for a final paper). The student will also make an oral presentation and will write a final paper (of about 12 pages). Evaluation will be based on these assignments and on meetings with the instructor (i.e., on the degree of preparation). Understanding the physical ideas will play a major role in the evaluation.

READING LIST:

Students will select reading material from the following:

- N. Bohr, Collected Works, ed., L. Rosenfeld, et al.
- D. C. Cassidy, Uncertainty--The Life and Science of Werner Heisenberg
- R. Clark, Einstein--The Life and Times
- P. Dirac, Directions in Physics
- A. Einstein, Autobiographical Notes, in P. Schilp, ed. Albert Einstein, Philosopher - Scientist
- R. P. Feynman, The Character of Physical Law
- J. Cleick, Genius: The Life and Science of Richard Feynman
- J. L. Heilbron, The Dilemmas of an Upright Man--Max Planck as Spokesman for German Science
- W. Heisenberg, Physics and Beyond
- H. S. Kragh, Dirac: A Scientific Biography
- W. Moore, Schrodinger--Life and Thought
- A. Pais, Niels Bohr's Times
- M. Planck, Scientific Autobiography and Other Writings,

transl. by F. Gaynor

S. Rozental, ed., Niels Bohr, as seen by friends and
colleagues

E. Schrodinger, What is Life? Mind and Matter

Martin Bailyn

Physics A10-6, Sec. 22

WORMING INTO GENERAL RELATIVITY

Time: MWF 2:00-3:00

Office Address: 3775 Tech

Phone: 491-5669

Expected Enrollment: 15

COURSE DESCRIPTION: We will study basic concepts in
Einstein's theory of general relativity, along with the
background out of which the subject grew. The material will
be presented at a level understandable to nonscience majors.
We will study not only the required textbook, but also
selected readings from other books and articles, including
Einstein's Relativity (1931).

Prerequisites: Some high-school algebra, geometry, and
physics.

TEACHING METHOD: Lecture and discussion.

EVALUATION: Three papers.

REQUIRED READING LIST:

Robert Geroch, General Relativity from A to B

A. Einstein, Relativity, the Special and General Theory

* * * POLITICAL SCIENCE * * *

Subir Sinha

Political Science A01-6, Sec. 20

DEVELOPMENT, THE ENVIRONMENT, AND POLITICAL ANALYSIS

Time: WTHF 1:00-2:00

Office Address: 403 Scott

Phone: 491-7450

Expected Enrollment: 15

COURSE DESCRIPTION: "Development" is often offered as a primary reason for the existence of states. At the same time, the desire to "develop" is seen as being at odds with the well-being of the "environment." Some of the key questions facing the world today include those dealing with diagnosing the environmental crisis, and creating mechanisms for averting it. This course trains freshmen to look at environmental degradation and regeneration as political problems, involving ideologies, structures, institutions and interests.

The course first will consider some features that characterize "development." Then it will move on to three distinct ways of theorizing environmental degradation, namely the "Malthusian theories," the "Marxist theories," and the "culturalist theories," and evaluate the utility of these traditions of political analysis in understanding the crisis of the environment in the Third World, as well as solutions to it. Both public policy responses and social movements around environmental issues will be covered. We will read the major programmatic essays within these traditions, with case studies covering much of the developing world, analyzing development and the environment as political issues.

TEACHING METHOD: Emphasis will be on student participation, and lectures will be at a minimum. A textbook and a collection of articles will be prescribed. Handouts will also be distributed. A typical session will involve a short introduction of the readings for the day by the instructor, followed by student presentations and group presentations.

EVALUATION: Students will be required to make presentations and write assignments on the readings, and to submit a 10-15 page research paper.

Students will be evaluated on assignments (20%); presentations (20%); participation in discussions (10%); and the research paper (50%).

READING LIST: To be announced.

Lance Rips

Psychology A01-6, Sec. 20

THINKING AND REASONING

Time: T 2:30-5:30

Office Address: 314 Swift

Phone: 491-5947

Expected Enrollment: 15

COURSE DESCRIPTION: This course focuses on the way people construct explanations and arguments to justify their beliefs and actions. We will look at some theories of what makes reasoning correct or incorrect. We will also discuss ways of studying actual samples of reasoning in speech and writing.

TEACHING METHOD: Lecture, discussion.

EVALUATION: Several short papers.

READING LIST:

Voss, Perkins, and Segal, Informal Reasoning and Education

Patricia Colley

Psychology A01-6, Sec. 21

PRACTICAL AND ETHICAL ISSUES IN THE SCIENCES

Time: W 2:00-5:00

Office Address: 310 Swift

Phone: 491-5190

Expected Enrollment: 15

COURSE DESCRIPTION: This course will review both current issues and classic studies of psychology and the neurosciences 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 and discussion.

EVALUATION: 3-4 short papers (5 pages each), final paper (10 pages).

READING LIST:

Packet of readings

* * * SOCIOLOGY * * *

Arnold Feldman

Sociology A01-6, Sec. 20

CHARLES DICKENS AND THE SOCIOLOGY OF CAPITALISM

Time: TTH 9:00-10:30

Office Address: 1808 Chicago Avenue, Room 207

Phone: 491-3409

Expected Enrollment: 15

COURSE DESCRIPTION: There are several related aims of this seminar. The first, of course, is to read three of the later novels of Dickens --Bleak House, Hard Times, and Little Dorrit. These novels were written when Dickens was at the very height of his creative and analytical power. It has long been recognized that they are more tightly organized, display a stronger sense of overall structure, and are focussed on the character of English society of the period, i.e., mid-19th Century. Thus, a second aim of the seminar is to learn, by means of these novels, about that society. It was a society that had some important distinctive features that have endured and become important foci of interest for social science, e.g., legal formal bureaucracy, etc., etc., In brief, mid-19th century England represented the most highly developed time in capitalist society for that period and the historical context for the development of contemporary capitalism. Hopefully, as we learn from Dickens about the society he knew and wrote about, we also learn something about the nature of capitalism in its initial fully developed state.

TEACHING METHOD: Discussion.

EVALUATION: Each essay counts 20% and participation in the seminar accounts for the final 20%.

TENTATIVE READING LIST:

Charles Dickens: Bleak House, Hard Times, and Little Dorrit

H. Mark Ellis

Sociology A01-6, Sec. 21

SOCIOLOGY OF POLICE

Time: TTH 1:00-2:30

Office Address: 1812 Chicago Avenue, Room 106

Phone: 491-3800

Expected Enrollment: 15

COURSE DESCRIPTION: Police has been defined as the department of government concerned 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.

TENTATIVE 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 M. Boden

Sociology A01-6, Sec. 22

SOCIAL CONSTRUCTION OF MASCULINITIES

Time: TTH 10:30-12:00

Office Address: 1810 Chicago Avenue, Room 219

Phone: 491-5671

Expected Enrollment: 15

COURSE DESCRIPTION: Masculinity and femininity are commonly thought to be biologically determined. This class will investigate what it means to "be a man" historically, in various ethnic/racial groups, and within certain subcultures. What are the various indicia of manliness? How do they vary? Are they biological, psychological or social constructs? Does masculinity serve a social need? How are masculine identities created? How do they change?

TEACHING METHOD: Discussion on selected topics and readings.

EVALUATION: Three 5-page papers.

TENTATIVE READING LIST:

Kaufman, Beyond Patriarchy

Kimmel and Messner, Men's Lives

Various articles selected and placed on reserve.

ctec@northwestern.edu

[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: February 8, 1994

Senior Linkage Seminars

You are approaching the Spring Quarter of your last year in the College of Arts and Sciences, the culmination of your undergraduate studies at Northwestern. By now you are familiar with our distinctive program of Senior Linkage Seminars, courses that focus on social concerns, policy issues, and intellectual themes as they are framed and explored outside the university. I encourage you to consider carefully each of the eight courses described below. You need not be a major in any of the sponsoring departments or programs.

Philanthropy in America: Private Interest and the Public Good

Offered by Ellen Benjamin who has extensive experience working with foundations and non-profit organizations. This course examines the decision-makers and the decision-making process in an interdisciplinary context that brings historical and philosophical perspectives to the study of the values and institutions characterizing private philanthropy today. This seminar (418-C94-0), offered by the American Culture Program, will meet Wednesdays from 2:00 to 4:00. Registration is by permission of the American Culture program.

Women's Work and the Women's Movement in Great Britain

An investigation of the paid and voluntary work done by women and the part such work in plays in women's emancipation, will be offered by Joan Perkin, formerly a government inspector and industrial relations adviser in Great Britain. Offered by the History Department, this course (427-C94) will meet Tuesdays from 2:30 to 4:30 in the afternoon.

Pre-registration is required in the History Department.

Medical Ethics: The Clinical Practice of Philosophy

Mark Sheldon, senior policy analyst with the American Medical Association, will offer Medical Ethics: The Clinical Practice of Philosophy on Wednesdays from 7:30 to 10:15 p.m. The involvement of philosophy with medicine is the basic theme of this course. Its

objectives are the development of insight into the conceptually and technologically complex environment in which contemporary medicine is practiced and the development of an appreciation for the importance of making conceptually literate decisions in such an environment. This course (439-C94) is offered by the Department of Philosophy. Pre-registration is required in the department.

Dispute Resolution: New Vistas for Dealing with Conflict

Offered by the Department of Political Science. Taught by John W. Cooley, a practicing attorney and arbitrator, mediator and consultant in dispute resolution, the seminar will survey the principal alternative dispute resolution processes and will examine the court litigation process. It will be a blend of lectures, videos, live demonstrations, and interactive small-group exercises. The course (449-C94) will meet Thursdays from 6:00 to 9:00 p.m., and pre-registration is required.

The Separation of Powers in Theory and Practice (449-C94)

Cameron Findlay, former deputy Assistant to President Bush and currently an attorney in Chicago, will offer a new linkage seminar examining some of the major theoretical, legal and practical issues arising from our Constitutional system of separation of powers. It will include outside speakers from the federal government, the legislature, and the judiciary. The Separation of Powers in Theory and Practice (449-C94) is offered by the Department of Political Science and will meet Wednesdays from 6:00 to 9:00 p.m. Pre-registration is also required.

The Legal Scholar, the Law and Civil Rights

Taught by Mr. Donald A. Brown, a Chicago attorney. This course will examine the connection between the Law and civil rights in America, focusing on questions of minority legal scholarship, the power of the courts, and the effectiveness of civil rights laws. The course (471-C94) is sponsored by the Department of Sociology and will meet Wednesdays from 11:00 to 1:30. Pre-registration in the Sociology Department is required.

Decision Making Under Uncertainty: The Politics and Economics of Oil

After a distinguished career with Amoco Oil, most recently as Director of Industry Analysis and Forecasts (International), Manoj Sanghvi will offer a new seminar entitled Decision Making Under Uncertainty: The Politics and Economics of Oil. The course will review the history of the oil industry, the role of governments and multinationals in its development, the major technological, political, economic, and environmental issues and uncertainties it faces, and will then discuss the formal decision systems currently in use by leading companies in the industry. Offered by the Business Institutions Program under the listing of sociology courses, this seminar (471-C94) will meet Tuesday afternoons from 2:00 to 5:00. Students can pre-register for this seminar.

Anti-racism and Cultural Diversity Work in the Women's Movement

The Women's Studies Program hopes to sponsor a seminar taught by Njoki Kamau, Acting Director of the Women's Center. Anti-racism and Cultural Diversity Work in the Women's Movement will examine definitions of Women's history and the Women's movement globally and will consider theoretical models and constructs concerning issues of race, class, and gender. For information on the schedule for this course (480-C94), contact the Women's Studies Program.

We are very pleased to offer this impressive group of seminars in our Senior Year program. I hope you will consider one of them in your spring quarter schedule. If you have questions about registering for these courses, please contact the sponsoring department or Jerry Mead, Assistant Dean in this office (491-7567).

ctec@northwestern.edu

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

[Northwestern University](#)

Last Updated: February 8, 1994

0403 Anthropology

Karen Tranberg Hansen

Anthropology A01

FRESHMAN SEMINAR: "Out of Africa": Facts and Fictions about Colonial Cultures

Office: 1810 Hinman, Room 205

Telephone: 491-5402

TTh 1-2:30

Description: This freshman seminar seeks to throw critical light on colonial nostalgia as portrayed in recent years in such films as "Jewel in the Crown", "Gandhi", and "Out of Africa". It focuses on settler societies in Africa, particularly the two Rhodesias (now Zimbabwe and Zambia) and Kenya. Through reading and discussion of works from history and anthropology, as well as memoirs and novels, and through films, the seminar explores the way the notion of "white civilization" was constructed by examining the economic, social and cultural practices white settlers pursued in order to create distance and establish differences between themselves and their African neighbors. Beginning with a background discussion of the politics and economics of colonialism, the seminar goes on to explore a number of themes: the white man's burden; white women in a man's world; keeping house "like in London"; colonial representations of "the African"; servants and their employers; race relations and sex; and the idea of colonial nostalgia.

Teaching Methods: Discussion of assigned texts and presentation of short essays by students.

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

Readings:

1. Dane Kennedy, Islands of White: Settler Societies and

- Culture in Kenya and Southern Rhodesia, 1890-1935 (1987)
Hylde Richards, Next Year Will Be Better (memoir, Rhodesia (1952) 1985)
2. Doris Lessing, The Grass is Singing (Rhodesian Novel (1950) 1976)
 3. Isak Dinesen, Out of Africa (short stories from Kenya, 1937 (1982))
 4. James Fox, White Mischief (murder story from Kenya, 1982))

Plus several xerox-copied articles on library reserve.

Robert Launay
Anthropology A32
MYTH AND SYMBOLISM
Office: 1810 Hinman, #210
Telephone: 491-4841
TTh 9-10:30

Description: This course will introduce students to three different approaches to the analysis of myth and symbolism: psychoanalysis, functionalism, and structuralism. Readings will concentrate on the writings of the three authors who pioneered each approach: Freud, Malinowski, and Levi-Strauss. Lectures will discuss the theoretical contributions of each of these authors, as well as showing how their methods can be applied to the analysis of particular myths. Examples in class will be drawn from Genesis.
No prerequisites; P/N is not allowed.

Teaching Method: Primarily lectures.

Methods of Evaluation: Each student will be required to collect a corpus of several myths from library sources, and will be responsible for writing three short analyses (about five pages each) applying the theory and methods appropriate to each approach covered in class.

Readings:

Sigmund Freud, Introductory Lectures on Psychoanalysis.
Bronislaw Malinowski, Magic, Science, and Religion.
Edmund Leach, "Genesis as Myth," Claude Levi-Strauss.
Claude Levi-Strauss, "The Story of Asdiwal," and "The Structural Study of Myth".
Book of Genesis (any reputable translation).

Gil Stein

Anthropology B14

CULTURE ORIGINS

Office: 555 Clark, Rms. 126, 130

Telephone: 491-4564

MWF 10

Description: Archaeology is the science that allows us to look back three million years in time to reconstruct the evolution of human culture from our earliest tool-using ancestors up through the development of cities, states and civilizations. In this course, we will examine some of the fundamental questions about prehistoric human development: 1) How do we differ from our non-human ancestors, and more importantly, how did these changes come about? 2) What are the origins of art, symbolic thinking, and other characteristics of human culture? 3) How and why did people first shift from a mobile, hunting-gathering way of life to the sedentary agricultural societies that characterize most of the world today? 4) Why did complex political and social forms such as cities and states develop? We will focus on the ways that archaeologists collect and interpret the material evidence to address these questions. The course will take a comparative perspective, examining the often parallel ways through which these developments took place in different parts of the world.

Teaching Methods: Lectures supplemented by slides, and weekly discussion sections.

Evaluation: Three in-class tests (90%), assignments in discussion sections (10%).

Readings:

B. Fagan, Archaeology: A Brief Introduction

B. Fagan, People of the Earth

...plus a photocopied course-pack.

William Irons

Anthropology B20

EVOLUTION OF MORAL SYSTEMS

Office: 1810 Hinman

Telephone: 491-5402

TTh 1-2:30

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

Methods of Evaluation: Two midterms counting 1/4 of grade each, and a final exam counting 1/2 of grade.

Required Readings:

R. D. Alexander (1987) The Biology of Moral Systems

R. Dawkins (1989) The Selfish Gene

Gil Stein

Anthropology C02

ORIGINS OF CIVILIZATIONS

Office: 555 Clark

Telephone: 491-4564

MWF 2

Description: This course examines the archaeological evidence for the evolution of human cultures from the end of the Ice Age through the development of organized complex societies. Topics to be discussed include the origins of agriculture and its effects on society, the origins of cities, the beginnings of writing, and the first civilizations of the Old and New Worlds. We will emphasize cross-cultural comparisons of the developmental trends in six early civilizations: Mesopotamia, Egypt, the Indus Valley, China, Mesoamerica, and Andean South America. The course will also focus on the differing ways that archaeologists have tried to explain the material record of human development.

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

Methods of Evaluation: Grading for this course will be based on a midterm examination, a final examination, a 10-page research paper, and class participation, especially in the form of oral presentations.

Readings:

Robert Wenke (1990) Patterns in Prehistory (3rd ed)
...and a course pack of photocopied readings; readings assigned for oral reports will be on reserve in the Main Library.

Malcolm Dow

Anthropology C62-3/Sociology D02

INTRODUCTION TO CATEGORICAL DATA ANALYSIS

Office: 555 Clark, room 113

Tel: 491-5402 or 491-4835

TTh 2:30-4

Description: Categorical variables, e.g., employment status, gender, ethnicity, voting behavior, social class, etc., are ubiquitous in social research. Most social research dealing with such qualitative (categorical) data involves the presentation of numbers in tables. Over the past twenty years a growing body of work has been devoted to a family of methods specifically aimed at the analysis of tables, all of which is based around the core notion of a loglinear model. This work has made a major impression on the study of social mobility, but its relevance to other fields is not yet fully appreciated. This course is an introduction to the analysis of categorical data via loglinear models. We will examine two and three dimensional contingency tables, the corresponding notions of association and interaction in tabular data, and the further issues of model selection, test statistics and measures of goodness-of-fit. Four dimensional and higher-way tables will also be covered. A variation of the loglinear model, logistic regression, will also be discussed. Assignments will include applications to substantive anthro/soc problems using SPSS/PC+.

Teaching Method: Lectures

Requirements: Anthro C62-1 or Sociology D01 or other upper division stats course

Methods of Evaluation: Mid-term (25%), Final (40%),
Homework Assignments (35%)

Readings: S. Fienberg, *The Analysis of Cross-Classified Categorical Data*, second edition. MIT Press 1985.

Helen B. Schwartzman
Anthropology C76
SOCIALIZATION
Office: #202, 1810 Hinman
Telephone: 491-5402
TTh 1-2:30

Description: The study of child development and socialization is examined in this course by reviewing studies of children's narratives and stories, anthropology folklore, history and psychology. We will specifically focus on the stories children tell themselves and others rather than the stories that adults typically tell children. The importance of using children's "folk" stories for investigating the experience of childhood from the child's point of view will be stressed. The cultural context of children's stories and storytelling processes will also be examined.

Teaching Method: Lectures, class discussion and debate.

Methods of Evaluation: Students will be asked to prepare one introductory essay, one research/review paper, one oral presentation, and one term project.

Required Readings: A packet of readings will be prepared for this course . This packet will include selections from:

Carolyn Steedman, *The Tidy House*
Brian Sutton-Smith, *The Folkstories of Children*
Richard Bauman, *Story, Performance, Event: Contextual Studies of Oral Narrative*
Marjorie Harness Goodwin, *He-Said-She-Said*
Iona and Peter Opie, *The Lore and Language of Schoolchildren*
Lynn Price Ager, *Storyknifing: An Alaskan Eskimo Girls' Game*

Karen Watson-Gegeo and Stephen T. Boggs, From Verbal Play to Folk Story; The Role of Routines in Speech Events among Hawaiian Children
Shirley Brice Heath, Ways with Words
Virginia Gassin Paley, Wally's Stories

Helen B. Schwartzman

Anthropology C90

Topics in Anthropology: MEDICAL ANTHROPOLOGY

Office: #202, 1810 Hinman

Telephone: 491-5402

F 1-3pm

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

Teaching Methods: Lectures, class discussion and debate.

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

Readings: Shirley Lindenbaum and Margaret Lock, eds., Knowledge, Power and Practice: the Anthropology of Medicine and Everyday Life (1993). Berkeley: University of California Press.

...and packet of selected readings.

Anna DiRienzo

Anthropology C90

Topics in Anthropology: MOLECULAR ANTHROPOLOGY METHODS

Office: #54A, 1810 Hinman

Telephone: 491-4822

TBA

Malcolm Dow

Anthropology C90

NETWORK ANALYSIS OF ORGANIZATIONS

Office: 555 Clark, rm 113.

Tel: 491-4835 or 491-5402

TBA

Description: The goal of this course is to familiarize you with empirical applications of the emerging paradigm of social networks to organizational research. The major formal ideas and analytical concepts of social networks will be covered, and further understanding will be gained by analyzing organizational network data sets. Most of the data sets and the relevant computer programs are contained in the computer package UCINET IV that you will learn how to use.

Teaching Method: Lecture and Discussion

Readings:

John Scott, Social Network Analysis: A Handbook, Sage Pubs 1992

Knoke & Kuklinski, Network Analysis. Sage Pubs. 1982

Package of Xeroxed Readings

Oswald Werner

Anthropology C90/D61

Topics in Anthropology: SEMINAR IN NAVAJO CULTURE
and METHODS OF LINGUISTIC ANTHROPOLOGY

Office: 1810 Hinman, #209

Telephone: 491-4830

MW 7-9:30

Description: This course is intended as a seminar in Navajo culture. In addition, it will prepare those students who signed up for the Ethnographic Field School for fieldwork in New Mexico and Arizona and, obviously, for work in other parts of the world as well. However, the emphasis of this course will be the Navajo language and culture rather than field techniques or fieldwork in general, and on methodology

and the mastery of transcribing the Navajo language with reasonable accuracy. For those students who do not plan to sign up for the Ethnographic Field School, Wednesday classes are optional s

Teaching Method: In addition to the lectures and discussions, each student will work on an independent project dealing with some aspect of Navajo culture that corresponds to the individual's interests. Several selected and relevant video tapes are part of the course.

Methods of Evaluation: A reaction paper is due every week (35% of the grade) and a term paper (65%) at the end of the course. Students participating in the Ethnographic Field School must also submit a research proposed based on their paper.

Readings:

Correl, J. L., Editha L. Watson, and D. M. Brugge, 1973, Navajo Bibliography (with Subject Index), Museum and Research Department, the Navajo Tribe

...other readings will be assigned as an necessary and usually follow the interests of each individual student

Micaela di Leonardo

Anthropology C92

URBAN ANTHROPOLOGY: Politics, Culture and American Cities:
Urban Ethnography and Community Power Studies

Office: 1810 Hinman, #204

Telephone: 491-4821

TTh 6:30-8pm

Description: American urban ethnography has historically neglected the roles of government and politics in shaping the parameters of urban experiences. Equally, community power studies have attempted to understand urban power relations formalistically, bypassing the study of the interactive details of urban residents' lives. As a result, we have two scholarly literatures that provide useful but incomplete visions of modern urban life. In this course we bring together these two vantage points, folding in as well considerations of race, ethnicity and gender in American cities.

Teaching Methods: Lectures, class discussions, one or two films.

Methods of Evaluation: TBA

Tentative Readings:

1. Leith Mullings, ed. Cities of the United States: Studies in Urban Anthropology
2. John Logan and Harvey Molotch, Urban Fortunes, the Political Economy of Place
3. Rufus Browning et al., Racial Politics in American Cities
4. Brett Williams, Upscaling Downtown
5. Mercer Sullivan, "Getting Paid": Youth Crime and Work in the Inner City
6. John Bodnar et al., Lives of Their Own: Blacks, Italians, and Poles of Pittsburgh, 1900-1930
7. James Spradley, You Owe Yourself a Drunk

Donald Stone Sade

Anthropology C96-7

JUNIOR TUTORIAL ON ANIMAL SOUNDS

Office: 1810 Hinman

Telephone: 491-5402

TBA

Description: Bioacoustics, the study of animal sounds, has become a most exciting and technically precise area of research within ethology. Recent advances in recording technology and personal computer hardware and software have made the technical means for studying animal sounds widely available to the professional behaviorist and the intelligent amateur naturalist alike. The study of animal sounds is an ideal subject with which to introduce the entire process of scientific research. Wherever possible instruction will involve hands-on experience. The graphically-based packages for sound analysis available on the NeXT and Macintosh computers allow visual demonstration of many of the basic concepts of acoustical analysis. Many species are available in local forest preserves and zoos, and field trips will be taken to special habitats, including the Indiana Dunes State Park, and Volo Bog, where unusual species can be observed and their vocalizations recorded.

Prerequisites include an elementary acquaintance with ecology

or animal behavior, for instance Anthropology B16 (The Living Primates). Introductory Calculus, or equivalent, will be helpful, as would introductory Statistics.

Karen Tranberg Hansen
Anthropology D72
POLITICAL ANTHROPOLOGY
Office: 1810 Hinman
Telephone: 491-4826
Th 3-5

Description: This seminar explores the depth and diversity with political anthropology. Beginning with some classic writings, the seminar raises questions about what we understand by politics, power and authority. The subsequent discussions focus on several themes, raising questions, among others, about the political field, local-level politics, political symbolism, and political conflict and change. Drawing on different theoretical approaches, the seminar offers rich insights into the changing anthropological involvement with political matters.

Teaching Method: Seminar.

Methods of Evaluation: Regular attendance, participation in class discussion, four discussion papers (approximately 5-7 pages each).

Required Readings:

M. Fortes and E. E. Evans-Pritchard, eds. (1940) African Political Systems
Robert M. Keesing (1992) Custom and Confrontation. University of Chicago Press
Gavin Smith (1989) Livelihoods and Resistance. University of California Press
...plus several required readings on library reserve.

James A. Brown
Anthropology D90
TOPICS IN ANTHROPOLOGY: Seminar on the Koster Site
Office: 555 Clark
Telephone: 491-7982
TBA

ctec@northwestern.edu

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

Last Updated: February 8, 1994

Spring 1994 Course Descriptions

0404 African-American Studies

Charles Payne

African-American Studies B30

THE CIVIL RIGHTS MOVEMENT

Time: MW 10:30-12

Office Address: 318 Kresge Hall

Phone: 1-4806, 1-5122

Expected Enrollment: 40

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

No Prerequisites. P/N allowed.

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

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

READING LIST:

Grant, Black Protest

Raines, My Soul Is Rested

McAdams, Freedom Summer

Branch, Parting The Waters

Mills, This Little Light of Mine

L. Stanley Davis
African-American Studies B40
SURVEY OF AFRICAN-AMERICAN MUSIC
(The Gospel Music Tradition in America)
Time: T TH 6:30-8pm
Office Address: 315 Kresge Hall
Phone: 491-4804, 491-5122
Expected Enrollment: 40

COURSE DESCRIPTION: This course is an introduction to and an overview of the history of the gospel music tradition in America. The course traces the evolution of gospel music from its roots by examining its earliest predecessors in the Western African tradition (1619), the influences of congregational psalm singing, work songs, Negro Spirituals, hymnody, and blues. The first portion of the course focuses upon the contextual relationships and influences of the earliest forms of the black sacred music genre. Students are introduced to the five most prominent eras of gospel music (1920's-1990's) in which musical styles and patterns, lyrical content, personalities and the performance styles and techniques of each period are examined. The Black church as social agent, promoter and preservationist of the tradition is both considered and discussed. The last segment of the course focuses upon the recording industry, current artists, the changing Black Church, the media attention to and the commercialization of the gospel music sound. While the scope of the course is historical in content, it provides one an opportunity to examine this art form through an integrated, interdisciplinary course of study which embraces the cultural anthropological, sociological, theological, ethnomusicological and political approaches to the development of the gospel music tradition in America.

No prerequisites. P/N option allowed.

TEACHING METHODS: Both lectures and discussion. Class time will also be devoted to the listening of records, tapes and compact discs and the screening and discussion of films and videos related to readings and lectures. Attendance of live performances and church worship services in the Chicago metropolitan area as a field study will be required. Professional recording artists and representatives from the record industry and or media will address the class on

current issues in the art form.

EVALUATION:

Based on the following:

- Class participation
- Submission of a gospel music journal providing a historical and critical analysis of live performances
- A comprehensive final examination
- A major paper (optional for B40 enrolled students) (mandatory paper of 10 page minimum for enrolled graduate students)

READING (TEXTS):

Required readings will come from the texts:

Frazier, E. Franklin, The Negro Church in America
Heilbut, Anthony, The Gospel Sound-Good News and Bad Times
Mapson, J. Wendell, The Ministry of Music in the Black Church
Reagon, Bernice Johnson, We'll Understand It Better, By and By
Southern, Eillen, The Music of Black American: A History

Recommended readings will come from secondary sources:

Jones, LeRoi, Blues People
Walker, Wyatt T., Somebody's Calling My Name: Black Sacred Music and Social Change

Note: Additonal required readings which come from a collection of handouts made up of articles, papers and journals will be made available in a coursepack at one of the local area copy centers.

Charles Payne
African-American Studies C-20
THE SOCIAL MEANING OF RACE
Time: MW 3:30-5
Phone: 491-4806, 491-5122
Expected enrollment: 30

COURSE DESCRIPTION: This course will focus on what racial identity means to Black Americans, both as a matter of individual self-definition and as a matter of collective

culture. How are these meanings socially shaped and sustained? How are they affected by various institutional contexts? How do they affect interaction among Blacks and between Blacks and others? How are the meanings of race changing? The second half of the course will use the recent resurgence of interest in Malcolm X as a point of entry into some of these questions.

The required reading load will be substantial.

No prerequisites. P/N allowed.

TEACHING METHODOLOGY: Lecture-discussion.

METHODS OF EVALUATION: Two take-home examinations.

READINGS:

Wallace Terry, *Bloods*

L. Levine, *Black Culture and Black Consciousness*

Malcolm X, *The Autobiography of Malcolm X*

Doug Massey, *American Apartheid*

Wellman, *Portraits of White Racism*

Fannie Rushing

African-American Studies C26-1

MAKING OF THE CARIBBEAN PEOPLE

Time: Mon. 2-5:00

Office: 308A Kresge Hall

Phone: 491-4805, 491-5122

Expected Enrollment: 12

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

FORM OF INSTRUCTION: The course will be taught as a combination of lecture and discussion. The first hour of the course will be a lecture followed by a half hour of informed

discussion based on lectures and readings. The discussion section is not designed to allow for the reconfirmation of existing preconceived notions but to encourage challenging and new ways of looking at material. The lectures are designed to introduce material not covered by the text or to problematize text material. For this reason consistent class attendance is important and will constitute part of your grade. More than three absences (for whatever reason) from scheduled class sessions will result in a lowered grade.

EVALUATION: Multiple measures will be used to determine your final grade. There will be two papers, one short paper (5-8 pages), and one long paper (10-15 pages). The short paper will include a review of a film to be shown in class. The long paper will be a discussion of one example, of your choosing, of the history of one Caribbean country.

READINGS:

The Cuban Revolution Into the 1990s, ed. by Centro de Estudios Sabre America
Caribbean Slave Society and Economy, eds. Hilary Beckies & Verence Sheperd
The National Question, James Blaught
Bitter Sugar, Maurice Lemoyne
Capitalism and Slavery, Eric Williams

RECOMMENDED TEXT:

The Problem of Freedom, Thomas Holt

ctec@northwestern.edu

[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: February 8, 1994

Spring 1994 Course Descriptions

0405 Art History

Ikem Okoye

Art History A01-6

UNRAVELLING AFRICAN ART

Time: MW 3:00-4:30

Office: 221 Kresge

Phone: 491-8029

COURSE DESCRIPTION: The continent of Africa possesses what to some might seem like a bewildering diversity of cultures. The diversity often seems, in addition, multiplied infinitely when the arts of Africa's nationalities are considered. This seminar offers a way in. Through a number of specific examples, we will develop an approach that will allow the student to begin to distinguish the art of one group from that of another, and to understand the connections between how the objects look, and the roles they are expected to play within their larger communities.

TEACHING METHOD: Seminar meetings; two times a week. In addition Museum or Gallery visits will be arranged, as will be a film screening.

EVALUATION: Contributions to seminar discussions. Evidence of engaging assigned readings. Preliminary paper, mid term paper and final paper.

TEXTS: Assigned readings will include selections from Herbert Cole's *Icons: Ideals and Power in the Art of Africa*. 1984, the Smithsonian Institution Press.

Paul Jaskot

Art History B10

INTRODUCTION TO VISUAL CULTURE

Time: MWF 12:00

Office: 223 Kresge

Phone: 491-8030

Expected Enrollment: 180

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.

TEXTS: TBA

Sara Schastok

Art History B40

INTRODUCTION TO ASIAN ART

Time: MWF 10:00

Office: 325A Kresge

Phone: 467-2790, 491-3230

COURSE DESCRIPTION: This course introduces the arts of Asia--primarily of India, China, and Japan--through an exploration of selected major themes. These include the development of Hindu and Buddhist devotional imagery in India, the transfer of Indic religions to East Asia, and the development of landscape painting in China. We will conclude with a brief examination of European colonialism and its effects on the study of Asian traditions.

PREREQUISITES: Art History B10, concurrent enrollment in same, or another course in art history or Asian civilization strongly advised.

TEACHING METHOD: Lecture and Discussion Sections.

EVALUATION: Midterm, 5-7 page paper, and final exam.

TEXTS:

Lee, Sherman E., A History of Far Eastern Art, 5th edition and course reader.

Whitney Davis

Art History C10-1

ANCIENT ART: PREHISTORIC ART IN ART HISTORY

Time: MWF 11:00-12:00

Office: 211 Kresge

Phone: 491-8026

COURSE DESCRIPTION: The course considers the Euro-American "discovery" of prehistoric arts in the nineteenth and twentieth centuries. Rather than presenting a geographic or chronological survey of prehistoric arts, we will ask--on the basis of selected examples--how prehistoric arts have been used in theories of history and culture, in debates about ethnic and national identity, and in Western arguments about human nature, the origins of the aesthetic, and related questions. Examples may include the mark-making behavior of primates and pre-human hominids, Paleolithic "cave art" of southwestern Europe, aboriginal rock art of Australia, "animal style" art, and Celtic art in northern Europe. In addition, we will consider how certain modern arts--for example, the Romantic "sublime"--are conceived as requiring, or enabling, a "prehistoric" moment, i.e., a cognitive instant in which the beholder finds himself/herself outside language and history.

TEACHING METHOD: Three hours of lecture/discussion per week. Graduate students will investigate a particular intersection between a prehistoric art form and a "modern" art history in a research paper.

EVALUATION: Mid-term examination; take-home essay-style final examination (research paper for graduate students).

TEXTS:

Bahn, Paul and Jean Vertut, IMAGES OF THE ICE AGE

Layton, Robert, THE ANTHROPOLOGY OF ART, 2nd ed.

Davis, Whitney, REPLICATIONS: ARCHAEOLOGY, ART HISTORY, PSYCHOANALYSIS

Selected articles on reserve or in a Course Reader

Julie Harris

Art History C20-2

MEDIEVAL ART: Carolingian Through Romanesque Art

Time: TTH 9:00-10:30

Office: 33 Kresge

Phone: 491-7788

COURSE DESCRIPTION: This survey course will cover the art and architecture of Europe from the Carolingian through the Romanesque periods - c.750-1140 A.D. Although chronological in organization, the lectures and discussions will stress issues that are central to medieval culture, such as court and monastic patronage, medieval society's relationship to antiquity, and ecclesiastical concerns regarding the use of images. Of particular interest will be the rebirth of sculpture and those themes present in Romanesque architectural settings.

STUDENT RESPONSIBILITIES: Students are expected to have completed the general survey of Art History and to have a working knowledge of the Medieval period. They are required to attend lectures and discuss assigned readings in class. Evaluation will be based on the following: midterm, final, one written assignment, and participation in class discussion.

TEXTS:

Gaehde, Joachim and Florentine Mutherich. Carolingian Painting

Hearn, M.F. Romanesque Sculpture

Snyder, James. Medieval Art

Students may find purchasing a copy of the Old and New Testaments helpful.

Preliminary Reserve Readings:

Calkins, Robert. Illuminated Books of the Middle Ages

Backhouse, J. The Golden Age of Anglo-saxon Art 966-1066.

Davis-Weyer, Caecilia. Early Medieval Art 300-1150. Sources and Documents in the History of Art.

Dodds, J. ed., Al-Andalus, The Arts of Islamic Spain

Dodwell, C.R., Pictorial Arts of the West

Exhibition Catalogue. The Art of Medieval Spain.

Exhibition Catalogue. English Romanesque Art 1066-1200.

Additional xeroxed readings to be announced.

Gail L. Geiger

Art History C30-2

RENAISSANCE ART: THE ARTS AND CULTURE OF SIXTEENTH-CENTURY
ITALY

Time: F 12:00-3:00

Office: 33 Kresge

Phone: 491-3230

Expected enrollment: 30

COURSE DESCRIPTION: This course concerns the arts created during an historical period of political centralization, of geographic exploration beyond Europe, of a continued social conservatism regarding women, and finally of a break-down in traditional Church dominance. We shall approach the arts of the period through three developments treated chronologically: Imperial Rome as Model for a Centralization of the Arts at the Papal Court; Simultaneity of a Mannerist Aesthetic and Explorations of the Other; Whatever Happened to the Women: from the Bourgeois Family to the Neoplatonic Ideal. The course will begin with an Introduction to 14-15th c. Florentine Formulation of Renaissance Ideals; it concludes with a View of the Church Crisis of Reform and the Arts. This examination of the cultural context for the arts enables us to consider numerous media including painting, sculpture, architecture, graphic arts, precious metals and ceramics. It also will enable students to do an in-depth investigation of one aspect of the period in a full research paper.

PREREQUISITES: None, but some knowledge of 16th c. Italian culture would be useful as would be some basic Art History training.

TEACHING METHOD: Each three-hour meeting period will include a formal lecture followed by class discussion of assigned documents or secondary interpretations.

EVALUATION: An initial critical evaluation of one reading will be assigned. One final exam of slide identification/comparison and related reading will be given. The thrust of evaluation will be the research paper (15pp. minimum) due at the end of the term. Suggested topics will be related to the general issues of 1) the classical past as model; 2) Mannerist aesthetic and/or Exploration; 3) women in the Renaissance; and 4) Church Reform and the arts.

TEXTS:

Hart, Frederick, History of Italian Renaissance Art, 4th ed.
Prentice-Hall, 1994

Vasari, Giorgio, Lives of the Artists, Bondanella trans.
Oxford, 1991

Chadwick, Whitney, Women, Art and Society, Thames and Hudson,
1992

Course Packet of Readings!

Larry Silver

Art History C30-3

RENAISSANCE ART--FLANDERS, SIXTEENTH CENTURY

Time: TTH 10:30-12:00

Office: 38 Kresge

Phone: 491-8032

COURSE DESCRIPTION: Introduction to the major painters (and printmakers) in the Low Countries, chiefly the busy port city of Antwerp, during the sixteenth century, including focus on the following: Bosch, Patinir, Massys, Lucas van Leyden, Heemskerck, Aertsen, Bruegel, Goltzius. Emphasis will be on the changing institutional framework for artmaking, including the rise of easel paintings and prints on the open market, featuring the rise of conventional categories, or genres (landscape, daily scenes, still-life). Consideration of the increased role of imported Italian models on artmaking, posing issues of artistic choice between alternate modes of artistic vocabularies. Attention to artistic response(s) to economic, political, and religious upheaval over the course of the sixteenth century.

PREREQUISITES: None required, although survey course work in European Renaissance art, literature, or history is desirable.

TEACHING METHOD: Lecture-discussion, emphasizing analysis of individual pictures in relation to larger topics of course description.

EVALUATION: Moderate-sized paper, based either on looking assignment of Art Institute images or chosen research topic of student's choosing. Final Essay examination on choice of several basic topics.

TEXTS:

Gibson, Walter, Hieronymus Bosch (paper)
Gibson, Walter, Bruegel (paper)
Gibson, Walter, "Mirror of the Earth" (on reserve)
van der Stock et al., Jan, Antwerp Story of a Metropolis
(paper)
Voet, Leon, Antwerp the Golden Age (reserve)
plus xerox packet of readings

Whitney Davis

Art History C59-3

HOMOEROTICISM AND VISUAL CULTURE, 1750-1920

Time: W 7:30-10:30 p.m.

Office: 211 Kresge

Phone: 491-8026

COURSE DESCRIPTION: This course considers the emergence and consolidation of the modern male "homosexual" identity in Euro-American culture as it was expressed in, and can be documented by, visual culture. Topics may include: the revision of "sodomy" in 18th century law and medicine and consequent reimagination of the form of the male body (Fragonard, the academie); J.J. Winckelmann's aesthetics of imitating classical art ("neoclassicism"); the emergence of sexually explicit homoerotic images (Hancarville); the role of image making in a nascent homosexual "politics" in the era of the French Revolution and of subsequent sociopolitical reactions (David, Girodet, and others); homoeroticism in the public spaces of the early and middle nineteenth century (Leicester Square, urban parks and bathing establishments); the emergence of the "medical model" of homosexuality and its conception of homosexual vision; the complex interrelation of male homoeroticism/homosexuality and "fetishistic" or "obsessive" imaging of the female body (Degas); the dynamics of "repressed" and "sublimated" homoerotic desire in homophobic cultural environments of Europe and America in the Industrial Revolution (Eakins); physique photography and the visual model of the male "body beautiful"; the forms of homosocial imaging (Remington, war artists); the creation and marketing of a homosexualist art for a class of elite homosexual consumers (von Gloeden, von Kupffer, et al.); the role of homosexuality in "Decadent" and "Symbolist" aesthetics (Moreau, Delville, the circle of Sar Peladan); the use of art history and art criticism as media of homoerotic

communication (John Addington Symonds, *The Studio*, Bloomsbury artists and critics); and the theorization of artistic creativity, homosexuality, and psychic imitation (identification) in early psychoanalysis (Freud's Leonardo). An organizing hypothesis will be that male homosexuality in the period 1750-1920 is constructed as a special (or, for its opponents, deviant) possibility of and for visual imitation and identification.

TEACHING METHOD AND EVALUATION: One three-hour lecture/discussion per week. The course is open without prerequisite to undergraduates and graduate students at any level. There will be a few short quizzes on assigned reading. Writing assignments will be worked out on an individual basis depending on students' backgrounds, skills, and interests.

TEXTS:

Weeks, Jeffrey, *SEXUALITY*

Halperin, David, *ONE HUNDRED YEARS OF HOMOSEXUALITY*

Davis, Whitney, ed., *GAY AND LESBIAN STUDIES IN ART HISTORY*

Selected articles on reserve or in a Course Reader

Michael Leja

Art History C67

SPECIAL TOPICS IN AMERICAN ART: THE GILDED AGE AND THE ORIGINS OF MODERNISM, 1876-1915

Time: TTH 12:30-2:00

Office: 212 Kresge

Phone: 491-8027

COURSE DESCRIPTION: This course will investigate important themes and developments in the visual arts of the United States between two landmark exhibitions: the Centennial Exposition in Philadelphia in 1876 and the Panama-Pacific Exposition in San Francisco in 1915. It will not attempt to survey the full variety and range of the arts of this period, but will concentrate on selected artistic developments as responses to the sweeping historical changes that distinguish the Gilded Age and the Progressive Era. "Modernization" (industrialization, the rapid development of transportation and communications, the spread of corporate organization in business, urbanization, technological development, etc.) was the keynote of this period, and it brought with it extreme

economic polarization, social fragmentation, political conflict, and myriad changes in the realm of culture. We will chart the ways in which the visual arts were shaped by and responded to these conditions.

PREREQUISITES: Art History B10 (Introduction to Visual Culture) or permission of the instructor. Junior or senior Art History majors do not need permission. Enrollment will be limited to 30.

TEACHING METHOD: The course will be half lecture and half discussion.

METHOD OF EVALUATION: Grades will be based on participation in class discussion, mid-term exam, final exam, and short research paper. NO P/N.

TEXTS:

Morgan, *New Muses*

Trachtenberg, *The Incorporation of America*

Lears, *No Place of Grace*

Other readings to be announced

Ikem Okoye

Art History C86-1,2

ART OF AFRICA: PARTS 1 & 2

Time: MW 8:30-10:00 a.m.

Office: 221 Kresge

Phone: 491-8029

COURSE DESCRIPTION: The lectures, divided into two parts over the winter and spring terms, will offer an in-depth historical survey and overview of the visual and plastic art of the African continent, from the pre-pharaonic Ancient North-East to the contemporary political art of South Africa and of Nigeria. Each lecture will be conceived around a theme; each theme in turn selected to coincide approximately with the diverse and independent chronological developments in the different geographic regions of the continent. The arts covered will include painting and sculpture, as well as architecture, architectural ornamentation, textile art, body painting, pottery, coiffure and photography.

PREREQUISITE: Students will have successfully completed at

least one B-level course in Art History, Art Criticism or African History. Part 1 is a preferred, advantageous but non-compulsory prerequisite for registration in Part 2.

TEACHING METHOD: Two lectures a week, and accompanying weekly TA-run sections. Occasional visits to local museums when appropriate. Film screenings.

EVALUATION: class test, mid-term exam, and short term-paper (7-8 Pages, double spaced).

TEXTS: will, amongst others, include selections from;

Willet, Frank, (1971): African Art. New York and London, Thames and Hudson. ISBN 0-500-20103X

Gillion, Werner, (1984): A Short History of African Art. New York, Viking Press

Sara Schastok

Art History C89

SPECIAL TOPICS IN NON-WESTERN ART

THE HINDU GODDESSES: DEFINING THE DIVINE FEMININE IN INDIA

Time: TH 2:00-5:00 p.m.

Office: 325A Kresge

Phone: 467-2790

COURSE DESCRIPTION: Images of the divine feminine are an integral part of the Hindu tradition of religious myth and visual imagery. As is true of other deities within Hinduism, goddess images may be representations of the Ultimate One, or they may be secondary manifestations of some other deity who occupies that supreme role. The diverse roles played by goddesses and the religious/social questions their images embody provide a means for defining connections between art and society.

In this seminar, we will explore the range of Hindu visions of the feminine. We will focus on Indic traditions that visualize the Supreme in female form and attempt to explore those images and related myths that express Hindu thinking about gender roles and relationships.

PREREQUISITES: Background in art history, Indian religions or women's studies.

TEACHING METHODS: Seminar

METHOD OF EVALUATION: Participation in discussions, research paper

READING LIST: TBA

Hollis Clayson

Women Studies C98-2 (cross-listed with Art History)

SENIOR RESEARCH SEMINAR IN WOMEN'S STUDIES

Time: TBA

Office Address: 208 Kresge

Office Phone: 491-8025/3230

Maximum Enrollment: 12

COURSE DESCRIPTION: The course will provide the headquarters, both intellectual and practical, for Women's Studies Certificate students writing Senior Theses.

PREREQUISITES: WMST C98-1,2 in Fall and Winter quarters, 1993/94. Consent of the instructor is required.

TEACHING METHOD: Group will meet regularly to take turns presenting and critiquing one another's work-in-progress.

EVALUATION: Class participation, and written evidence of work on thesis.

TEXTS: NA

O. K. Werckmeister

Art History D20-3

STUDIES IN MEDIEVAL ART: GEOPOLITICAL SURVEY OF ROMANESQUE ART

Time: W 3:00-6:00 p.m.

Offices: 35-37 Kresge

Phone: 475-0836

Expected enrollment: 6

COURSE DESCRIPTION: A study of the impact that the geographical and topographical positioning of Romanesque buildings in their social environment had on their style and

that of the attendant imagery. The setting of these buildings, either in towns and cities or in the agricultural territory, determined as it was by legal and political concerns of secular and religious authority, ownership or contractual obligations, production or exchange, was often enacted by the geometrical procedures of Roman land surveying, which in turn were related to practices of architectural design. Bridges, roads, castles, and fortifications were spaced out to determine a 'monumental landscape' whose shared control was at issue in the expanding economy of the 11th and 12th centuries. Starting from the work of Warnke and Barral, among others, the course will take a comprehensive geographical approach to the entirety of Western and Central Europe in order to correlate pertinent geopolitical distinctions with the aesthetic appearance of Romanesque buildings and images.

EVALUATION:

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

TEXTS:

Warnke, Martin, Bau und Uberbau: Soziologie der mittelalterlichen Architektur nach den Schriftquellen, Frankfurt, 1976

Barral i Altet, Xavier, ed., Le paysage monumental de la France autour de l'an mil, Paris, 1987

Larry Silver

Art History D30-3

STUDIES IN RENAISSANCE ART--ANTWERP, SIXTEENTH CENTURY

Time: M 2:00-5:00

Office: 38 Kresge

Phone: 491-8032

COURSE DESCRIPTION: Analysis of the major painters (and printmakers) in the busy port city of Antwerp during the sixteenth century, complementing the concurrent lecture course of the same quarter, Art History C30-3. Emphasis will be on the changing institutional framework for artmaking, including the rise of easel paintings and prints on the open market, featuring the rise of conventional categories, or genres (landscape, daily scenes, still-life). Consideration

of the increased role of imported Italian models on artmaking, posing issues of artistic choice between alternate modes of artistic vocabularies. Attention to artistic response(s) to economic, political, and religious upheaval over the course of the sixteenth century. Focus on the following: Bosch, Patinir, Massys, Heemskerck, Aertsen, Bruegel, Goltzius.

PREREQUISITES: Some survey course work in European Renaissance art, literature, or history is desirable; otherwise, students may be asked to take or audit Art History C30-3 this spring quarter. No language requirements, although some valuable literature exists in German, but this can be evaded.

TEACHING METHOD: Discussion of individual pictures in relation to larger topics of course description as well as analysis of readings.

EVALUATION: Collaborative research paper, considering either a category of picture-making or generation of art-making in Antwerp.

TEXTS:

Gibson, Walter, Hieronymus Bosch (paper)

Gibson, Walter, Bruegel (paper)

Gibson, Walter, "Mirror of the Earth" (on reserve)

van der Stock et al., Jan, Antwerp Story of a Metropolis (paper)

Voet, Leon, Antwerp the Golden Age (reserve)

Freedberg et al., David, The Prints of Pieter Bruegel

Silver and Timothy Riggs, Graven Images (paper)

plus selected readings

Hollis Clayson (co-taught with Martha Ward, University of Chicago)

Art History D50-1

STUDIES IN NINETEENTH-CENTURY ART: THE SPACES OF PARISIAN ART, 1848-1914

Time: F 2:00-5:00 p.m.

Location: Class location will alternate between the Art History Department at Northwestern and the Art History Department at the University of Chicago.

Office: 208 Kresge Hall

Phone: 491-8025

Maximum Enrollment: 20 (10 from NU; 10 from U of C)

COURSE DESCRIPTION: The course will study the spaces of production, education and display in use in the art worlds of Paris between 1848 and 1914.

PREREQUISITE: Art History C59, Winter, 1994.

TEACHING METHOD: Weekly seminar meetings will discuss required readings. Each student will undertake a research project commensurate with her/his interests and abilities.

TEXTS:

TBA

David Van Zanten

Art History D90-2

ANDREW W. MELLON PROGRAM IN ART OBJECTS, 1993

The Museum and the City: Architecture and Public Sculpture

Time: T 2:00-5:00

Office: 255 Kresge

Phone: 491-8024

COURSE DESCRIPTION: This is the last of the three-part Mellon sequence, proposing to introduce the students to concepts of museology as they apply to the fabric of the city itself, represented by its buildings and public sculpture. The ultimate product will be a publishable guide text explicating selected, telling passages in the cityscape. Enrollment is restricted to the students previously in D90-1.

The course will initially consider the choice of city passages to document, then proceed to an alternating rhythm of discussions of these specific sites and of the general problems of guide-writing.

TEXTS:

Readings already purchased for D90-1:

Condit, Carl, The Chicago School of Architecture, 1964

Bach, Ira, Guide to Chicago's Public Sculpture, 1983

Cronon, William, Nature's Metropolis, 1991

Fisher, Philip, Making and Effacing Art. 1991

de Certeau, Michel, The Practice of Everyday Life, 1984

Additional for D90-2 (At Student Book Exchange, Sherman Avenue)

Fussell, Paul, Abroad

Smith, Carl, Chicago and the American Literary Imagination

Riley, Terence, Frank Lloyd Wright

ctec@northwestern.edu

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

[Northwestern University](#)

Last Updated: February 8, 1994

Spring 1994 Course Descriptions

0406 Art Theory And Practice

Maria Tomasula

Art Theory & Practice, A20-0

BASIC PAINTING, TTh 9-12

Office address: Kresge Hall, rm. 217

Expected enrollment: 18

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

No prerequisites. P/N is permitted.

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

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

Joseph Aranyosi

Art Theory & Practice, A24-0 sec. 20

ESSENTIALS OF DESIGN; MW 9-12

Office address: 32 Kresge Hall

Expected enrollment: 15

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

No prerequisites. P/N is permitted.

TEACHING METHOD: Periodic explanatory lectures, group discussions.

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

Louise LeBourgeoise, MW 1-4
Chris Peilak, TTh 9-12
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.

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.

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

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

No prerequisites. P/N is permitted.

TEACHING METHOD: Class sessions are devoted to lecture/demonstrations, and group critiques. Students work during

class sessions and also independently. In other words, you must be prepared to work in the photo lab beyond class time.

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

James Yood

Art Theory & Practice, B70-0

INTRO TO UNDERSTANDING ART; MW 2-3:30

Office address: Kresge Hall, rm. 42

Expected enrollment: 24

COURSE DESCRIPTION: This course is available to all undergraduate students wishing to gain an understanding of the traditions and stylistic evolution of Western visual arts. The format is lecture and discussion, emphasizing formal structure, composition, subject matter and major techniques of painting, sculpture, printmaking and others.

No prerequisites. P/N is permitted.

TEACHING METHOD: Much attention will be devoted to twentieth-century art since students have greater opportunity to experience directly the art of our own time than that of other eras. Specific movements such as Cubism, Expressionism, Dada, Surrealism and other important directions in modern art will be dealt with both in regard to their historical antecedents and their importance to the development of later artistic practices and ideas.

METHODS OF EVALUATION: There will be one principal course paper; the topics to be developed in class. Additional shorter reports may be connected to exhibitions and collections in the City. The paper(s), together with attendance and participation, will form the basis for student evaluation.

REQUIRED READING: To be discussed at first class session.

Michael Leja, Lorraine Peltz

Integrated Arts B91-2; MW 1-4:00

MODES OF ART

Office Address: Kresge 254/216

Phone: 491-7788/8774

Expected Enrollment: 20

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

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

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

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

READINGS AND SUPPLIES:

Albert Elsen, Purposes of Art

Xeroxed course packet

Assorted studio materials, for work in variety of media

Lorraine Peltz

Art Theory and Practice, C22-2

ADVANCED PAINTING; MW 9-12

Office Address: Kresge Hall, rm. 32

Expected Enrollment: 10-12

COURSE DESCRIPTION: This course is designed for advanced undergraduate art majors, graduate students, and students with a high proficiency in painting. The emphasis of this

course is on the development of students' individual styles and talents. Emphasis will be on a heightened sense of visual orchestration. Focus on the the figure or still-life could be used as a course concentration.

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

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

METHODS OF EVALUATION: Grade evaluation is based on a combination of personal effort, growth, and inventiveness. Students will be evaluated through a final portfolio.

James Valerio

Art Theory & Practice, C25-2

ADVANCED DRAWING; MW 9-12:00

Office address: Kresge Hall, rm. 215

Expected enrollment: 18

COURSE DESCRIPTION: This course is designed for advanced undergraduate art majors, graduate students, and students with a high degree of proficiency in drawing. 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 equivalent.

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

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

William Cass

Art Theory & Practice, C32-0

INTAGLIO; MW 9-12

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.

Preparedness, 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.

Bill Cass

Art Theory & Practice, C33-0

LITHOGRAPHY; MW 1-4

Office Address: Kresge Hall, Rm. 203

Expected enrollment: 10

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

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

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

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

Gary Justis

Art Theory & Practice, C42-0

PROCESS SCULPTURE & ENVIRONMENTAL ART; TTh 9-12

Office address: Kresge Hall, rm. 2

Expected enrollment: 15

COURSE DESCRIPTION: A project course centering around some of the most current ideas in the sculpture field. The role of human as artist-"creator" will be compared with that of artist-"documentor" and "selector." Projects will be open-ended, limited only by the student's resourcefulness.

No prerequisites. P/N is permitted.

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

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

REQUIRED READING: Artforum magazine and museum publications.

James Yood

Art Theory & Practice; C72-0

CONTEMPORARY ART CRITICISM; MW 4-5:30

Office: Kresge 42

Expected enrollment: 24

COURSE DESCRIPTION: The purpose of this course is to acquaint students with major trends and issues in the art of the past twenty-five years. The course will cover American Abstract Expressionism, Pop Art, Formalist painting and sculpture, Neo-expressionism, Minimalism, and various post-modernist tendencies.

No prerequisites. P/N is permitted.

TEACHING METHODOLOGY: Discussions of writings and art work supported by brief informal lectures. While some art background is helpful, the instructor presumes that the student has had no real experience in the field of contemporary art. It is hoped that students will come away with a positive understanding of the problems and difficulties connected with writing effective art criticism.

METHODS OF EVALUATION: Students will be expected to collect samples of current art criticism and to visit galleries and museums in connection with these writings. They will be expected to evaluate these writings in critiques and to write some criticism of their own. Attendance and participation in discussions will figure into your final grade. There will be a final examination.

Ed Paschke

Art Theory & Practice, D25-0

SPECIAL PROBLEMS IN ART; TTh 1-4

Office address: Kresge Hall, rm. 215

Expected enrollment: 12

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

PREREQUISITES: Intermediate and advanced studio work

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

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

ctec@northwestern.edu

[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: February 8, 1994

Spring 1994 Course Descriptions

0407 Astronomy

Astronomy A01

Modern Cosmology

Instructor: Mel Ulmer

Office Address: Dearborn 3

Office Phone: 491-5633

Time & Place: MWF @ 11, Tech 3381

Course description: Modern views on the structure of the universe, and its past, present and future. Discussion of the Big Bang, galaxy formation, and current theories on cosmology. Primarily for nonscience majors.

Prerequisites: Permission of instructor. High-school algebra is needed.

Teaching method: Three lectures per week.

Evaluation: Midterm examinations and a final examination.

Astronomy A20

Highlights of Astronomy

Instructor: David Meyer

Office Address: Dearborn 6

Office Phone: 491-4516

Time & Place: MWF @ 2, Tech LR2

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

Prerequisites: One year of high-school algebra.

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

Evaluation: One or more midterms and a final examination.

Text: Astronomy Today, Eric Chaisson and Steve McMillan

Astronomy C31

Astrophysics

Instructor: Ronald Taam

Office Address: Dearborn 10

Office Phone: 491-7528

Time & Place: MWF @ 2, Tech B397

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

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

Evaluation: One or more midterms and a final examination.

Astronomy C60

Astronomical Observing Methods

Instructor: David Meyer

Office Address: Dearborn 6

Office Phone: 491-4516

Time & Place: TBA

Course description: Theory and application of astronomical radiation measurement techniques. Characteristics of photometric systems. Effects of bandwidths on photometric measurements. Characteristics and merits of various radiation detectors. Modern techniques in photometry and spectrophotometry.

Prerequisites: Physics A35-1,2,3 and Astro B10-1,2 or equivalent.

Evaluation: One or more midterms and a final examination.

ctec@northwestern.edu

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

[Northwestern University](#)

Last Updated: February 8, 1994

Spring 1994 Course Descriptions

0409 Biological Science

Gary J. Galbreath
Biological Sciences A03-0
DIVERSITY OF LIFE
Time: MWF 1:00
Office Address: Hogan 6-170
Office Phone: 491-8775
Expected Enrollment: 140

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

PREREQUISITES: None.

TEACHING METHOD: Lectures.

EVALUATION: Two exams (midterms).

READINGS: TBA

Robert King
Biological Sciences A04-6
FRESHMAN SEMINAR
GENETICS AND HUMAN WELFARE
Time: MWF 2:00 Frances Searle Rm. 3-220
Office Address: 5-130 Hogan
Office Phone: 491-3652
Expected Enrollment: 15

COURSE DESCRIPTION: This course will focus on the role of genetics in human disease. Each student will write a 5,000 word essay in the style of a scientific review on a specific hereditary disease, covering such topics as the mode of inheritance of the condition, the cells or tissues involved,

the anatomy of the gene responsible and the structure and function of this product, prospects for cure, and the ethical and legal problems associated with counseling the patient and his or her relatives.

PREREQUISITES: None.

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

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

READINGS: Lewis, R. Human Genetics: Concepts and Applications
McMillan, V. Writing Papers in the Biological Sciences

Albert Farbman
Biological Sciences A05-6
FRESHMAN SEMINAR
REPRODUCTIVE TECHNOLOGY
Time: TTH 10:30-12:00
Office Address: Hogan 5-170
Office Phone: 1-7039
Expected Enrollment: 15

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

PREREQUISITES: None.

TEACHING METHOD: Lectures, discussion.

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

READINGS: tentative: "Infertility: Medical and Social Choices", Chapters 1, 3, 4 Govt. Printing Office, 1988.
"New Conceptions" by Lori Andrews.
US Supreme Court, 410 US 113. (1973) "Roe vs. Wade"
Ulman et al., "RU-486" Scientific American, 262: 42-48.
1990.

John S. Bjerke

Biological Sciences A70-0

CONCEPTS OF BIOLOGY

Time: MWF 10:00

Review Session (optional) TH 4:00-6:00

Office Address: Swift Hall 306

Office Phone: 467-1394

Expected Enrollment: 108

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-A80 or 409-A90. P/N not permitted.

TEACHING METHOD: Three 50-minute lectures and one 2-hour review session (optional) per week plus an optional Computer-Assisted Instructional (CAI) program. (Lecture Outlines plus comprehensive Exam File available at CopyCat.)

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.)

READINGS: Biological Science (Fifth Edition) by William T. Keeton and James L. Gould, W.W. Norton & Co., Publishers.

John S. Bjerke

Biological Sciences A90-0

CHARACTERISTICS OF LIVING ORGANISMS

Time: Lecture MWF 1:00; Lab T 1:00-4:00 or W 2:00-5:00

Review session (optional) TH 2:00-4:00

Office Address: Swift Hall 306

Office Phone: 467-1394

Expected Enrollment: 48

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

PREREQUISITES: Permission of instructor. (For permission-to-register slip, please come to Room 306 of Swift Hall between the hours of 11:30am to 4:30pm on Monday through Thursday or between 10:00am to 12:00 noon on Friday during the pre-registration period - February 22 to March 2, 1994. You will need a permission slip before going to Parkes Hall to register.) Not open to students presenting AP credit in Biological Sciences, students in the HPME program, students who have completed 409-A70 or 409-A80, and students who have completed (or are currently enrolled in) any part of 409-B10 sequence. P/N not permitted

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

EVALUATION: Three 1-hour midterm examinations, one comprehensive 1-hour final examination, and a laboratory practical examination plus evaluation of selected laboratory projects.

READINGS: Neil Campbell, Biology (Third Edition), Benjamin/Cummings Publishing Company, 1990.

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

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

PREREQUISITES: None.

TEACHING METHOD: Lectures.

EVALUATION: Two exams (midterms).

READINGS: TBA

Daniel Linzer and Lawrence Pinto
Biological Sciences B10-3
BIOLOGY
Time: MWF 8:00 Lecture or MWF 11:00 Lecture
F 4:00-6 Review Session (Optional)
One 3-hour lab per week on T, W, TH, or F.
Office Address: DL: 3-150 Hogan
LP: 2-140 Hogan
Office Phone: DL: 491-8200
LP: 491-7915
Expected Enrollment: Approx. 380

COURSE DESCRIPTION: Eukaryotic cell biology and physiology.

PREREQUISITES: 409 B10-1, B10-2

TEACHING METHOD: Lectures, discussion, and laboratories.

EVALUATION: 2 midterms and 1 final examination; lab reports

READINGS: Darnell, Lodish, Baltimore Molecular Cell
Biology; other reading TBA

Albert I. Farbman

Biological Sciences C04-0

DEVELOPMENTAL NEUROBIOLOGY

Time: MW 10:30-12

Office Address: 5-170 Hogan

Office Phone: 491-7039

Expected Enrollment: 40

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

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

TEACHING METHOD: Two lectures weekly.

EVALUATION: 2 quizzes, midterm and final.

READINGS: Principles of Neural Development, Purves and Lichtman, Sinauer Press, 1985.

Staff

Biological Sciences C08-0

NEUROANATOMY LABORATORY

Time: Lecture MWF 9; Lab F 12-2:00 or 2-4:00

Office Address: TBA

Office Phone: TBA

Expected Enrollment: 60

COURSE DESCRIPTION: A thorough examination of the organization and morphology of the nervous system. Emphasis will be placed on the human central nervous system, but comparisons will be made with primitive nerve nets, and with

the nervous systems of other vertebrates and invertebrates. Sufficient consideration will be given to the function of the various systems to make the anatomy understandable and interesting. Topics to be covered in the course include: Sensory and Motor Systems, Autonomic (Visceral) Systems, and Cerebral Cortex.

PREREQUISITES: 409-B10-3.

TEACHING METHOD: Lectures and laboratory.

EVALUATION: TBA

READINGS: TBA

Erwin Goldberg and Robert C. King
Biological Sciences C09-0
ISP BIOCHEMISTRY AND CELL BIOLOGY
Time: TTH 9-10:30 Lecture; TH 6:00-9:00 Lab
Office Address: EG: 4-100 Hogan
RK: 5-130 Hogan
Office Phone: EG: 491-5416
RK: 491-3652
Expected Enrollment: 36

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

PREREQUISITES: None.

TEACHING METHOD: Lectures, discussions, selected readings.

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

READINGS: TBA

Peter Dallos
Biological Sciences C11-0
CELLULAR NEUROBIOLOGY
Time: MWF 12:00
Office Address: 2-248 Frances Searle
Office Phone: 491-3175
Expected Enrollment: 40

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

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

TEACHING METHOD: Lectures.

EVALUATION: Homework, midterm, and final examinations.

READINGS: J.G. Nicholls, A.R. Martin and B.G. Wallace, From Neuron to Brain, 3rd edition, Sinauer Associates Inc., Sunderland, MA, 1992.
other readings TBA.

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

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

PREREQUISITES: Biochemistry, organic chemistry, physics.

TEACHING METHOD: 3 lectures per week.

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

READINGS: TEXTS: Introduction to Protein Structure.
Branden and Tooze, Garland Publishing, 1991.
Biophysical Chemistry, Volume II. Cantor and Schimmel, W.H.
Freeman and Co., 1980.

OTHER REFERENCES: Biological Spectroscopy. Campbell and
Dwek, B. Cummings Publishing Co., 1984.

NMR of Protein and Nucleic Acids. Wuthrich, John Wiley and
Sons, 1986.

X-ray Crystallography. M.M. Woolfson, Cambridge University
Press, 1978.

Francis C. Neuhaus

Biological Sciences C33-0

THE PHYSIOLOGY AND ECOLOGICAL IMPACT OF BACTERIA

Time: MWF 10:00

Office Address: 3-140 Hogan

Office Phone: 491-5656

Expected Enrollment: 25

COURSE DESCRIPTION: Prokaryotic organisms constitute the
single most abundant form of life on the planet. The
interaction of these organisms with members of the plant and
animal kingdoms is an essential facet of our ecology. A
study of their structure, growth, metabolism, and genetics
provides the basis for understanding these interactions as
well as many recent advances in cell biology. Selected
examples of the effects of these organisms in our environment
demonstrate the essential nature of these interactions.
Contemporary strategies for investigating prokaryotic
physiology will be emphasized. These will include sequence
analyses with MacVector 4.1 combined with searches of the
ENTREZ database and BLAST retrieval to discover and interpret
new developments in the Bacillus subtilis genome. These
discoveries will be facilitated with interpretations and
analyses from the GCG program.

PREREQUISITES: Organic chemistry B10-1 and Biology B10-1, 2
and 3 or equivalent. Permission of instructor required.

TEACHING METHOD: Three lectures per week and approximately two hours per week of independent study using the computer network of the Biology Resource Center.

EVALUATION: Midterm, final examination and three reports.

READINGS: Texts: Physiology of the Bacterial Cell, F. C. Neidhart, J.L Ingraham, and m. Schaechter; Sinauer associates, Inc. 1990.

Sequence Analysis Primer , M. Gribskov and J. Devereux. UWBC Biotechnical Resource Series. Stockton Press 1991.

Philip Iannaccone

Biological Sciences C40-0

BIOLOGICAL ASPECTS OF DISEASE

Time: TTH 9:00-10:30

Office Address: TBA

Office Phone: TBA

Expected Enrollment: 80

COURSE DESCRIPTION: The topics covered will include 1) Cellular response to injury, 2) Biology of cancer, including molecular and genetic aspects, 3) Inflammation and immunity, 4) Developmental Pathology.

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

TEACHING METHOD: Two 50 minute lectures per week.

EVALUATION: Midterm 50%, and final 50%.

READINGS: TBA

Olivier Rieppel

Biological sciences C45-0

TOPICS IN EVOLUTIONARY BIOLOGY: PHYLOGENETICS

Time: TTH 1:00-4pm (With transportation time: 12:00-4:45pm)

Office Address: Chicago Field museum of Natural History

Office Phone: (312)922-9410, ext. 643

Expected Enrollment: 30

COURSE DESCRIPTION: The course will provide an introduction to all levels of systematic biology. The current concepts of evolutionary biology will provide the background for an understanding of systematics and phylogeny reconstruction. The rules of taxonomic revision will be put into the perspective of evolving populations. The concept of "species" will be discussed in micro- as well as macroevolutionary terms. Three schools of phylogeny reconstruction (evolutionary, phenetic, cladistic) will be presented in relation to micro- and macroevolutionary models, and their different philosophical background will be explained. This will be followed by a more detailed introduction into the practice of phylogenetic systematics. The end of the course will see a brief outline of the philosophical tensions within cladistics, i.e. between "phylogenetic systematics" and "pattern cladism".

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

TEACHING METHOD: Lectures.

EVALUATION: One or two exams, appropriate participation.

READINGS: TBA

Robert Holmgren
Biological Sciences C95-0
MOLECULAR GENETICS
Time: MWF 1:00
Office Address: 4-130 Hogan
Office Phone: 491-4729
Expected Enrollment: 40

COURSE DESCRIPTION: This course will examine how molecular genetics can be used to study biological problems. Examples will be taken from the cell biology of yeast, the development of *Drosophila* and genetic diseases in humans.

PREREQUISITES: Biology B10-2.

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

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

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

ctec@northwestern.edu

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

[Northwestern University](#)

Last Updated: February 8, 1994

0410 Center for the Humanities

C01-0 Topics in the Humanities

MW 2-3:30

Native Intelligence: Ethnography and Folk Literature in
Appalachia and the Andes

Johnny Payne

Much of the work of "new ethnographers" such as James Clifford has defined the subject-position of the ethnographer, and the biases that accompany her/his interpretation of folk experience. These provocative theses have brought about a modest shakedown in ethnographic arrogance, and caused some researchers to abandon, or at least rethink, their dubious pretenses of objectivity and neutrality. But the question remains of what the net effect is of the proposed changes in approach, other than a vaguely heightened sensitivity on the ethnographer's part. The advocacy of this stance of anthropological activism seems also to offer/threaten to put the ethnographer into a virtual creative collaboration with the traditional "object of study." This seminar will explore various ways in which folklore has gotten "used" over time--as unadorned found text, as raw material to be employed as grist for explanatory social science theory, as fiction.

We'll examine case studies in folk-life in two heavily-studied regions: the Appalachias of the U.S. and the Andes Mountains of South America. Attention will be given to the transformation of these regions' respective native "material" into scholarship, art, and fiction. Readings for the course will include James Clifford, *The Predicament of Culture* (Harvard), Jose Maria Arguedas, *Deep Rivers* (Texas), Regina Harrison, *Signs, Songs, and Memory in the Andes* (Texas), Frank Solomon and George Urioste, eds., *The Huarochir Manuscript* (Texas), David Whisnant, *All That is Native and Fine* (Chapel Hill), James Still, *River of Earth* (Kentucky),

Harriette Arnow, *The Dollmaker* (Avon), Laurel Shakelford and Bill Weinberg, eds., *Our Appalachia: An Oral History*, and Zora Neale Hurston, *Mules and Men* (Harper). The course will also include video, such as Alan Lomax's film on Appalachian dance, and samples of hillbilly music. We will try to get a fix on the elaborate stylizations and plausible fictions involved in creating an "authentic" native voice. Do more "respectful" treatments come in some way closer to the object of study, or are they reconstructions just as artificial, but simply less flamboyant? Our collective attempt will be to come to a determination of the purposes served by ethnography, as an art or science, in contemporary life. Is folklore always already processed by invasive techniques, or is it possible, in some sense, to simply let it be?

ctec@northwestern.edu

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

[Northwestern University](#)

Last Updated: February 8, 1994

Spring 1994 Course Descriptions

0411 Chemistry

Chad A. Mirkin

Chemistry A03

GENERAL PHYSICAL CHEMISTRY

Time: MTWThF 9:00, 10:00; lab times vary

Office Address: Tech 1152

Phone: 491-2907

Estimated Enrollment: 450

Spring Quarter 1994

Sequence: The course is the third and final course in general chemistry for science majors. The course is a continuation of Chemistry A01 in the fall quarter and Chemistry A02 in the winter quarter. This course is primarily intended for students who plan to continue with chemistry courses by enrolling in either organic chemistry or physical chemistry.

Course Description: Topics covered in the course include the following: chemical equilibrium; equilibria in aqueous solution; thermodynamics; chemical kinetics; electrochemistry and oxidation-reduction reactions; solid state and polymer chemistry; industrial chemical processes.

Prerequisites: The prerequisite for this course is a passing grade of C- or better in Chemistry A02, or special permission of the Chemistry Department and Math B14-1. P/N option is allowed, but not for those students planning on continuing in chemistry. A grade of C- or better in this course will be required to enroll for any chemistry course at a higher level.

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.

Text: Chemistry by Zumdahl

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

Susan R. Mrozack

Chemistry B10-2

ORGANIC CHEMISTRY

Time: MTWThF 4:00, Lab section times will vary.

Expected enrollment: 64

Spring Quarter 1994

Course Description: This course is a continuation of Chemistry B10-1. The spectroscopy of organic molecules and the chemistry of aromatic compounds and carbonyl containing compounds will be studied.

Prerequisites: Chemistry B10-1 with a C- or better. No P/N registration.

Teaching Method: There will be three lectures each week. One class meeting will usually be devoted to problem solving and review of lecture material. There will also be a weekly laboratory lecture and a four-hour laboratory session.

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

Daniel P. Weeks

Chemistry B10-3

ORGANIC CHEMISTRY

Time: MWTThF 9:00

Office Address: Tech 2142

Phone: 491-5650

Expected Enrollment: 170

Spring Quarter 1994

Course Description: This course builds upon 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 qualitative organic analysis and multistep synthesis.

Prerequisites: Chemistry B10-2. No P/N registrations.

Teaching Method: Three lectures per week. A fourth scheduled hour will be used for laboratory lectures and review sessions.

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. Grading policy will be similar to that used in Chemistry B10-2. There will be no term papers.

Frederick D. Lewis

Chemistry B12-3

ORGANIC CHEMISTRY

Time: MWThF 9:00

Expected Enrollment: 50

Spring Quarter 1994

Course Description: This course builds upon the fundamentals developed in Chemistry B12-1,2. It will include the chemistry and synthesis of amines and carboxylic acids and of polyfunctional compounds, including carbohydrates, nucleic acids, proteins and enzymes, lipids, steroids and alkaloids.

Prerequisites: Chemistry B12-2. No P/N registrations. Students enrolled in B12-3 must have either completed the laboratory portion of B12-2 or be concurrently taking B10-3 laboratory.

Teaching Method: Three or four lectures per week. The fourth scheduled hour will be used for review sessions or exams.

Evaluation: There will be three mid-terms and a final exam. Exams will be based on lectures and assigned readings and problems. Grading policy will be similar to that used in Chemistry B12-2. There will be no term papers.

Joyce C. Brockwell
Chemistry B15-0
ORGANIC SYNTHESIS LABORATORY
Time: T 9:00, MT or WTH 1:00-6:00
Office address: Tech E219
Phone: 491-3440
Expected Enrollment: 26
Spring Quarter 1994

Course Description: A laboratory course in modern methods of synthesis, separation, and spectroscopic characterization of organic compounds.

Prerequisites: Chemistry B12-3 (may be taken concurrently) or B10-3 with a grade of C or better.

Teaching Method: One lecture and two 5-hour laboratories per week. Lectures will cover background for experiments which will employ reactions studied in B12/B10 sequences.

Evaluation: Grades will be determined by laboratory performance, notebook writing, yield and quality of products and a written final examination.

Robert M. Rosenberg
Chemistry C42-3
KINETICS AND STATISTICAL THERMODYNAMICS
Time: MTWF 10:00
Office address: 1696
Phone: 467-1196
Expected enrollment: 50
Spring Quarter 1994

Course Description: Chemical kinetics including experimental techniques and theories of rate processes. Statistical mechanics, including the Boltzmann distribution, partition functions, and applications to thermodynamics

Prerequisites: Chemistry C42-2

Teaching Method: Three lectures and one discussion per week.

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

Jarrold/Northrup

Chemistry C45-0

SPECTROSCOPY LABORATORY

Time: MTWTH 2:00-6:00 MW or TTH 2:00-6:00

Phone: 491-7553 (Jarrold); 491-7910 (Northrup)

Expected enrollment: 30

Spring Quarter 1994

Course Description: Experiments on modern spectroscopic methods and data analysis.

Prerequisites: C42-2.

Teaching Method: Two 4-hour labs per week, plus lectures as necessary.

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

Peter C. Stair

Chemistry C48-0

HONORS PHYSICAL CHEMISTRY (ISP)

Time: MTWThF 9:00

Office address: 217 Catalysis Building

Phone: 491-5266

Expected enrollment: 20

Spring Quarter 1994

Course Description: This course is open only to members of the Integrated Science Program. It covers materials from C42-1 and C42-3.

Prerequisites: Chemistry A72, Physics A25-3, Mathematics B91-3.

Teaching Method: Lectures and textbooks will be the primary means of information transfer. Problem sets to be worked outside of class will be assigned each week. One class meeting each week will be a problem session where class members will work in teams to solve problems similar to the previous problem set.

Evaluation: There will be one mid-term covering the subject matter of thermodynamics and one final exam covering the subject matter of kinetics and statistical thermodynamics. Performance on the in-class problem sessions will also be part of the grade.

Texts: Atkins, Physical Chemistry, latest edition
Nash, Elements of Statistical Thermodynamics, 2nd edition

ctec@northwestern.edu

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

[Northwestern University](#)

Last Updated: February 8, 1994

Spring 1994 Course Descriptions

0413-0415 Classics

413 A01-3

ELEMENTARY LATIN

Expected enrollment: 23

Time: MTWF 2:00

Instructor: Shannon Byrne-Cueva

Office: Kresge 10-A

Phone: 491-7104

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

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

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

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

TEXTS: Course packet available through the Classics Department.

413 A01-6

FRESHMAN SEMINAR: THE LANGUAGE OF VIRGIL

Enrollment limit: 15

Time: MWF 10:00

Instructor: Jeanne Ravid

Office: Kresge 9

Phone: 491-8043

COURSE DESCRIPTION: This course is intended for students

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

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

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

TEXT: D. Garrison, The Language of Virgil: An Introduction to the Poetry of the Aeneid (available at Student Book Exchange).

413 B01-3

INTRODUCTION TO LATIN LITERATURE

Expected enrollment: 20

Time: MWF 11:00

Instructor: Heidi Wilson

Office: Kresge 5

Phone: 491-8044

COURSE DESCRIPTION: The goal of second year Latin (B01-1,2,3) is the development of proficiency in reading Latin, through introduction of the student to major works of Latin literature. The CAS foreign language requirement may be met either by earning a grade of B or better in this or any other Latin B01 course, or by earning a grade of C- or better in all three Latin B01 courses.

The third quarter will feature a reading of selected Epodes and Odes of Horace featuring love, death, the pursuit of

pleasure, the politics of empire, and the place of poetry in Roman society. Discussions will evaluate Horace's poetic artistry, his persona, and the personality behind the rhetoric.

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

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

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

TEXT: Horace, Epodes and Odes (Oklahoma 1991).

413 C10-0

READINGS IN LATIN LITERATURE

Expected enrollment: 7

Time: TT 9:00-10:30

Instructor: Robert Wallace

Office: Kresge 11

Phone: 491-8042

COURSE DESCRIPTION: Readings for the Spring, 1994, will be taken from Sallust, Catilinarian Conspiracy and Tacitus, Annals.

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

TEACHING METHOD: Discussion and informal lectures.

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

TEXTS: Sallust, Catilinarian Conspiracy; Tacitus, Annals.

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, and a medical dictionary (recommended: Taber's Cyclopedic Medical Dictionary).

Expected enrollment: 120

Time: TT 1:00-2:30

James Packer

Office: Kresge 12

Phone: 491-8046

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

PREREQUISITES: None, P/N NOT allowed.

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

EVALUATION: Midterm and final exams.

TEXTS: At SBX: M. Grant, History of Rome; D. Kagen, Problems in Ancient History, vol. 2, The Roman World.

414 B60-0

GREEK MYTHOLOGY

Expected enrollment: 70

Class size: 60

Instructor: Thomas Marier

Office: Kresge 14

Phone: 491-8047

COURSE DESCRIPTION: An introduction to Greek mythology and its modes of interpretation.

PREREQUISITES: No P/N allowed. Mandatory first day attendance.

TEACHING METHODS: Readings supported by lectures. Since lectures go beyond the information that is found in the text, attendance is required.

METHODS OF EVALUATION: Midterm, final, and a short paper.

TEXTS: Hesiod, Theogony; Homer, Iliad; Aeschylus, Agamemnon; Sophokles, Oedipus Tyrannus, Antigone; Euripides, Medea, Suppliants, Bacchae.

414 C21-2

ROMAN EMPIRE

Expected enrollment: 20

Class time: TT 2:30-4:00

Instructor: James Packer

Office: Kresge 12

Phone: 491-8046

COURSE DESCRIPTION: The history of the Roman World from 31 B.C. to A.D. 337. This will be primarily a lecture course with extensive readings in the original sources in translation. Topics include: the imperial constitution, the emperors and the court, social and economic developments, religion, military innovations.

PREREQUISITES: None. P/N allowed.

METHODS OF EVALUATION: A midterm (essay) and a final examination. The latter may consist of a take-home examination, five-page typed, double-spaced essay written in answer to a question handed out two weeks from the end of the quarter. A

term paper (10 pages of text, typed, double-spaced with footnotes and bibliography).

TEXTS: At SBX:

M. Cary & H.H. Scullard, A History of Rome Down to the Reign of Constantine, 3rd. ed.

In RBR:

Augustus, Res Gestae, ed. by P.A. Brunt and J. M. Moore; Cicero, Letters to Atticus, Vol. III; Dio Cassius, Roman History, Vol. IX; Herodian, Roman History; Historia Augusta; Juvenal, Satires; Suetonius, Lives of the 12 Caesars; Tacitus, Annals (TA).

414 C42-0

EARLY EUROPEAN MEDICINE

Expected enrollment: 30

Class time: TT 1:00-2:30

Instructor: Daniel Garrison

Office: Kresge 13

Phone: 491-8041

COURSE DESCRIPTION: A study of the Greco-Roman origins of European medical thought from the cult of Asclepius to Galen, with special emphasis on ethical ideas and the underlying strengths and weaknesses of Greek science. Where Thomas Kuhn's *The Structure of Scientific Revolutions* studies successful scientific change, this investigation looks into a case where the outcome was not entirely successful. While developing a science that took medicine from a magical-religious enterprise to an empirical, rational art, the Greeks failed to maintain their empirical momentum. One reason for this failure was their contempt for instrumental knowledge, their ethical aversion to anatomical autopsy, and the (for them) fatal attraction of theory at the expense of experimental rigor. It was not until Vesalius' great anatomical atlas *De humani corporis fabrica* (1543, 1555) that the authority of Galen was sufficiently challenged for human anatomy to move forward after more than twelve centuries of stagnation. William Harvey's discovery of the circulation of the blood in 1628 was the first of many revolutions resulting from Vesalius' revision of ancient scientific method.

PREREQUISITES: None.

TEACHING METHOD: Lecture and discussion.

EVALUATION: 25 percent for each of three tests, 25 percent for course paper.

TEXTS: David C. Lindberg, *The Beginnings of Western Science* (Chicago 1992); Kathleen Freeman, *Ancilla to the Presocratic Philosophers* (Harvard 1948); Ludwig Edelstein, *Ancient Medicine* (Hopkins 1987); W.H.S. Jones, *Philosophy and Medicine in Ancient Greece* (Ares 1946/1979); Courseware packet -photocopied materials available from Classics

Department.

414 C90-0

TOPICS IN GRECO-ROMAN CIVILIZATION: MUSIC AND THE CITY

Expected enrollment: 15

Time: Tu 10:30-1:00

Robert Wallace

Office: Kresge 11

Phone: 491-8042

COURSE DESCRIPTION: Introduction to a history and sociology of music in the ancient Greek world, including the symposion, music in daily life, music as an instrument of politics, and music philosophy from the Pythagoreans onward.

Note: Course will carry 415 credit for students with sufficient knowledge of Greek.

PREREQUISITES: None; no P/N.

TEACHING METHODS: Readings, discussion and lectures.

EVALUATION: Class participation and term paper.

TEXTS: Barker, Greek Musical Writings I, Cambridge U. P. 1984; Comotti, Music in Greek and Roman Culture, Hopkins U. P. 1989; course packet available from the Classics Department. For students taking course for 415 credit, readings in Greek will be required.

415 A01-3

ELEMENTARY GREEK

Expected enrollment: 13

Time: MWF 1:00

Instructor: John Wright

Office: Kresge 17

Phone: 491-8039

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

PREREQUISITE: Greek A01-2; P/N permitted.

TEACHING METHOD: Class participation, quizzes, midterm and final exams.

TEXT: Pharr and Wright, Homeric Greek

415 B01-3

INTRODUCTION TO GREEK LITERATURE

Expected enrollment: 5

Time: MWF 12:00

John Wright

Office: Kresge 17

Phone: 491-7597

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

PREREQUISITE: Greek B01-2 or consent of instructor.

TEACHING METHOD: Classroom reading, translation, discussion.

EVALUATION: Daily quizzes, classroom participation.

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

415 B06-3

MODERN GREEK II

Expected enrollment: 9

Time: MWF 2:00

Instructor: Lena K. Thodos

Office Address: 10 Kresge

Office Phone: 491-8045

COURSE DESCRIPTION: The second year of Modern Greek. Class will focus on intermediate material.

PREREQUISITES: Greek B06-2, and/or permission of

instructor.

TEACHING METHOD: Daily assignments covered in class.

EVALUATION: Weekly quizzes, midterm and final examinations.

TEXT: Demotic Greek II by Peter Bien; other materials, as required.

415 C01-0

READINGS IN GREEK LITERATURE

Expected enrollment: 7

Time: TT 10:30-12:00

Instructor: Thomas Marier

Office: Kresge 14

Phone: 491-8047

COURSE DESCRIPTION: Comedy, Old and New. We will read two texts, Aristophanes' Knights and Menander's Dyskolos. Topics will include the function of comedy within the polis, the conventions of the comic theater (including the system of signs revealing ideologies), freedom of expression, and the development of comedy in the fourth century.

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: The Oxford Classical Texts of Aristophanes (vol. 1, ed. Hall and Geldart) and Menander (ed. Sandbach).

415 D01-3

CLASSICAL PHILOLOGY: THEORY AND PRACTICE

Expected enrollment: 1

Class time: MWF 1:00

Instructor: John Wright

Office Address: Kresge 17

Office Phone: 491-8039

COURSE DESCRIPTION: The phonology, morphology, and syntax of Homeric Greek; 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, Religion, Philosophy, etc. By the conclusion of the course students should be able to read Homer fluently in the original, to read other Greek authors with understanding, and to conduct independent, informed investigations into classical scholarship.

PREREQUISITE: Greek D01-2, or permission of the instructor.

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

ctec@northwestern.edu

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

[Northwestern University](#)

Last Updated: February 8, 1994

0416 Comparative Literary Studies

Helmut Muller-Sievers

Spring 93-94

CLS B01-

1

WESTERN EUROPEAN LITERATURE: TRADITION AND TRANSFORMATION

Time: MWF 1:00

Office Address: Kresge 111

Telephone: 1-8291

Enrollment: 120

COURSE DESCRIPTION: This course, part of a two-quarter sequence, will introduce students to classic texts of the Western European literary tradition. We will focus our attention on the various configurations of desire in the literary canon. Lectures will introduce students to the historical and philosophical context of the texts, and present various modes of literary interpretation. By the end of the quarter we should also be in a position to meaningfully discuss the questions of the unity/diversity of the Western tradition.

No prerequisites. P/N not allowed. Attendance at first class meeting mandatory.

TEACHING METHODOLOGY: Lectures and discussions.

EVALUATION: Class participation, midterm and final examination.

READINGS:

Homer,	Iliad
Plato,	Symposion
	Latin Love Elegies
Lucretius,	The Nature of Things
Marie de France,	The Lais
Shakespeare,	A Midsummer Night's Dream
Goethe,	Werther
Flaubert,	Madame Bovary
Proust,	Remembrance of Things Past

Michal P. Ginsburg

Spring 93-94

CLS B02-0

PRACTICES OF READING

Time: TTH 1:00 - 2:30

Office Address: 146B Kresge

Phone: 491-8261

Expected enrollment: 20

COURSE DESCRIPTION: The purpose of the course is to invite reflection on what it is we do when we read. We will look for answers to this question in literary texts which, explicitly or implicitly, stage the act of reading. We will ask ourselves what these texts tell us about the "practice" of reading: what motivates the act of reading? what are we trying to "get" out of it? who is the reader? what is the reader's relation to the author of the text? to the represented world, especially the characters? what constitutes a 'successful' act of reading? what are the reasons for its failure? Readings will include short narratives by Henry James, Hawthorne, Calvino, Nabokov, Balzac and others.

TEACHING METHODOLOGY: Short introductory lectures and class discussion.

EVALUATION: Class participation, class presentation and two short papers (five to seven pages).

Tilde Sankovitch

CLS B03-0

Spring 93-94

INTRODUCTION TO COMEDY

Time: MWF 11:00-12:00

Discussion sections (obligatory) on every other Friday.

Students are requested to register for a discussion section.

Office address: 141 Kresge

Phone: 467-1448 or 491-5490

Expected enrollment: 280

COURSE DESCRIPTION: In this course we will study a group of dramatic comedies chosen from different countries and periods (from Shakespeare to Woody Allen!). In the first part of the

course we will examine more traditional plays, and in the second part we will consider examples of the theatre of the absurd and other contemporary plays. We will explore the moral, social, and political realities reflected in these plays, and we will also attempt to analyze and define comic procedures, characters, and structures.

No prerequisites. P/N allowed.

TEACHING METHOD: Lectures, and discussion in sections.

EVALUATION: Midterm and final.

READING LIST:

David Mamet,	Sexual Perversity in Chicago;
Shakespeare,	The Winter's Tale;
Moliere,	The Miser, The School for Wives;
Aphra Behn,	The Lucky Chance;
Beaumarchais,	The Barber of Seville, The Marriage of Figaro ;
Alfred Jarry,	The Ubu Plays ;
Ionesco,	The Bald Soprano, The Lesson ;
Beckett,	Waiting for Godot;
Woody Allen,	Death and God (in Without Feathers);
Caryl Churchill,	Cloud 9

Kathy Harms

Spring 93-94

CLS B13-0

INTRODUCTION TO FICTION: THE NOVELLA

Time: MWF 10:00

Office Address: Kresge 113

Phone: 491-8290

Expected enrollment: 35

COURSE DESCRIPTION: We will attempt to characterize and define the novella by establishing its most significant features and by tracing the development of these marks, beginning with the early nineteenth century. Representative theories of the novella will be introduced and applied to the works. The reading selections illustrate distinct types of the genre, but at the same time they transcend it as literary masterpieces.

TEACHING METHODOLOGY: Lectures and discussions.

EVALUATION: Midterm and final examination.

READINGS:

Ludwig Tieck,	Auburn Eckbert
Clemens von Brentano,	The Story of Just Casper and Fair Annie
Franz Grillparzer,	The Poor Fiddler
C.F. Meyer,	The Saint
Theodor Storm,	Rider on a White Horse
Heinrich von Kleist,	Michael Kohlhaas*
Guy de Maupassant,	Buile de Suif
D.H. Lawrence,	The Prussian Officer
Gustave Flaubert,	A Simple Heart
Anton Checkov,	The Darling
Gerhart Hauptmann,	Flagman Thiel
Thomas Mann,	Death in Venice*

*Available at SBX (Student Book Exchange). Other selections can be purchased from the receptionist in Kresge 152 at the beginning of the course.

Wen-hsiung Hsu

CLS B74-3

Spring 93-94

CHINESE LITERATURE IN TRANSLATION: MODERN CHINESE LITERATURE

Time: MW 3:00-4:15

Office Address: 2010 Sheridan

Phone: 1-2768

Expected enrollment: 35

COURSE DESCRIPTION: Modern Chinese literature in large measure reflects the writers' response to the challenge of Western cultures and the transformation of their society as well as national character. This course will trace the major trends in Chinese literature since the literary revolution in the 1910's. Before 1949 social realism was the prevalent theme in fiction and was perhaps best represented in the works of Lu Hsun, Lao She, and Pa Chin, authors whose writings we shall read during the first part of the quarter. We shall also consider the influences of nationalism, Western romanticism, symbolism, and modernism on the 20th century Chinese fiction and poetry. Since 1949 Chinese literature in

the People's Republic of China has largely become the literature by the people, for the people, and of the people, while writers in Taiwan have continued to reflect the changing society under the influence of Western cultures. At the end of the quarter we shall assess literature in the PRC and Taiwan to get a balanced view of modern Chinese literature.

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

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.

METHOD OF EVALUATION: Participation in class discussion, one mid-term, one take-home exam, and one short term paper (6-8 pages).

READING:

Lu Xun,	Diary of a Madman
Lao She,	Rickshaw
Pa Chin,	Family
Joseph Lau et.al. eds.,	Modern Chinese Stories and Novellas
Kai-yu Hsu, ed.,	Literature of the People's Republic of China

Muhammad Eissa

Spring 93-94

CLS B75-0

ARABIC LITERATURE IN TRANSLATION: AN INTRODUCTION

Time: T Th 2:30-4:00

Office address: 356 Kresge

Phone: 491-5288

Expected enrollment: 30

COURSE DESCRIPTION: Arabic literature is one of the most comprehensive expressions of human experience. Its roots go as far in history as the fifth century C.E. Throughout its history Arabic literature has developed very special and sophisticated forms and genres in poetry and prose. Input from eastern and western philosophies and ancient indigenous cultures have contributed to the richness of medieval and modern Arabic literature. Its style reflects the richness of

Arabic language and its content relates the diverse social and cultural experience of the Arabs to universal human experience. The wide variety of modern Arabic production in translation has caught attention of the world readers and critics as well.

This introductory course will attempt to unveil the mystery evolved around Arabic literature in western literary studies and will survey the history of its development. The conventional chronological periodization of Arabic and Islamic history will set the general framework of the course. From the pre-Islamic era (before 622 C.E..) we will sample the famous Arabic maxims and odes (qasida - pl. qasa'id). Students will have the opportunity to sample selections from different eras and of different forms available in English translation. Research papers will provide an opportunity to examine, in depth, a theme, genre or a selected work.

METHOD OF TEACHING: Lectures based on readings and discussions of issues raised in the reading materials.

EVALUATION: Two short papers (5-8 pages) on assigned topics and a final examination.

PREREQUISITE: None.

Richard Lepine

CLS B76-0

Spring 93-94

AFRICAN LITERATURE IN TRANSLATION: ORAL VERBAL ARTS GENRES

Time: MWF 1:00 - 2:00

Office Address: 350 Kresge Hall

Phone: 491-2765/1-5288

Expected enrollment: 30

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

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

PREREQUISITES: none; NO P/N allowed.

EVALUATION: There will be three brief (2-5 page) writing assignments meant to enhance classroom work and provide another outlet for individual creativity. There will also probably be a few short, informal, in-class writing exercises. On the last class day, there will be an "open book" summary examination consisting primarily of brief essay questions. Participation in class is considered in the evaluation process.

READINGS: A compilation of text versions of a number of oral and written verbal art performances, as well as a selection of critical/theoretical readings, will be available in bound photocopy form. Other course texts are:

Alta Jablow,	Gassire's Lute [A West African Epic], Waveland Press, 1991.
Walter Ong,	Orality and Literacy, Routledge/New Accents, 1989
Harold Scheub,	The African Storyteller, Kendall/Hunt Publishing, 1990
Fa-Digi Sisoko & John William Johnson	The Epic of Son-Jara, Indiana Univ. Press, 1992.

Douglas Cole

CLS C62-2

Spring 93-94

MODERN DRAMA

Time: TTh 1-2:30

Office Address: University 208

Phone: 491-3091

Expected Enrollment: 30

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

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

Evaluation Method: Two short papers (5 pages each); final

exam.

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

Jules Law

Spring 93-94

CLS C82-2

HISTORY OF LITERARY CRITICISM - 18TH AND 19TH CENTURIES

Time: TTh 10:30-12:00

Office address: 313 University Hall

Phone: 1-7294

Expected enrollment: 30

COURSE DESCRIPTION: This course is essentially a study of Enlightenment aesthetics--of debates about sensation, perception, beauty, taste and judgment that form the background to literary culture and literary writing in the eighteenth and nineteenth centuries. The focus in the course will be on those texts central to discussions and debates on aesthetic issues throughout the eighteenth and nineteenth centuries, both in England and in Europe. We shall examine some of the relevant philosophical discussions of such concepts as "ideas," "sensations," "reflection," and the "association of ideas," as well as the bearing of these concepts on such literary and aesthetic categories as "genius," "taste," "imagination," and the critical opposition of the "sublime," to the "beautiful."

Evaluation will be based on contribution to class discussion, and on two critical papers (6-8 pp. each).

Principal assigned texts:

Locke,	An Essay Concerning Human Understanding (Oxford)
Burke,	A Philosophical Inquiry into the Origin of Our Ideas of the Sublime and Beautiful (Oxford)
Kant,	Critique of Aesthetic Judgment (Hackett)

Please note: It is essential to read from the particular editions assigned. We will refer to specific passages frequently, and it is impossible to locate passages quickly unless we are working from the same editions.

Texts will be available at Great Expectations Bookstore, 911 Foster..

Martin Mueller
CLS C75-0

Spring 93-94

LITERATURE AND THE ARTS: THE MUSICAL THEATER OF MOZART

TTH 10:30-12

Office address: University Hall 102

Office hours TTh 1:30-2:30

Phone: 7-1065

Expected enrollment: 60

COURSE DESCRIPTION: Mozart was the first composer to harness all the resources of music and theatre into the composition of extended and variably paced dramatic structures that are, as he said of Don Giovanni, "dramas through music." His operas are also wonderfully accessible and highly sophisticated representations of late eighteenth century culture.

We will look at The Abduction from the Seraglio, The Marriage of Figaro, Don Giovanni, Cosi fan tutte, and The Magic Flute operas as a theatrical encyclopedia of the European Enlightenment, and we will analyze closely, but in a non-technical manner, some of the ways in which Mozart constructs drama from words and music. No special musical knowledge is required; the ability to follow a vocal score is helpful, but not essential.

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

Marcia Gealy

Spring 93-94

CLS C90-0

TOPICS IN COMPARATIVE LITERARY STUDIES: STORYTELLING IN
MODERN JEWISH LITERATURE

Time: MWF 10:00

Office Address: 1902 Sheridan

Phone: 491-4966

Expected enrollment: 25

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

TEACHING METHOD: Lecture and discussion.

EVALUATION: Two papers, class participation

Joan Ramon Resina

Spring 93-94

CLS D12-0

COMPARATIVE STUDIES IN GENRE: THE LIFE AND TIMES OF THE
MODERN SUBJECT

Time: TTh 2:00 - 4:30

Office address:

Phone:

Expected enrollment:

This seminar will be organized around the questions of when, how, and in what literary forms the modern subject was constituted, challenged, scrutinized, developed, and dismissed. Readings will explore significant moments in this process, and will include Cervantes's Don Quixote, Moliere's Don Juan, Defoe's Robinson Crusoe, Ortega y Gasset's The Dehumanization of Art, Mann's Death in Venice, Joyce's Ulysses, Woolf's Mrs. Dalloway, Kafka's The Trial, Perez de Ayala's Berlarmino and Apolonio, Mendoza's City of Marvels.

Students are expected to contribute significantly to the seminar by actively participating in the discussions, making at least one class presentation of twenty minutes to a half hour, and writing a research paper on a freely selected topic related to the issues discussed in the course. The reading of selected recommended materials is suggested in order to develop a firmer basis for the class discussion. Students enrolling in the course should try to read the entire first part of Don Quixote before the first meeting.

Karen Pinkus

Spring 93-94

CLS D87-0

TOPICS IN LITERATURE AND THE ARTS: THE GAZE

Time: M 2:00-4:30

Office address: 126A Kresge

Phone: 1-8255

Expected enrollment: 15

COURSE DESCRIPTION: This seminar will explore theoretical relations between writing and the visual through various historical ideas of a "gaze". As the visual arts gain greater currency in literary studies, it has become imperative to refine what we mean by "perspective" or "description" or "ekphrasis" (the translation of visual phenomena into discursive language). The seminar will allow each participant to pursue particular interests stimulated by readings from the works of G.E.Lessing, Erwin Panofsky, Renato Barilli, Samuel Edgerton, Michel Foucault, Jean-Paul Sartre, Martin Jay, Walter Benjamin, Sigmund Freud, Jacques Lacan, Norman Bryson, Leo Steinberg, Svetlana Alpers, Louis Marin, and others. A wide range of interests can be accommodated in the frame of this course, including more "traditional" literary studies, film studies, art history, philosophy, classics, anthropology. Ideally, a truly diverse group of participants will come together to discuss texts, and then to present their own work during the last several weeks of the quarter. Projects could include an analysis of a text or the production of a text (film, photography series, art work, etc.) that in some way theorizes the nature of (a) gaze.

ctec@northwestern.edu

[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: February 8, 1994

0417 Economics

Eddie Dekel

Economics A01

Economic Thinking

Time: MW 2-3:30

Office: 3-014 Leverone

Phone: 491-4414

Expected enrollment: 15

BRIEF DESCRIPTION: HOW DO ECONOMISTS THINK? Economics has been defined in many different ways, for example as the study of the market sector, or of the allocation of scarce resources. These definitions attempt to describe Economics as the study of a particular set of problems. By contrast, in this class we will try to understand Economics as a way of thinking about and approaching various problems in the social sciences, or more specifically, problems where people make choices. This accords with the fact that the Economic way of thinking is being applied to Political Science, Law and Psychology. We will study this method of thinking by reading Economists' analysis of various problems and issues, and then by trying to draw general principles from these examples. The problems we will consider will not be drawn from any particular domain of Economics (such as Finance or Labor); they will be chosen to highlight the methodology and will therefore be examples based on everyday problems and familiar situations.

TEACHING METHOD: This is not a lecture course. While there will be a few lecture classes, mostly at the beginning of the quarter, most classes will either be discussions of the readings or student presentations of the readings. In the latter part of the course students will write short papers in which they apply the economic way of thinking to any problem that interests them.

TEXTBOOKS:

Thomas Schelling: Micromotives and Macrobehavior.
Thomas Schelling: Choice and Consequence.
Steven Landsburg: The Armchair Economist.
Avinash Dixit and Barry Nalebuff: Thinking Strategically.
Robert Frank: Passions within Reason

The following book is a useful guide to writing: Williams,
Joseph: Style: Ten Lessons in Clarity and Grace.

EVALUATION: Class participation and four (short) papers.

Hillary Lieb
Economics A01
Sex Roles In The American Economy
Time: TTh 1-2:30
Office: 820 Davis, Rm. 516
Phone: 491-8222
Expected Enrollment: 20

BRIEF DESCRIPTION: During the past 25 years, significant increases in the percentage of women in the work force and changes in the type of work women do have had a major impact on our economy. The course will look at the evolution of women in the work place and its effect on the well being of both women and men.

Three economic paradigms will be used to analyze the work decisions, both market and non-market, made by men and women. Included in these analyses will be the impact of sociological and psychological factors on these choices.

Special attention will be paid to the role of race both within and across gender in terms of economic outcomes.

Some specific areas of study include: the comparable worth debate, the glass ceiling controversy, Case Study: Rosie the Riveter, the feminization of poverty, economic returns to education and labor market discrimination.

TEACHING METHOD: Lectures, class discussions and formal student presentations.

EVALUATION: Grades will be based upon written assignments, formal presentations, and class participation.

READING LIST: Race and Gender in the American Economy, Susan Feiner, ed., Prentice Hall, New York, 1994. SPRING 1994

Mark Witte

Economics B01

INTRODUCTION TO MACROECONOMICS

Spring 1994

Time: MTW 2:00-3:00 PM, plus section Th or F at 2:00-3:00 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, 6th edition.

Heilbroner's The Worldly Philosophers, any edition.

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

Packet of readings. Marcus Alexis

Economics B02

INTRODUCTION TO MICROECONOMICS

Time: MW 12:30-2

Office Address: 820 Davis, Room 521

Phone: 467-1318

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

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

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

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

Professor Louis Cain
Economics B02
Introduction to Microeconomics
820 Davis, Room 216-D
491-8225
Expected Enrollment: 150

COURSE DESCRIPTION: This course will focus on how the market system organizes and coordinates exchange in both the product and factor markets. Particular attention will be paid to the role of individual consumers and producers, households and firms. Markets will be examined from the perspective of perfect and imperfect competition. The course will also address the issue of what can go wrong with the market system. It is expected you will be able to apply the analytical tools of microeconomics to a variety of economic and policy questions.

PREREQUISITES: None

EVALUATION: Midterm and Final exams, plus problem sets.

REQUIRED READING: There will be a required textbook; it has not yet been selected. The study guide which accompanies the textbook will be ordered, but its purchase will be optional.

Hilarie Lieb
Economics B13
ECONOMICS OF GENDER
Time: TTh 1:00-2:30

Office Address: 820 Davis, Room 516

Phone: 491-8222

Enrollment: 25

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

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

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

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

PREREQUISITES: none

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

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. Thomas A. Downes

Allan R. Drebin

Economics B60

Accounting and Business Finance

Time: (lecture) MW 3-4:30; (discussion section) Th

Office Address: 5-186 Leverone Hall

Expected Enrollment: 120

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

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

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

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

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

Tom Downes

Economics B81

INTRODUCTION TO APPLIED ECONOMETRICS AND FORECASTING

Time: MTW 2 and required computer lab sessions on ThF

Office Address: 820 Davis Street, 216-5

Phone: 491-8224

Expected Enrollment: 100

DESCRIPTION: The purpose of this course is to provide students with an understanding of some of the techniques used in the estimation of relationships between 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. Computer lab sessions and homeworks will use economic data and will consider the applications of econometric techniques in the examination of economic data and in the testing of economic theories.

PREREQUISITES: Statistics B10

READING: Essentials of Econometrics by Damodar Gujarati. Available at SBX.

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

Stephanie Lofgren
Economics C06-1
International Trade
Time: 8:30 - 10:00, MW
Office Address: 820 Davis Street, 432-1
Phone: 491-8233

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

PREREQUISITES: Intermediate Microeconomics is required for this course. A sound grasp of high school algebra and

geometry is essential -- calculus is recommended but not required.

METHOD OF EVALUATION: Problem sets, two midterm exams, and a final exam.

TEXTS: (1) Wilfred J. Ethier, Modern International Economics, 2nd ed., W.W. Norton and Company.

(2) A course packet containing supplementary reading, the course problem sets, and solved, sample exams.

Eric Falkenstein
Economics C08
MONEY AND BANKING
Spring 1994

Time: TTh 9-10:30

Office address: 820 Davis, Rm. 432-1

Phone: 491-8233

COURSE DESCRIPTION: This course will study financial markets and institutions as well as monetary theory. We will examine the risk sharing, liquidity and information services that particular financial markets and institutions provide. Regulation and innovation in financial markets will be linked to precipitating crises.

PREREQUISITES: Econ B01

TEACHING METHOD: Lectures.

GRADING: Two midterms, one final exam, perhaps a paper.

TEXT AND READINGS: Hubbard, Glenn R., Money the Financial System and the Economy
Packet of readings

Professor Ronald R. Braeutigam
Economics C10-1, Spring Quarter 1993-94
Microeconomic Theory

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

Office Address: 820 Davis, Rm. 504

Telephone: 491-8243

Expected Enrollment: 120

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

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

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

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

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

Professor Martin Eichenbaum

Economics C11-2

ADVANCED MACROECONOMICS

Time: TTh 1-2:30

Office: 820 Davis, Room 333-3

Phone: 491-8232

DESCRIPTION: This course will study various issues in dynamic macroeconomics. We will discuss asset pricing, the term structure of interest rates, the connection between the

government deficit and interest rates, and real business cycles. Time permitting we will also consider the role of sunspots, bubbles and self-fulfilling prophecies in aggregate economic fluctuations and financial markets.

READINGS: George T. McCandless Jr. and Neil Wallace, Introduction to Dynamic Macroeconomic Theory, Harvard University Press. There will also be a packet of additional reading material, taken primarily from The Macroeconomics of Self Fulfilling Prophecies by Roger Farmer, MIT Press.

Professor L. Christiano
Economics C11-1
Macroeconomics
Office Address: 820 Davis Street, 333-4
Phone: 491-8231

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

Prerequisites: Economics B01.

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

READINGS: TBA

Marcus Alexis
Economics C21
AFRICAN-AMERICAN ECONOMIC HISTORY
Time: MW 8:30-10
Office Address: 820 Davis, Room 521
Phone: 467-1318

COURSE DESCRIPTIONS: The course covers the period 1619 -- when the first slaves arrived in the United States -- to the present. The period covers slavery, emancipation,

reconstruction and the entire 20th century -- pre-World War I, the inter-war years including the Great Depression and the post World War II period. African-American economic experiences as slaves and free people in the pre Civil War period, role in post Civil War southern agriculture, south-north migration, urban experiences, Civil Rights movements of the 1960s and early 1970s and post Civil Rights period and global competition of the late 1970s and 1980s.

Among the topics to be discussed are slavery as an economic system, post bellum competition with immigrant labor, mechanization of southern agriculture, urbanization of African-American population, affirmative action and equal opportunity.

PREREQUISITE: Economics B01, B02 and a course in statistics or by approval of instructor.

METHODOLOGY: The course will be taught by lecture and discussion. There will be a final term paper required.

EVALUATION: Grading is based on a mid-term and final examination, final paper and discussion.

Professor Louis Cain
Economics C23
Economic History of the United States
820 Davis, Room 216-D
491-8225
Expected Enrollment: 45

COURSE DESCRIPTION: This course is concerned with the history of the American economy and the evolution of its economic institutions from colonial times to the present.

PREREQUISITES: Economics B01 and B02

EVALUATION: Midterm and Final

REQUIRED READING: Jonathan R. T. Hughes and Louis P. Cain, American Economic History, fourth edition, New York: HarperCollins, 1993; and Donald N. McCloskey, editor, Second Thoughts: Myths and Morals of U.S. Economic History, New York: Oxford University Press, 1993.

Thomas A. Downes

Economics C37

ECONOMICS OF STATE AND LOCAL GOVERNMENTS

Time: MW 12:30-2:00

Office Address: 820 Davis St., 216-5

Phone: 491-8224

Expected enrollment: 50

COURSE DESCRIPTIONS: This course uses the tools of economics to analyze the expenditure and financing decisions of state and local governments and the relationship between the federal sector and the state/local sector. The course begins by considering the causes of market failure and indicates the potential role of state and local governments in correcting market failures. Particular attention is paid to the use of market-like mechanisms and/or the political process to collectively allocate goods and services. The implications of alternative methods of governmental finance at the state and local level are then considered, with particular attention paid to property taxation. After discussing the role of the federal government in the provision and financing of local public goods and services, the course will discuss some of the current issues in the provision and financing of public education as a case study of problems in local public finance.

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

TEACHING METHOD: Two lectures per week.

EVALUATION: Term paper of 6-10 pages (25%), midterm exam (25%), and final exam (50%).

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

J. Richard Aronson and John L. Hilley,
Financing State and Local Governments, 4th Edition.

C34 Business and Government

Prof. Joyce Burnett

Office: 820 Davis, Room 432
Phone: 491-8233
Class Time: 10:30-12:00, TTh
Expected Enrollment: 70

Course Description: This class will examine the role of government in the economy, both in theory and practice. We will examine some major trends in the relationship between the state and the economy (mercantilism, laissez-faire, central planning), as well as the theoretical foundations of government action or inaction. We will then examine the actual experience of the U.S. Government, first reviewing the overall trend, and then examining in detail the specific areas of anti-trust, regulation, labor, and consumer protection.

Prerequisites: Economics B01 and B02

Evaluation: Mid-term and final.

Readings: J.R.T. Hughes, *The Governmental Habit Redux*, Princeton: Princeton University Press, 1991; Viscusi, Vernon, and Harrington, *The Economics of Regulation and Antitrust*, Lexington: D.C. Heath, 1992; F.A. Hayek, *The Road to Serfdom*, Chicago: University of Chicago Press, 1976.

Laura Connolly

Economics C53-0

URBAN AND REGIONAL ECONOMICS

Time: M W 2:00-3:30

Office Address: 820 Davis St., Suite 432 (in downtown Evanston)

Office Phone: 491-8233

Expected Enrollment: 50

COURSE DESCRIPTION: This course extends standard microeconomic analysis to include a spatial dimension. We will study economic models of urban and regional development and theories of firm and household location decisions. We will also discuss housing markets, government policies for providing housing for low-income families, and problems of urban transportation.

PREREQUISITES: Econ C10-1 is required. Econ B81-0 and Math

B14-1 may be helpful, but are not necessary.

READINGS:

Arthur O'Sullivan, Urban Economics, 2nd ed.

Cozic, Charles P. (ed.) America's Cities: Opposing Viewpoints.

TEACHING METHOD: Primarily lectures, but a portion of three class periods will be devoted to discussions of various urban issues, based on readings in America's Cities.

EVALUATION: The grade for the discussion portion of the class will be based on both in-class participation and performance on related written assignments. In addition, there will be two midterm exams and a final exam.

Soo whan Choi

FOUNDATIONS OF CORPORATE FINANCE C60

Time: TTh 10:30-12:00

Office: Leverone 4-056

Phone: 491-8349

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 homework assignments, midterm and final exams.

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

Eddie Dekel

Economics C80-2

MATHEMATICAL ECONOMICS II: INFORMATION AND INCENTIVES

Time: MW 11:00-12:30

Office Address: 3-014 Leverone Hall

Phone: 491-4414

Expected Enrollment: 20

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

PREREQUISITES:

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

TEACHING METHOD: Two weekly lectures. Problem sets.

EVALUATION: Midterm and final exams.

READING LIST:

- (1) The last part of Robert Gibbons, Game Theory for Applied Economics, Princeton University Press.
- (2) Selected readings.
- (3) The latter part of H. Scott Bierman and Luis Fernandez, Game Theory with Economic Applications, Addison Wesley.

ctec@northwestern.edu

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

[Northwestern University](#)

Last Updated: February 8, 1994

0418 American Culture Program

Garry Wills

American Culture C10-0

The American Frontier

Time: Tues. 10:30-12:30

Office Address: Harris Hall

Office Phone: 491-3406 or 491-3525

Expected Enrollment: 20

COURSE DESCRIPTION: The course will study the clash between myth and areality in the celebration of America's western expansion. Histpry, fiction, and movies will be included in the survey.

TEACHING METHOD: One major paper and several short papers.

READINGS: To be announced.

ctec@northwestern.edu

[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: February 8, 1994

Spring 1994 Course Descriptions

0419 English

A05

Basic Composition

Time: Several Sections TBA
Office Address: 1902 Sheridan
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 Quarter. For further information, please call the CAS Writing Program, 491-7414.

Attendance at first class mandatory.

B05

Intermediate Composition

Time: Several Sections TBA
Office Address: 1902 Sheridan
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 Anne Winters MWF 2
Section 21 Joanna Anos MW 1 11-12:30
Office Address: UH 220
Phone: 1-5769
Enrollment: 15

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

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

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

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

Charles Wasserburg

B07

Reading & Writing Fiction:

Time: Section 20 MW 11-12:30
Office Address: UH 214
Phone: 491-3643
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. Prerequisite: B06.
No P/N registration. Attendance at first class mandatory.
Especially recommended for prospective Writing Majors and for prospective English Literature Majors.

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

Texts Include: Fiction anthology, outside reading of selected authors, xeroxed handouts (some instructors will have Readers), and the work of the other students.

Tony Eprile
B07

Reading & Writing Fiction:

Time: Section 21 WF 2-
3:30
Office Address: UH 226
Phone: 491-5595
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. Prerequisite: B06.
No P/N registration. Attendance at first class mandatory.
Especially recommended for prospective Writing Majors and for prospective English Literature Majors.

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

Texts Include: Fiction anthology, outside reading of selected authors, xeroxed handouts (some instructors will have Readers), and the work of the other students.

Penelope Mesic

B07

Reading & Writing Fiction:

Time: Section 22 TTh 10:30-12

Office Address: UH 215

Phone:

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. Prerequisite: B06.
No P/N registration. Attendance at first class mandatory.

Especially recommended for prospective Writing Majors and for prospective English Literature Majors.

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

Texts Include: Fiction anthology, outside reading of selected authors, xeroxed handouts (some instructors will have Readers), and the work of the other students.

Paul Breslin

B11

Introduction to Poetry:

Time:	MWF 11
Office Address:	UH 406
Phone:	491-3315
Enrollment:	130

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

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

This course serves as a prerequisite for the English Major.

Teaching Method: combined lecture and discussion, with required discussion sections. Evaluation Method(s):

attendance at lectures; attendance and participation in discussion sections; practice paper and 2 short graded papers; a few brief exercises; exam.

Textbooks available at: Great Expectations Bookstore; Kinko's Copies.

Elizabeth Dipple

B13

Introduction to Fiction:

Time: TTh 9-10:30

Office Address: UH 408

Phone: 491-3097

Enrollment: 230

Course Description: This course studies the development of novelistic fiction through the nineteenth and twentieth centuries, stressing formal and ideological developments within the genre. Five complex novels will be read and studied in detail: this is not a course for the faint-hearted.

This course serves as a prerequisite for the English Major. No P/N registration. Attendance at first class mandatory. Compulsory sections on Thursdays or Fridays.

Teaching Method: lecture with required discussion sections.
Evaluation Method(s): Mid-term and take-home final; class participation.

Texts Include: Charles Dickens: Great Expectations; Charlotte Brontë: Jane Eyre; Vladimir Nabokov: Lolita; Iris Murdoch: A Fairly Honourable Defeat; Italo Calvino: The Baron in the Trees. Textbooks available at: Great Expectations Bookstore.

Shelly Streeby

B70-2

Introduction to American Literature:

Time: Section 20 MWF 10

Office Address: UH 325

Phone: 491-7321

Enrollment: 30

Course Description: This course will focus on American writers from the second half of the nineteenth century. We will read canonical texts as well as short selections by non-canonical but culturally significant writers. Throughout the course, we will discuss the historical construction of a late nineteenth-century American literary tradition, and we will try to understand how the work of lesser-known writers confirms, questions, or complicates the constructions of American identity elaborated by the canonical writers. We will analyze all of these literary texts in relation to contemporaneous historical issues and current critical scholarship on class, gender, and race.

This course serves as a prerequisite for the English Major.

Teaching Method: lectures and discussion.

Texts Include: Crane, Stephen, *The Red Badge of Courage*, W.E.B. DuBois, *The Souls of Black Folks*, Rebecca Harding Davis, *Life in the Iron Mills*, William Dean Howells, *A Hazard of New Fortunes*, Walt Whitman, *Leaves of Grass*, and a course reader.

Shelly Streeby

B70-2

Introduction to American Literature:

Time:	Section 21	MWF 1
Office Address:	UH 325	
Phone:	491-7321	
Enrollment:	30	

Course Description: This course will focus on American writers from the second half of the nineteenth century. We will read canonical texts as well as short selections by non-canonical but culturally significant writers. Throughout the course, we will discuss the historical construction of a late nineteenth-century American literary tradition, and we will try to understand how the work of lesser-known writers confirms, questions, or complicates the constructions of American identity elaborated by the canonical writers. We will analyze all of these literary texts in relation to contemporaneous historical issues and current critical scholarship on class, gender, and race.

This course serves as a prerequisite for the English Major.

Teaching Method: lectures and discussion.

Texts Include: Crane, Stephen, The Red Badge of Courage, W.E.B. DuBois, The Souls of Black Folks, Rebecca Harding Davis, Life in the Iron Mills, William Dean Howells, A Hazard of New Fortunes, Walt Whitman, Leaves of Grass, and a course reader.

Alfred Appel

B73

Introduction to 20th-Century American Literature:

Time: Section TTh 10:30-12

Office Address: UH 323

Phone: 491-7320

Enrollment: 180

Course Description: This course will focus on American writers from the second half of the nineteenth century. We will read canonical texts as well as short selections by non-canonical but culturally significant writers. Throughout the course, we will discuss the historical construction of a late nineteenth-century American literary tradition, and we will try to understand how the work of lesser-known writers confirms, questions, or complicates the constructions of American identity elaborated by the canonical writers. We will analyze all of these literary texts in relation to contemporaneous historical issues and current critical scholarship on class, gender, and race.

This course serves as a prerequisite for the English Major.

Teaching Method: lectures and discussion.

Texts Include: Crane, Stephen, The Red Badge of Courage, W.E.B. DuBois, The Souls of Black Folks, Rebecca Harding Davis, Life in the Iron Mills, William Dean Howells, A Hazard of New Fortunes, Walt Whitman, Leaves of Grass, and a course reader.

Andres Virkus

B98
Introductory Seminar in English:
Time: Section 20 MWF 11
Office Address: UH 305
Phone: 491-7407
Enrollment: 15

Course Description: Writers have frequently produced works which either focus on the act of interpretation or deliberately challenge the reader's interpretive capacities. By analyzing several such works, this class will consider how the act of interpretation has been seen as inherently problematic and conjecture as to possible reasons for complicating the interpretive process. In addition, we will also consider how different theories of interpretation or the impossibility of interpretation corresponded to changing ideas about the general nature of representation and/or signification.

Teaching Method: discussion. Evaluation Method(s): papers.

Texts Include (tentative): Selected Metaphysical and Moddernist Poetry; Jonathan Swift, Two of the Tub; Lawrence Stone, Tristan Shandy; Vladimir Nabokov, Pale Fire; William Burroughs, Naked Lunch; Roland Barres, S/Z.. Textbooks available at: SBX.'

Christine Froula

B98
Introductory Seminar in English:
Time: Section 21 TTh 1-2:30
Office Address: UH 308
Phone: 491-3599
Enrollment: 15

Course Description: In this class we will study selected classics of the Western European literary tradition beginning with Homer and Genesis together with modern transformations of classical myths and stories. By interplaying ancient, Renaissance, and modern treatments of these cultural materials, we will explore the tradition to which they belong as a cultural conversation in which successive writers participate, inheriting and transforming common themes; and

we will think about ways in which works of art mediate cultural authority and community. We will consider many aspects of this cultural dialogue, including issues involving gender and culture, both in representations of men and women and as male and female artists inherit, critique, and transform the cultural past.

Teaching Method: discussion. Evaluation Method(s): frequent essays, class participation, oral reports.

Texts Include: Homer, *The Odyssey*, Aeschylus, *The Oresteia*, Shakespeare, *Hamlet*, Joyce, *Ulysses*, Woolf, *To the Lighthouse*.

Elzbieta Foeller-Pituch

B98

Introductory Seminar in English:

Time: Section 22 TTh 2:30-4

Office Address: HRS 325

Phone: 491-7946

Enrollment: 15

Course Description: In this course we will explore the recurrent motif of the alien presence (monster, supernatural being, or other alienentity) as it appears in literature in different periods and in a variety of literary genres, from the heroic epic to science fiction. We will address questions of inclusion/exclusion in a culture and the role of the alien presence as a foil to the norm, while exploring the means by which authors tackle the theme in different literary situations.

Teaching Method: discussion. Evaluation Method(s): three short papers; one final project; participation in discussion.

Texts Include: *Gilgamesh* (selections); *Beowulf* (selections); William Shakespeare, *The Tempest*; Robert Browning, *Frankenstein*; Henry James, *Grende*; Stanislaw Lem, *Solaris*; selected poetry. Textbooks available at: Great Expectations Bookstore.

Ellen Wright

C05
Advanced Composition:
Time: Section 20 MWF 10
Office Address: 1902 Sheridan
Phone: 491-7414
Enrollment: 15

Course Description: This course is designed to let students explore, analyze, write (and rewrite) the kinds of papers they're likely to have the opportunity (joy? burden?) of writing in real life. The course will be customized for the individual. For instance, presultation with the instructor.

Permission of department required. No P/N registration.
Contact instructor through CAS Writing Program.

Teaching Method: Discussion. Evaluatation Method (s): four papers, class participation. No exams.

Texts Include: J. Williams, Style ,W. Zinsser, On Writing Well

Catharine Regan

C20
Medieval English Literature:
Time: Section MWF 9
Office Address: UH 206
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.
Texts Include: The Norton Anthology of English Literature. 6th ed. Vol. 1. Textbook available at: SBX.

Barbara Newman

C23-2

Chaucer : Troilus and Criseyde

Time: Section MWF 1
Office Address: UH 304
Phone: 491-5679
Enrollment: 30

Course Description: This course will focus on Chaucer's ambiguous involvement in the tradition of "courtly love"Ñthe playful rites and paradoxical attitudes by which the medieval aristocracy stylized its love life. After a brief but intensive introduction to Middle English by way of Chaucer's courtly lyrics, we will read his Parlement of Fowles and move on to Troilus and Criseyde, the masterpiece of medieval English romance. This poem will occupy us for about half the quarter. We will continue with the Legend of Good WomenÑthe ostensibly feminist "penance" Chaucer wrote in reply to critics who charged his Troilus with misogynyÑand conclude with the Franklin's Tale. All texts will be read in the original.

No P/N registration. Graduate students welcome; must do long paper instead of short essays and exercises.

Teaching Method: combined lecture and discussion.

Evaluation Method(s): papers; translations and miscellaneous exercises.

Texts Include: Riverside Chaucer. Textbooks available at: Norris Bookstore.

Albert Cirillo

C25

Spenser:

Time: Section TTh 10:30-12
Office Address: UH 204
Phone: 491-3368
Enrollment: 30

Course Description: In this course we shall concentrate on reading The Faerie Queene, one of the masterpieces of English poetic narrative, in its entirety. Our readings will be in the context of the intellectual and cultural currents which

inform the poem. Students will write two short papers, one long paper, and a final examination.

Teaching Method: combined lecture and discussion.

Evaluation Method(s): papers; final exam.

Textbooks available at: SBX.

Albert Cirillo

C38

Studies in Renaissance Literature:

Time: Section TTh 9-10:30

Office Address: UH 204

Phone: 491-3368

Enrollment: 30

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

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

Textbooks available at: SBX.

Elizabeth Dipple

C39

Special Topics in Shakespeare: Tragedy

Time: Section TTh 1-2:30

Office Address: UH 408

Phone: 491-3097

Enrollment: 30

Course Description: This course examines the major Shakespearean tragedies from multiple perspectives, including source studies, theories of interpretation, and contemporary critiques. Hamlet, Othello, King Lear, Antony and Cleopatra

will be studied. A previous knowledge of Romeo and Juliet and Macbeth is assumed.

Attendance at first class mandatory. No P/N registration. No graduate students or freshman.

Teaching Method: combined lecture and discussion; frequent in-class analysis. Evaluation Method(s): papers; oral presentations.

Texts Include: Hamlet (Norton Critical Edition); MacBeth (Signet); Romeo & Juliet (Signet); Othello (Signet); King Lear (Signet); Anthony & Cleopatra (signet); and collation of scholarly and critical material. Textbooks available at: Great Expectations Bookstore and Quartet Copies.

Mary Beth Rose
C42

Restoration & 18th-Century Drama: Renaissance Drama
Time: Section TTh 2:30-4
Office Address: UH 225
Phone: 7-1346
Enrollment: 30

Course Description: The years following the Restoration of the English monarchy in 1660 saw the invention of the modern theater as we know it. This course will focus on the development of comedy and tragedy during the last four decades of the 17th-century. Topics covered will include the formation of female and male subjectivities; the construction of heroic identity, newly conceived; shifting conceptions of sexuality; the representation of authority; and the relation of the drama and the state.

Jules Law
C57

19th-Century British Fiction:
Time: Section 21 TTh 1-2:30
Office Address: UH 313
Phone: 491-5526
Enrollment: 30

Course Description: In this course we shall read five novels

by Thomas Hardy: Far From the Madding Crowd, The Return of the Native, The Mayor of Casterbridge, Tess of the d'Urbervilles, and Jude the Obscure. Our focus will be on the ways in which changing social relationships are registered variously in language, in landscape, in love triangles, and in figurations of time and fate.

Attendance at first class mandatory.

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

Textbooks available at: Great Expectations Bookstore.

Lawrence Evans

C57

19th-Century British Fiction:

Time: Section 20 MWF 10

Office Address: UH 319

Phone: 491-7486

Enrollment: 30

Course Description: Six novels (several decidedly long) representing something of the variety of British prose fiction between 1830 and 1900. Special attention to persistent novelistic conventions, the impact of Romanticism, and the complex interrelationship between readers and writers during Victoria's long reign. Authors to be treated will be chosen from among the following: C. Bronte, E. Bronte, Dickens, George Eliot, Gaskell, Hardy, James, Thackeray, and Trollope.

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

Teaching Method: combined lecture and discussion.
Evaluation Method(s): preparedness and participation essential; a quiz on each novel; final exam; two papers. Tests, participation, and papers count about equally in determination of final course grade.

Textbooks available at: SBX

Lawrence Evans

C58

Dickens:

Time: Section MWF 1
Office Address: UH 319
Phone: 491-7486
Enrollment: 30

Course Description: An intensive study of five novels by Charles Dickens (all of them of decided length, totalling over 400 pages), Barnaby Rudge (1841), David Copperfield (1849- 50), Bleak House (1851-53), Little Dorrit (1855-57), and Our Mutual Friend (1864-65), focussing on Dickens' extraordinary richness of languages, his distinctive (pre-modern?) psychological representations, his fascination with power and violence, and his many social and moral ambivalences. The works will be studied in the context of his life and times, Fred Kaplan's recent biography of the author rounding out the assigned reading.

No P/N registration. Attendance at first class mandatory. (It is recommended that students try to read at least half of Barnaby Rudge during the Spring break.

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

Textbooks available at: Great Expectations Bookstore.

Jules Law

C59

Studies in Victorian Literature: Thomas Hardy
Time: Section TTh 2:30-4
Office Address: UH 313
Phone: 491-5526
Enrollment: 30

Course Description: In this course we shall read five novels by Thomas Hardy (Far From the Madding Crowd, The Return of the Native, The Mayor of Casterbridge, Tess of the d, and

Jude the Obscure) alongside relevant critical and theoretical material. Our focus will be on the ways in which changing social, political and economic relationships are registered variously in language, in landscape, in love triangles, and in figurations of time and fate.

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

Textbooks available at: Great Expectations Bookstore.

Mary Kinzie

C60

20th-Century British & American Literature: The Turn of the Modern

Time: Section WF 11-12:30

Office Address: UH 224

Phone: 491-5618

Enrollment: 30

Course Description: "On or about December, 1910, human character changed," declared Virginia Woolf in 1924. On or about the same time (the first quarter of this century), much else having to do with literature and art was changing. Forms broke and rejoined differently; odd voices spoke; dislocation increased; the idea of consciousnessÑnot only in its indirection but also in its new, electrifying wisdomÑ triumphed over traditional discourse. The course will explore shifts of sensibility in three genres, poetry, prose fiction, and prose essay. Where possible, works in the last category will be by writers who were also novelists and poets. Some previous experience in reading and analysis is recommended.

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

Teaching Method: combined lecture and discussion.

Evaluation Method(s): two papers; mid-term exam; optional final exam (to improve grade).

Texts Include (tentatively): (I) Ezra Pound, *Personae* (1908-1915), Wallace Stevens, *Harmonium* (1923), Marianne Moore, *Selected Poems* (1935); (II) Henry James, "The Beast in the Jungle," Elizabeth Bowen, "Her Table Spread," "The Visitor," "Dead Mabelle", Katherine Anne Porter, *Flowering*

Judas and Other Stories, Virginia Woolf, Mrs. Dalloway, D. H. Lawrence, shorter fictions; (III) Henry James, Partial Portraits; selections from Prefaces (The Art of the Novel), Ezra Pound, Gaudier-Brzeska: A Memoir, Virginia Woolf, The Captain's Death Bed and Other Essays, Gertrude Stein, Lectures in America.

Julia Stern
C70

American Literature before 1914: Masquerade and Identity in American Literature

Time:	Section	TTh 2:30-4
Office Address:	UH 415	
Phone:	491-3530	
Enrollment:	30	

Course Description: Documenting the development of a new nation composed of disparate colonial, immigrant, slave, and native populations, early American narratives use the trope of masquerade to foreground the instability of identity in the emerging culture. In order to explore the uneasy coming together of Anglo-American colonials and ethnic "others" in the first two centuries following the original English settlement of America in the 17th century, this course will focus on constructions of identity, the performance of self as theatrical expression. Issues of assimilation, transformation, and resistance will be central to our inquiry. From the "praying Indians" or native American converts to Christianity who appear in Mary Rowlandson's narrative of captivity, to the figures who cross-dress and wear black-face in the novels of Charles Brockden Brown, to the Puritan women who reject white culture and form marital bonds with Native Americans, to revolutionary slaves who engage in a drama of fictive bondage, American narrative returns to the theme of identity as theatrical construction, of new world self as fluid, protean, fictive.

Teaching Method: discussion. Evaluation Method(s): take home exams; papers; class participation. Regular attendance is mandatory.

Texts Include (some of the following): Mary Rowlandson, "The Captivity and Restoration of Mary Rowlandson;" Charles Brockden Brown, Ormond or Wieland; James Fenimore Cooper, The

Last of the Mohicans; Catherine Maria Sedgwick, Hope Leslie; Nathaniel Hawthorne, The Scarlet Letter; Herman Melville, "Benito Cereno." Textbooks available at: Great Expectations Bookstore.

Julia Stern

C78

Studies in 19th-Century American Literature: American Women's Writing

Time: Section TTh 10:30-12

Office Address: UH 415

Phone: 491-3530

Enrollment: 30

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

Regular attendance is mandatory.

Teaching Method: discussion. Evaluation Method(s): class participation; two take-home exams; final paper.

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

Lawrence Evans

C90-7

Junior Tutorial: British Science Fiction (1800-1970)

Time: Section 20 TTh 3-5
Office Address: UH 319
Phone: 491-7486
Enrollment: 8

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

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

Anne Winters
C90-7

Junior Tutorial: The Elect Nation in American Literature
Time: Section 21 M 10-12
Office Address: UH 222
Phone: 491-7135
Enrollment: 8

Course Description: This tutorial proposes bringing together students interested in American Literature who would like to engage in readings and research on the concept of America as a "City on a Hill," a nation elected by God, from the 18th to to the 20th centuries. We will coordinate our various research interests around three central areas: first, the Puritan concept of America as a sanctified nation, visited by sacred afflictions but justified by a sacred national telos or mission; second, nineteenth-century rhetorics of America and the new (or not so new) antithetical construction of America as fallen, commercial, degraded from its best national possibilities; finally, America in High Modernism. My own current research interests are in Hart Crane. We will center around a core of selections from Jonathan Edwards and Cotton Mather to Robert Lowell, from the Transcendentalists to Hart Crane, certainly including readings in Whitman, Melville, and Hawthorne and concluding with Lowell's revision

of Jonathan Edwards and Faulkner's *Go Down, Moses*.

Course Packet Must Be Picked Up and Read Before First Meeting.

Other primary readings will be determined by the research interests of the students. Secondary readings will also be somewhat contingent: possibly Perry Miller, Sacvan Bercovitch; Lawrence's *Studies in Classical American Literature* might be interesting in this context. William Carlos Williams' *In the American Grain* and perhaps Waldo Frank as an adjunct to Hart Crane, and certainly relevant polemics by the authors themselves, such as Whitman's *Democratic Vistas*.

Teaching Method: discussion; seminar. Evaluation Method(s): presentations and short papers; final paper.

Catharine Regan
C90-7

Junior Tutorial: Death in the Middle Ages
Time: Section 22 Th 3-5
Office Address: UH 206
Phone: 491-7475
Enrollment: 8

Course Description:: A study of the Death motif in Medieval life and literature. The Black Death, fascination with the macabre, and Medieval use of pleasure as an antidote for ubiquitous death are topics for special investigation. *Everyman* and other examples of Medieval drama, Chaucer's "Pardoner's Tale," debates between Body and Soul, and the fifteenth century *Ars Moriendi* (The Book of the Craft of Dying) are some of the literary texts that we will read. Glending Olson's *Literature as Recreation in the Later Middle Ages* and selections from Philippe Ariès, *The Hour of Our Death* will provide historical/cultural background. Graphic representations include mosaics, frescoes, sculpture; selections from the recent TV documentary, *Death: The Trip of a Lifetime*.

Reginald Gibbons

C92
Situation of Writing:
Time: Section TTh 9-10:30
Office Address: UH 307
Phone: 491-3433
Enrollment: 15

Course Description: C92 is a course in the sociology of writers, writing, publication, dissemination of literature, and reading. We will study these topics as they arise in both imaginative and critical works. Authors read may include Ben Jonson, John Dryden, Thomas de Quincey, Dorothy Wordsworth, Emily Dickinson, Edwin Muir, Ezra Pound, Walter Jackson Bate, Eudora Welty, Adrienne Rich.

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

Teaching Method: discussion. Evaluation Method(s): papers, oral presentations; class participation; final project.

Textbooks available at: Great Expectation Bookstore.

Anne Winters

C93-TS

Theory & Practice of Poetry: 15 weeks
Time: Section WF 11-12:30
Office Address: UH 222
Phone: 491-7135
Enrollment: 15

Advanced poetry workshop: a continuation of the year-long sequence in the English Major in Writing.

No new registration.

Tony Eprile

C94-TS

Theory & Practice of Fiction: 15 weeks
Time: Section WF 11-12:30
Office Address: UH 226
Phone: 491-5595
Enrollment: 15

Advanced fiction workshop; a continuation of the year-long sequence in the English Major in Writing.

No new registration.

Douglas Cole

C98

Senior Seminar: Myth in Drama

Time: Section 20 MW 2-3:30

Office Address: UH 208

Phone: 491-3091

Enrollment: 15

Course Description: Exploration and analysis of the kind of drama that attempts to persuade its audience regarding an ethical point of view, or at least to open up debate on such issues. We will focus on the theatrical and dialectical means by which each author engages his audience in the problem, and we will try to determine ways to gauge the success or effectiveness of those means. Readings will be drawn from various periods of dramatic history from the ancient Greeks to the present.

Texts Include: W. Shawn, Aunt Dan and Lemon; Aeschylus, Oresteia; Euripides, Electra and Orestes; Sartre, The Flies; Everyman; Marlowe, Dr. Faustus; Shakespeare, Measure for Measure; Ibsen, Ghosts; Brecht, The Good Woman of Setzwan; and Weiss, Marat/Sade.

Andres Virkus

C98

Senior Seminar:

Time: Section 21 W 2-4:30

Office Address: UH 305

Phone: 491-7407

Enrollment: 15

Course Description: The Augustan Age has been characterized by many historians and literary critics as an intermediate stage between a "pre-modern" and a "modern" sensibility. Michel Foucault called it the "Classical" age and found the basis of its distinctiveness in its historically specific theories of representation. Using Foucault's The Order of

Things and Thomas Kuhn's The Structure of Scientific Revolutions as modern examples of theories of historical change, we will identify the ways in which several authors evinced an awareness of historical change and determine the influence of this awareness on the formal characteristics of their works. In the process, the members of the class will be able to test the specific elements of Foucault's and Kuhn's theses and develop their own sense of what distinguished the Augustan from previous and subsequent eras.

Teaching Method: discussion. Evaluation Method(s): papers (2 short, one long); oral presentation.

Texts Include: Foucault The Order of Things; Kuhn The Structure of Scientific Revolutions; Bunyan Grace Abounding to the Chief of Sinners; Pilgrim's Progress; Milton Paradise Lost; Pope The Poems of Alexander Pope (Yale UP); Blake Blake's Poetry and Designs (Norton Critical Edition).
Textbooks available at: SBX.

ctec@northwestern.edu

[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: February 8, 1994

0421 Geography

John C. Hudson
Geography C13-0
NORTH AMERICA

Time: Tuesday, 7:00-9:30 p.m.

Office address: 1810 Hinman Ave.

Office phone: 491-5402, 491-2855

Expected enrollment: 250

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

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

Evaluation: weekly map quizzes, midterm, final.

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

E.B. Espenshade, Jr., Goode's World Atlas.

Last Updated: February 8, 1994

Spring 1994 Course Descriptions

0423 Geological Sciences

Bradley B. Sageman

Earth Products and Processes A01-0

(Lab Required)

Time & Date: M,W,F 9 am

Office Address: Locy Hall, Room 315

Office Phone: 467-2257

Expected Enrollment: 50

Course Description: This class focuses on physical, chemical, and biological processes involved in the generation and modification of rocks. The course reviews the geological evidence for these processes and the field and laboratory techniques used to reconstruct geological history. The role of geological information in society is also discussed. Many of the lectures focus on the geological field evidence which will be seen during the ever-popular field trip to Baraboo, Wisconsin. Additional examples are drawn from US National Parks to illustrate the origin of major geological features of the Earth.

Prerequisites: None

Teaching Methods: 3 One hour lectures per week

1 two hour lab/discussion section per week

1 weekend field trip (required)

Method of Evaluation: Mid-term and final exams, lab assignments.

Text: Physical Geology, Exploring the Earth, J.S. Monroe and R. Wicander, West Publ. Co., 1992; Laboratory Manual in Physical Geology, 3rd Edition, Busch, R.M. (ed), AGI/NAGI, 1993.

Instructor: Finley C. Bishop

Geologic Hazards (Freshman Seminar)

A02-6

Time and Day: 1-2:30; T,Th
Office Address: Locy Hall, Room 205A
Office Phone: 491-7383
Expected Enrollment: 15

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

Prerequisites: None

Teaching Method: Some lectures, some discussions, presentations of individual papers.

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

Text: Decker and Decker, "Volcanoes" and selected readings.
Bolt, "Earthquakes"

Instructor: Emile A. Okal
Body of The Earth B02-0
Time and Date: 2 PM; M.,W,F
Office Address: Locy 212
Office Phone: 491-3149
Expected Enrollment: 20

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

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

Teaching Method: Three 1 hour lectures per week, 1 one-hour discussion section.

Method of Evaluation: Mid-term, final, problem sets.

Text: Inside the Earth, Bolt; New View of the Earth, Uyeda;

The Inaccessible Earth, Brown & Mussett Handouts

Instructor: John V. Walther
Environmental Geology B04-0
Time and Date: 1 PM; M,W,F Lab. 3-5 PM Th
Office Address: Locy Hall, Room 311A
Office Phone: 491-3132
Expected Enrollment: 25

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

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

Teaching Method: 3 lectures a week, lab, and one day field trip

Method of Evaluation: Lab exercises, mid-term and final

Text: Environmental Geology, Edward Keller

Instructor: Susan M. Agar
Tectonics and Structural Geology C07-0
Date and Time: 10:30-12 am; T,Th
Office Address: Locy, Room 204
Office Phone: 491-7301
Expected Enrollment: 15

Course Description: Structures of the earth's crust, mountain belts, and plate boundaries; folding and faulting; evolution of continent-ocean transitions; geometrical analysis of structures.

Prerequisites: Physics A35, Math B18

Teaching Method: Lecture, problems, lab

Method of Evaluation: Problems, test

Text: Ramsay and Huber, 1987, volume 1 and 2, and selected journal articles

Instructor: Richard G. Gordon

Techonophysics C29-0

Date and Time: M,W,F 2 pm

Office Address: Locy, 311

Office Phone: 491-3464

Expected Enrollment: 8

Course Description: Introduction of the quantitative description of the kinematics of distributed deformation within plate boundary zones, of Earth's gravity field and geoid, of the principle of isostasy, and of flexure of the crust and lithosphere.

P/N Not Allowed

Prerequisites: Math B21 - Differential Equations, Physics A35-2, or consent of instructor.

Teaching Method: Three 1-hour lectures weekly.

Method of Evaluation: Mid-term, final, problem sets

Text List: Turcotte & Schubert, "Geodynamics"

Instructor: Craig R. Bina

Physics and Thermochemistry of the Earth's Interior C50-0

Time and Days: 2:30-4, T,Th

Office Address: Locy, 305

Office Phone: 491-5097

Expected Enrollment:

Course Description: chemical and mathematical study of the physics and thermodynamics of solid-solid and solid-liquid phase transformations in materials at high pressures and temperatures. Topics include: thermodynamics of solids (fundamental thermodynamics, solid-solution models, equilibrium, and phase transformations), Elastic moduli (linear elasticity, thermoelastic coupling), Lattice

vibrations (Debye theory, Mie-Gruneisen theory, anharmonicity), Equations of state (isothermal finite strain, thermal, Hugoniot, ab initio), Melting (melting thermodynamics, melting models), Transport properties (diffusion, viscosity, electrical conduction, thermal conduction), and Earth models (seismological, thermal, mineralogical, subduction zones).

Prerequisites: Math B14 and Physics A35

Teaching Method: Lecture and discussion

Method of Evaluation: Homework, Quizzes, and Examinations.

Text: Introduction to the Physics of the Earth's Interior, by Poirier, Supplemented by readings from Thermodynamics, by Callen and selected journal articles.

Instructor: Finley C. Bishop
Global Environmental Change A11-0
Time and Date: 10:00 M,W,F
Office Address: Locy, 205A
Office Phone: 491-7383
Expected Enrollment: 150

Course Description: Driving forces of global change. Growth of human populations; historical patterns and future trends. Make-up of the environment in the past and present. Effects of humans on major environment: atmosphere, waters, and land.

Prerequisites: None

Teaching Method: Lectures and discussions

Method of Evaluation: 3 exams

Text: Montgomery, "Environmental Geology".

Instructor: David J. Hollander
Sedimentary Geochemistry C16-0
Time and Day: 10:30 - 12 Noon; T,Th
Office Address: Locy 309C

Office Phone: 491-5349
Expected Enrollment: 15

Course Description: Principles of chemical sedimentology. Topics include the formation of carbonate and their diagenesis, geochemistry of organic matter and petroleum formation, evaporite precipitation, phosphorite genesis, silica and clay minerals formation and alteration, paleoenvironmental interpretation and reconstruction, concepts and methods in isotope, organic, inorganic, and trace and major element geochemistry.

Prerequisites: Chemistry A01, 02, 03, Geological Sciences B01, C13.

Teaching Method: Lectures

Method of Evaluation: Problem Sets, Mid-term, Final Term Paper.

Text: TBA

Instructor: Donna M. Jurdy
Advanced Topics In Geophysics D38-0
Day and Time:
Office Address: Locy 206
Office Phone: 491-7163
Expected Enrollment: 7

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

Prerequisites: None

Teaching Method: Seminar, Class projects.

Method of Evaluation: Presentations plus Final Paper.

Reading List: Many Papers.

ctec@northwestern.edu

[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: February 8, 1994

Spring 1994 Course Descriptions

0425 German

Coordinator: Linda Zajac

German A01-3

ELEMENTARY GERMAN

Time: MTWF

Office Address: Kresge 119

Phone: 491-7489

Expected enrollment: 110

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

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

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

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

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

TEXTS:

1. Kontakte: A Communicative Approach, 2nd ed.(main textbook)
2. Kontakte: Arbeitsbuch (workbook)Authors: Terrell, Genzmer, Nikolai, and Tschirner
3. Neue Welle Deutschland, (video workbook) Authors: Anthony and Lys
4. Einer singt falsch, Felix; Theo, 1993
5. Der Fall Schlachter Felix; Theo, 1991

*Sections:

20 09:00 Paluch
21.10:00 Meuser
22 11:00 Paluch
23 12:00 Grimm
24 01:00 Bloch

Coordinator: Franziska Lys

GERMAN A02-3

Intermediate German

Time: MTWF*

Office Address: 106 Kresge

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

Expected enrollment: 130

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

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

VIDEO: We will continue with the video "Drehort:

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

PREREQUISITES: A02-2 or equivalent.

TEACHING METHODOLOGY: A variety of teaching techniques including oral and written drills in the classroom and class discussions. Extensive software is available to students to practice their assignments outside of class. Students need about one hour every week in the language lab to work with the multi-media software.

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

TEXTBOOKS:

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

*Sections:

20 09:00 Lys
21 10:00 Zajac
22 11:00 Balzer
23 12:00 Zajac
24 01:00 Meuser
25 02:00 Meuser

P/N not permitted!

Peter L. Lehmann
German A04-6 Section 20
FRESHMAN SEMINAR: INTRODUCTION TO LYRIC POETRY
Time: TTh 10:30-12
Office Address: Kresge 115
Phone: 491-8292
Expected enrollment: 15

COURSE DESCRIPTION: This course is designed to acquaint

students with some of the finest works of the literary genre. The poems we will read range from Horace to Stefan George. The goal of the course is to develop the reader's sensitivity to the distinct nature of lyric, its form, its philosophy, and its function as a kind of human understanding and expression. Another aspect of the method will be to situate each poem in its historical and spiritual context. We will discuss authors such as Walther von der Vogelweide, Villars, Shakespeare, Goethe, Schiller, Holderlin, Auden, Rilke, and others.

TEACHING METHOD: Lectures and discussions

EVALUATION: 3 essays totalling 20 pages minimum

READING LIST: A selection of poetry will be xeroxed; the material can be picked up in Kresge 152 at the beginning of the course.

Rainer Rumold

German A04-6, Section 21

FRESHMAN SEMINAR: MARX, NIETZSCHE,
FREUD:

THE MORAL AND THE ARTISTIC IMAGINATION

Time: MWF 9:00

Office Address: Kresge 108

Phone: 491-8294

Expected enrollment: 15

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

TEACHING METHODOLOGY: Lecture and discussion.

EVALUATION: 3 - 4 short papers.

READINGS:

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

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

Geza von Molnar
German B01-1*
INTRODUCTION TO GERMAN LITERATURE
Time: MWF 10:00
Office Address: Kresge 109
Phone: 491-8296
Expected Enrollment: 18

COURSE DESCRIPTION: The study of representative literary and
cultural texts from the mid-eighteenth to the mid-nineteenth
centuries. The literary periods of Enlightenment,
Romanticism, and Pre-Realism will be introduced and the
literary and cultural texts are studied with regard to their
social, historical, and intellectual significance and
implications.

PREREQUISITE: Two years of college German or equivalent.

TEACHING METHOD: Lectures and discussions in German.

EVALUATION: Midterm and final examination; four essays
written in German; class participation.

READINGS:

Gotthold Ephraim Lessing, Ringparabel, three fables
Johann Wolfgang Goethe, selected poems
Ludwig Tieck, Der blonde Eckbert
Heinrich von Kleist, Das Erdbeben in Chili
E.T.A. Hoffmann, Rat Krespel
Friedrich Holderlin, selected poems
Edward Morike, selected poems
Georg Buchner, Woyzeck; selections from his writings and
letters

*Distribution Requirement

Ulrike Weber

German B03-0

INTERMEDIATE CONVERSATION

Time: MWF 9:00

Office Address: Kresge 121

Phone: 491-3342

Expected enrollment: 15

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

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

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

PREREQUISITE: A02-1 or equivalent knowledge.

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

The course is open to majors as well as non-majors who wish

to acquire good communication skills; however it cannot be taken to fulfill a language requirement. - This course can be taken twice for credit!

Ilse Loftus

German B08-0

GERMAN THROUGH READING NEWSPERIODICALS

Time: TTh 10:30 - 12:00

Office Address: Kresge 112

Phone: 491-8299

Expected enrollment: 18

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

Newsreels and documentaries will be shown monthly.

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

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

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

READINGS: Xeroxed materials distributed by the instructor.

There will be a nominal charge for the xeroxing and stapling. Tatsachen uber Deutschland (provided by the department free of charge).

Peter L. Lehmann

German B33-3

GERMAN HISTORY AND CULTURE: IMPERIAL GERMANY
TO THE PRESENT

Time: TTh 1-2:30

Office Address: Kresge 115

Ph.: 491-8292

Expected enrollment: 60

COURSE DESCRIPTION: In a series of lectures we will examine the breakdown of traditional values and order beginning with World War I and analyze the causes and consequences leading to the darkest hours in Germany's history. The striking difference between the dangerous and tragic course of political events (1914-1945) and the remarkable achievements in the arts during the first half of that period will be contrasted. A look at the road up (1945 to the present) will conclude the course.

PREREQUISITES: None.

TEACHING METHODOLOGY: Lectures and discussion.

METHODS OF EVALUATION: Midterm and final examination.

READING LIST:

Gordon Craig, Germany 1866-1945

Werner Conze, The Shaping of the German Nation (Excerpts)

Erich Maria Remarque, All Quiet on the Western Front

Bertolt Brecht, Three Penny Opera

Heinrich Boll, The Clown

Karl Jaspers, The Question of German Guilt (Exc.)

Selected poems to be distributed.

P/N permitted for non-majors in German only.

Helmuth Berking

GERMAN B50-0

INTRODUCTION TO CONTEMPORARY GERMANY

Time: 9:00

Office Address: Scott Hall 208

Phone: 491-2625

Expected enrollment: 40

COURSE DESCRIPTION: This course aims at elaborating the process of German unification in 1989/90, its structural presuppositions, and its consequences for the new Germany. The course first reviews the "German question" in historical perspective and examines the political orders and the institutional structures of the separated Germany from 1949 to 1989. It then turns to a closer analysis of the transformation process at its main economic, political, social, and cultural dimensions. The unintended side effects concerning social integration, mass sentiment, etc. will be discussed in the final part of the course.

TEACHING METHOD: Lectures and discussions.

EVALUATION: Midterm and final examinations.

READINGS:

Politics in West Germany, R.J. Dalton, 2nd edition, New York 1993

German Unification in the European Context, P.H. Merkl, Pennsylvania State University Press 1993

The Two Germanies since 1945, H.A. Turner, New Haven 1987

Additional readings will be made available in a xeroxed package for which there will be a charge.

Peter Fenves

German C14-0

GERMAN CONTRIBUTIONS TO WORLD LITERATURE:

GERMAN INTELLECTUAL HISTORY

Time: TTh 1-2:30

Office Address: Kresge 150D

Office Phone: 491-7489

Expected Enrollment: 25

COURSE DESCRIPTION: An examination of the relation of reason to imagination and interpretation that takes its point of

departure from the classical problem of theodicy (the justification of God's creation of a world in which there is evil). The course will begin with Leibniz's theodicy and consider how the thesis that this is the best of all possible worlds turned into its opposite: that is the worst of all possible worlds. The demonstration of these theses will always be analyzed in relation to the theories of art and language to which they are indebted. The conclusion of the course will be Nietzsche's attempt to overcome Schopenhauerian pessimism and, with it, the will to "justification" in general. Readings include: Leibniz, "Principles of Nature and Grace," selections from the Theodicy; Lessing, "The Education of the Human Race" and other brief works; Kant, "On the Failure of All Possible Theodicies" and selections from the Critique of Judgment; Hegel, "Reason in History"; Schelling, "On the Essence of Human Freedom"; Schopenhauer, selections from The World as Will and Representation; Nietzsche, The Birth of Tragedy and selections from later writings.

TEACHING METHOD: Lectures and discussions.

EVALUATION: Class participation, a presentation in class, and a final paper.

Rainer Rumold

German C32-0

LITERATURE OF THE WEIMAR REPUBLIC (1918-33)

Time: MWF 11:00

Office Address: Kresge 108

Phone: 491-8294

Expected enrollment: 20

COURSE DESCRIPTION: The polarization of the political ideologies in the Weimar Republic is programmatically reflected in the literature of the period. The experience of World War I and its consequences was as much a focal point for the ideological struggle as it was a turning point for the arts from the expressionist decade to a "New Objectivity" in the choice of themes and literary techniques, from Remarque to Doblin, Piscator, and Brecht. On the other hand, the notions of a "conservative revolution" were upheld by writers like Ernst Junger and Benn. The political essays and much of the fiction of Thomas Mann, Heinrich Mann as well as

Klaus Mann coincided in a progressive defense and promotion of the ideals of the Republic, which were irrevocably threatened by extremism on the political left and the ultimate triumph of Fascism.

TEACHING METHOD: Lecture and discussion.

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

READINGS:

Ernst Junger, *Der Kampf als inneres Erlebnis* (exc.)

Erich M. Remarque, *Im Westen nichts Neues*

Bertolt Brecht, *Die Dreigroschenoper; Die Mutter; selected poems*

Thomas Mann, "Von deutscher Republik", "Unordnung und fruhes Leid", "Mario und der Zauberer"

Heinrich Mann, "Kobes"; "Politische Essays" (sel.)

Gottfried Benn, "Antwort an die Literarischen Emigranten"; selected poems

Peter Gay, *Weimar Culture*

P/N not permitted.

Ilse Loftus

German C80-0

ADVANCED GERMAN IN COMMERCE & INDUSTRY

Time: TTh 1-2:30

Office Address: Kresge 112

Ph: 491-8295

Expected Enrollment: 15

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

banking, marketing, integration into the EC, and intercultural differences in the business world.

PREREQUISITES: B-level or permission of instructor

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

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

P/N not permitted for German majors.

Franziska Lys

German C91-0

TOPICS IN LANGUAGE: ADVANCED CONVERSATION

Time: MWF 11:00

Office Address: Kresge 106

Office Phone: 491-8298

Expected enrollment: 15

COURSE DESCRIPTION: This course is designed to build up and improve comprehension and speaking skills to the advanced level. The students will gradually be introduced to important communicative strategies presented in increasing degrees of interactional difficulties. First, we will practice basic functions such as requesting and receiving information, planning and organizing events, telling and listening to stories, expressing and reacting to feelings, managing wishes and complaints. We will then continue practicing speaking skills that require greater linguistic and communicative abilities such as giving and receiving advice, expressing and reacting to opinions, arguing and persuading. We will work with authentic material from the German press, German television, news broadcasts, videos and films.

One key feature will be an entertaining interview series. Students will meet and interview native speakers of German with unusual and interesting backgrounds.

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

TEACHING METHOD: Student-centered approach with emphasis on

class discussion, group projects and short individual oral presentations.

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

TEXTBOOKS: TBA

Volker Durr

German D18-0

CORE SEMINAR IN GERMAN LITERATURE:

Nietzsche's Creative Writings

Time: M 2:30 - 5

Office Address: Kresge 150C

Phone: 491-3108

Expected enrollment: 10

COURSE DESCRIPTION: Close study and discussion of Also sprach Zarathustra and Nietzsche's lyric poetry, including the "Dionysos-Dithyrambs," in the context of his major works and illuminated by critical readings of our time.

Geza von Molnar

German D24-0

THE AGE OF NATIONAL SOCIALISM AND THE POSTWAR ERA:

THOMAS MANN. THE ARTIST AS A POLITICAL FIGURE

Time: T 3-5:30

Office Address: Kresge 109

Telephone: 491-8296

Maximum enrollment: 12

COURSE DESCRIPTION: The theme that animates Thomas Mann's work is self-reflective and pertains to the ever recurring question regarding the function of literature, taken in the widest possible sense, as encompassing all the arts. Literature and life is the customary dichotomy within which, and for which, that function has been understood to unfold, from Buddenbrooks to Felix Krull. Usually these texts are consulted to plumb the manner in which this question is posed and the extent to which each text as a whole responds to it. However, these texts only constitute part of the overall text, the one Thomas Mann composed quite consciously as author not only of literary compositions but also of his own

socio-political engagement. In each case, he addressed and still addresses the same readership but he does so with reference to its constituents' dual capacity as readers of the narrative that spins out the fiction of national identity, in the composition of which Thomas Mann, the literary figure, actively participates, and as authors of their own narrative, the narrative of their lives in the making, with reference to which Thomas Mann, the political figure, also participates actively.

I should like to have the seminar focus on Thomas Mann's role as dual author, as literary and political figure. In this way, we shall attempt our own narrative of the dichotomous interplay that characterizes Thomas Mann.

Tentative Reading List:

Thomas Mann: *Tonio Kroger*, *Death in Venice*, *Mario, Dr, Faustus*, *The Chosen (Der Erwählte)*; *Bekenntnisse* and a selection of later political writings

Nietzsche: *Beyond Good and Evil* and *The Birth of Tragedy* (other Nietzscheana may be presupposed); contemporary Nietzsche-reception

Mosse, *The Crisis of German Idealism*

A selection of other relevant texts that help circumscribe the intellectual arena in its political context during Thomas Mann's life-time.

ctec@northwestern.edu

[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: February 8, 1994

Spring 1994 Course Descriptions

0427 History

Andrew Podolsky

History A02-20

FRESHMAN SEMINAR:THE AMERICAN REVOLUTION: DOCUMENTS & DEBATES

Time: Wednesday, 2:30-4:30

Office Address: 619 Emerson

Office Phone: 491-7524

Maximum 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 own understanding.

PREREQUISITES: None. P/N NOT permitted.

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

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

TENTATIVE READING LIST:

Thomas Paine, Common Sense

Style manual to be determined.

Photocopied reading packet.

David Gellman

History A02-21

FRESHMAN SEMINAR: VOICES OF A REVOLUTIONARY AGE: 1776-1815

Time: Tuesday, 2:30-4:30 p.m.

Office Address: 619 Emerson, Room 1A

Office Phone: 491-7524

Maximum Enrollment: 15

COURSE DESCRIPTION: British North America's declaration of independence represented but one moment in a remarkable era of political and intellectual ferment throughout the Atlantic world. Political upheaval in the Americas and France represented but one facet of a world in flux. In this course we will examine how men and women in America, Britain, and the Caribbean both shaped and made sense of their changing world. We will examine the words and deeds of blacks and whites, the famous and the obscure, as they engaged a fluid world of ideas and experiences spanning an ocean and a generation. Topics will include new visions of political society, the meaning of revolution, the challenge to slavery, and the case for women's rights.

PREREQUISITES: Open solely to freshman.

TEACHING METHOD: 2 hour discussion once a week.

EVALUATION: 4 essays (length varies from 3-7 pages); class participation.

TENTATIVE READING LIST:

Thomas Paine, *The Rights of Man; Age of Reason; Common Sense*

Robert Gross, *The Minutemen and Their World*

P. Maeir, *The Old Revolutionaries: Political Lives in the Age of Samuel Adams*

Mary Wollstencraft, *Vindication of the Rights of Women*

Edmund Burke, *Reflection on the Revolution in France*

C.R. James, *Black Jacobins: Toussaint L'Ouverture & the San Domingo Revolution*

Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano*

Charles Dickens, *A Tale of Two Cities*

Garry Wills, *Cincinnatus: George Washington and the Enlightenment*

David Gellman

History A02-22

FRESHMAN SEMINAR: AFRICAN SLAVERY IN COLONIAL AMERICA AND THE
NEW REPUBLIC

Time: Wednesday, 2-4 p.m.

Office Address: 619 Emerson, Room 1A

Office Phone: 491-7524

Maximum Enrollment: 15

COURSE DESCRIPTION: African slavery in North America existed for at least 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 major themes of both colonial history and U.S. history. 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: Open solely to freshman.

TEACHING METHOD: 2 hour discussion once a week.

EVALUATION: 4 essays (length varies from 3-7 pages); class participation.

TENTATIVE READING LIST:

W. Jordan, *White Over Black: American Attitudes Toward the Negro, 1550-1812*

E. Morgan, *American Slavery, American Freedom: The Ordeal of Colonial Virginia*

Peter H. Wood, *Black Majority: Negroes in Colonial South Carolina from 1670 through the Stono Rebellion*

Henry Louis Gates, Jr., ed., *The Classic Slave Narratives*

Lawrence Levine, *Black Culture and Black Consciousness*

James Oakes, *The Ruling Race: A History of American Slaveholders*

There will also be a course packet.

Ricki Shine

History A02-23

FRESHMAN SEMINAR: WOMEN IN AMERICAN LAW: THE BATTLE BETWEEN PROTECTION AND EQUAL RIGHTS

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

Office Address: 619 Emerson

Office Phone: 491-7524

Maximum Enrollment: 15

COURSE DESCRIPTION: In 1873 the United States Supreme Court held "the civil law, as well as nature herself, has always recognized a wide difference in the respective spheres and destinies of man and woman." *Bradwell v. Illinois*. Women in America might lead very different lives today if those who made and administered the law in the 18th, 19th, and early-20th centuries chose to follow different principles about the distribution of rights and the power and authority in family and society. Examining primary sources such as judicial cases, statutes, administrative rulings, legal treatises, wills and contracts will allow us to explore the social implications of legal decision making based on gender stereotypes. Topics will include marriage and property, occupational choice, reproductive freedom, and crime and deviance.

TEACHING METHOD: Two 1-1/2 hour seminars per week.

EVALUATION: Four short papers (2-3 pages) and one 8-10 page papers.

TENTATIVE READING LIST:

To be determined (Most of the readings will be primary sources.)

Naoko Shibusawa

History A02-24

FRESHMAN SEMINAR: FROM JUNE CLEAVER TO MURPHY BROWN: IMAGES & REALITY OF WOMEN IN POSTWAR AMERICA

Time: T-TH 2:30-3:30

Office Address: 619 Emerson

Office Phone: 491-3406

Maximum Enrollment: 15

COURSE DESCRIPTION: How did June Cleaver, the selfless, supermom of the popular fifties sitcom, transform into the ambitious and egotistic careerwoman, Murphy Brown? This apparent evolution from housewife to careerwoman in these two T.V. shows seems to parallel accurately the development women underwent in postwar America. According to popular lore, we know that the women who were housebound moms during the 1950s are today likely to be single mothers trying to balance parenting and careers. We are, many like to expound, seeing "the breakdown of the American family." What has happened in the intervening decades? This seminar will look critically at our received knowledge on women, their role in society, and the family. We will study popular conceptions of women and the expectations placed on them, and compare these images and ideas with historical evidence. In doing so, we hope to gain a more sophisticated view of the experiences of American women since World War II.

PREREQUISITES: None.

TEACHING METHOD: Seminar discussion.

EVALUATION: Class participation and five 5-6 page papers. No final exam.

TENTATIVE READING LIST:

Sherna Berger Gluck, Rosie the Riveter Revisited
Lillian Hellman, The Children's Hour
Stephanie Coontz, The Way We Never Were
Beth Bailey, From Front Seat to Back Porch
Sylvia Plath, The Bell Jar
Betty Friedan, The Feminine Mystique
Sara Davidson, Loose Change
Susan Faludi, Backlash
A reader of photocopied articles and excerpts.

Wally Hettle

History A02-25

FRESHMAN SEMINAR: SOURCES ON AMERICAN SLAVERY AND FREEDOM

Time: Wed 3:00- 5:00

Office Address: 619 Emerson

Office Phone: 491-7524

Maximum Enrollment: 15

COURSE DESCRIPTION: This class will be both a study of American slavery and an exercise in historical interpretation. We will examine issues in the history of slavery and abolitionism in the US by exploring primary sources written from a variety of perspectives, ranging from works by abolitionists and pro-slavery theorists to documents written by slaves. We'll conclude with 20th century fiction and film which have interpreted the slavery experience for popular audiences.

TEACHING METHOD: This seminar will focus on the critical examination of historical documents. By looking at divergent perspectives and sources (diaries, novels, biographies and polemical tracts) on a crucial issue, students will be able to learn both about the issue of slavery and problems in historical interpretation of conflicting evidence.

EVALUATION: Discussion participation and an in-class presentation will be mandatory. Five short papers focusing on the required reading will be assigned along with an optional research paper.

TENTATIVE READING LIST:

Harriet Beecher Stowe, Uncle Tom's Cabin
Robert Starobin, ed. Blacks in Bondage
Harriet Jacobs, Incidents on the Life of a Slave Girl
Frederick Douglass, The Autobiography
Mary Chestnut, The Private Mary Chestnut
George Fitzhugh, Cannibals All! or Slaves Without Masters
James Henry Hammond, The Secret and the Sacred
Ishmael Reed, Flight to Canada

Virginia Stewart
History A02-26

FRESHMAN SEMINAR: WOMEN IN EARLY AMERICAN HISTORY

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

Office Address: 619 EMERSON

Office Phone: 491-3406

Maximum Enrollment: 15

COURSE DESCRIPTION: Survey of women's lives and roles from the first British settlements in North America through the early 19th century. Students will analyze original documents and historians' accounts of domestic life, religion, travel,

education, political activity, and war.

TEACHING METHOD: Seminar discussion

EVALUATION: 4 short papers and class participation.

TENTATIVE READING LIST:

Laurel T. Ulrich, *Good Wives: Image and Reality in the Lives of Women in Northern New England, 1650-1750.*

Carol F. Karlson, *The Devil in the Shape of a Woman: Witchcraft in Colonial New England.*

The Book of Abigail and John: Selected Letters of the Adams Family.

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

Nancy Cott, *The Bonds of Womanhood: Women's Sphere in New England.*

Reader of selected documents, journal articles, and excerpts.

Fritz Fischer

History A02-27

FRESHMAN SEMINAR: AMERICANS ABROAD SINCE 1940

Time: T-TH 1:00-2:30

Office Address: 619 Emerson

Office Phone: 491-7524

Maximum Enrollment: 15

COURSE DESCRIPTION: World War II thrust the United States into the role of superpower. How did Americans react to their new found power and new found relationship with the rest of the world? This course examines the different ways in which American in many different positions interacted with people in the rest of the world. This course will be organized topically, examining different types of interaction with other cultures.

TEACHING METHOD: Discussion

PREREQUISITES: None.

EVALUATION: Four short papers and class discussion.

TENTATIVE READING LIST:

Eugene Burdick and William Lederer, *The Ugly American*
John Dower, *War Without Mercy*
Richard Immerman, *The CIA in Guatemala*
Robin Moore, *The Green Berets*
Karen Schwartz, *What You Can Do For Your Country: An Oral History of the Peace Corps*
Gary Sick, *All Fall Down*
Wallace Terry, *Bloods: An Oral History of the Vietnam War by Black Veterans*
We will watch films, such as "The Manchurian Candidate", "Apocalypse Now", and "Missing", to help elucidate the role of Americans in the world after World War II.

Eric Silla

History A03-20

FRESHMAN SEMINAR: AFRICAN HISTORY IN FILM AND LITERATURE

Time: Tuesdays and Thursdays, 3:00-4:30 p.m.

Office Address: 619 Emerson

Office Phone: 491-3406

Maximum Enrollment: 15

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

TEACHING METHOD: DISCUSSION

EVALUATION: 6 discussion papers (3 pages each)
1 final term paper (5 pages)
2 oral presentations (5 minutes each)

TENTATIVE READING LIST:

COURSE PACKET WILL INCLUDE SELECTIONS FROM ROOTS, HOUSEBOY, SUNJATA, AND OTHER WORKS RELATED TO FILMS. EXAMPLES OF FILMS VIEWED AND STUDIED IN COURSE ARE "ROOTS," "CHOCOLAT," "MR. JOHNSON," "CAMP DE THIAROYE," "YEELLEN," "SHAKA ZULU," AND "ZAN BOKO."

Eric Silla

History A03-21

FRESHMAN SEMINAR: AFRICAN HISTORY IN FILM AND LITERATURE

Time: Tuesdays and Thursdays, 1:00-2:30 p.m.

Office Address: 619 Emerson

Office Phone: 491-3406

Maximum Enrollment: 15

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

TEACHING METHOD: Discussion.

EVALUATION: 6 discussion papers (3 pages each)
1 final term paper (5 pages)
2 oral presentations (5 minutes each)

TENTATIVE READING LIST:

COURSE PACKET WILL INCLUDE SELECTIONS FROM ROOTS, HOUSEBOY, SUNJATA, AND OTHER WORKS RELATED TO FILMS. EXAMPLES OF FILMS VIEWED AND STUDIED IN COURSE ARE "ROOTS," "CHOCOLAT," "MR. JOHNSON," "CAMP DE THIAROYE," "YEELLEN," "SHAKA ZULU," AND "ZAN BOKO."

Tessie P. Liu

History B01-2

EUROPEAN CIVILIZATION

Time: MWF 1:00 PM Discussion Sections: Thursdays 9, 10, 11,
12, 1, 2, or 3

Office Address: 320 Harris

Office Phone: 491-3150

Maximum Enrollment: 250

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

PREREQUISITES: None.

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

EVALUATIONS: Short paper, two exams. Students will also be graded on their attendance and contributions to discussion sections.

TENTATIVE READING LIST:

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

Jonathon Glassman

History B55-3

AFRICAN CIVILIZATIONS AND CULTURES: THE TWENTIETH CENTURY

Time: MWF 11:00 Discussion Sections: Thursdays, 10, 11;
Friday, 10

Office Address: 323 Harris

Office Phone: 491-8963

Maximum Enrollment: 75

COURSE DESCRIPTION: By examining selected topics in 20th century history, students will be introduced to some of the most important issues confronted by scholars of sub-Saharan Africa. The course will deal primarily with the colonial period, focussing on the profound impact colonialism has had on the shaping of contemporary Africa. Topics of study will include the origins of economic "underdevelopment," problems of health and hunger, the rise of anti-colonial nationalist movements, political instability in post-colonial Africa, and the ways that ordinary men and women struggled to shape their lives under colonial domination. We will try as much as possible to look at the colonial experience from an African viewpoint; the insights provided by four African novels are key complements to the broader historical trends outlined in the lectures and historical texts.

PREREQUISITES: None. No prior course-work in African studies is assumed.

Mandatory registration for discussion section.

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

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

TENTATIVE READING LIST:

Oliver & Atmore, Africa since 1800, New Edition (1994)
Basil Davidson, Black Man's Burden: Africa and the Curse of the Nation-State.
Franke & Chasin, Seeds of Famine.
Karen Fields, Revival and Rebellion in Colonial Central Africa.
Chinua Achebe, A Man of the People (novel)
Ousmane Sembene, God's Bits of Wood (novel)
Buchi Emecheta, The Joys of Motherhood (novel)
+ another novel TBA

Professor T.W. Heyck
History B60-2
MODERN BRITISH HISTORY, 1688-PRESENT

Time: MW 11:00-12:00 Discussion Sections: Fridays, 10:00, 11:00, 1:00

Office Address: 313B Harris

Maximum enrollment: 75

COURSE DESCRIPTION: This will be an introductory survey of the history of Great Britain from the Revolution of 1688 to the government of Margaret Thatcher (1979-1991). It will deal with all of the peoples of the British Isles--Scots, Irish, and Welsh--and not just the English. The main themes will be: the expansion of English power within the British Isles, the formation of the United Kingdom of Great Britain, the transformation of a traditional society, the rise and decline of British industrial power, the development of a class society, and the rise and fall of Britain as a great power. Britain was the world's first "modern" nation, the greatest power on earth in the nineteenth century, but now has receded from great power status; in each development Britain has been (and is) an object lesson for the United States.

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

Registration for discussion section is mandatory.

TEACHING METHOD: There will be two lectures and one discussion per week. Active and informed participation in the discussion groups is mandatory.

EVALUATION: A number of short papers and quizzes, plus a final exam.

TENTATIVE READING LIST: There will be a textbook (2 volumes) plus eight short paperbacks. Total pages of reading per week will be about 150.

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

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

John Locke, *Second Treatise of Government*

Edmund Burke, selections

Adam Smith, *The Wealth of Nations* (selections)

Thomas Carlyle, selections

John Stuart Mill, *On Liberty*

Robert Graves, *Good-Bye to All That* (selections)

R.H. Tawney, *The Acquisitive Society*
Alan Sillitoe, *Saturday Night and Sunday Morning*

Josef Barton
History C05-0
IMMIGRATION IN AMERICAN HISTORY, 1690-1980
Time: MWF 9:00
Office Address: Harris 212
Office Phone: 491-7356/3406
Maximum Enrollment: 60

COURSE DESCRIPTION: Immigration changed American society-- from provincial English to distinctively plural in the 18th century; from decentralized rural republic to consolidated industrial nation in the 19th and 20th centuries; from Protestant culture to Protestant-Catholic-Jewish in the mid-20th century. This course explores the transforming impact of immigration upon American society in readings and lectures upon crucial times of transition.

TEACHING METHOD: Lectures

EVALUATION: Three written assignments are the basis of evaluation: a brief paper of 5 pages at mid-term, a take-home final of 1200-1500 words, and a final paper of 10 pages.

READING LIST:

Bernard Bailyn, *The Peopling of British North America* (1986)
Marcus Lee Hansen, *The Atlantic Migration* (1941)
Oscar Handlin, *Boston's Immigrants*, rev. ed. (1959)
Philip A. M. Taylor, *The Distant Magnet* (1971)
Moses Rischin, *The Promised City* (1962)
John Bodnar, *The Transplanted* (1985)
John Higham, *Strangers in the Land*, rev. ed. (1963).
Robert Alvarez, *Familia* (1987).

Michael S. Sherry
History C15-2
THE UNITED STATES IN THE TWENTIETH CENTURY: 1929-53
Time: T-TH 10:30-12:00 Discussion Sections: Fridays, 10:00,
11:00, 1:00
Office: Harris 214

Phone: 491-7191

Maximum Enrollment: 90

COURSE DESCRIPTION: This course surveys major trends and themes in American history for the period under study. It emphasizes the rise to prominence in American life of concerns, institutions, and policies of war and national security -- how they emerged in the context of the Great Depression and matured in World War II and the Cold War.

PREREQUISITES: None. MANDATORY ATTENDANCE AT FIRST CLASS. Students must also register for discussion sections. P/N option accepted.

TEACHING METHOD: Lecture and discussion.

EVALUATION: Probably three papers, the content and timing of which are to be determined.

TENTATIVE READING LIST:

Roger Biles, A New Deal for the American People.

Martin Duberman, Paul Robeson

William Graebner, The Age of Doubt: American Thought and Culture in the 1940s

William O'Neill, Democracy at War: America's Fight at Home and Abroad in WWII

William Pemberton, Harry S. Truman

plus shorter readings and films

Henry Binford

History C22-1

THE DEVELOPMENT OF THE MODERN AMERICAN CITY

Time: MWF 9:00 Discussion Sections: Thursdays, 9:00, 10:00.
1:00. 2:00

Office Address: Harris Hall 102B

Office Phone: 491-7262

Maximum Enrollment: 70

COURSE DESCRIPTION: This is the first half of a two-quarter course dealing with the characteristics of urban society in America from the period of first European settlement to the present. The first quarter will treat the period from 1600 to about 1880. Topics for consideration will include the

role of European and American cities in the process of new world colonization, the relationship between urbanization and industrial growth, changes in urban form and social structure, and modes of response to city problems.

TEACHING METHOD: The course will follow a basic format of three lectures and one discussion per week. Questions will be encouraged at all times.

EVALUATION: Grades will be based on a midterm (25%), a short paper (25%), and a final examination. Examinations will be based on both the readings and the lectures. With the consent of the instructor, students may substitute a research paper for the final exam, but substitutions must be approved before the date of the mid-term.

TENTATIVE READING LIST:

Paul Boyer & Steven Nissenbaum, Salem Possessed
Oscar Handlin, Boston's Immigrants
Richard Wade, Slavery in the Cities
Horatio Alger, Ragged Dick
Photocopied document packet

Dan Inkelas

History C49-0

THE HISTORY OF THE HOLOCAUST

Time: MW 11:00 Discussion Sections: Fri 11:00, 1:00

Office Address: 619 Emerson, 2-D

Office Phone: 491-7524

Maximum Enrollment: 40

COURSE DESCRIPTION: This course will examine the origins, development, and legacies of the Nazi onslaught against the European Jews from 1933 to 1945. Through lectures, discussion, and film screenings, we will examine such issues as the roots of modern anti-Semitism; its role in the rise of Nazism and in the practice of the Nazi regime; the origins of the "Final Solution"; behaviors of perpetrators, bystanders, and survivors; and the place of the Holocaust in history.

PREREQUISITES: None. MANDATORY ATTENDANCE AT FIRST CLASS. Discussion section registration is mandatory.

TEACHING METHOD: Two lectures and a discussion section each

week, supplemented by several films.

EVALUATION: Grades will be based on participation in discussion and performances on a midterm and final paper.

TENTATIVE READING LIST:

Christopher Browning, *The Path to Genocide*
Peter Hayes, ed., *Lesson and Legacies*
Raul Hilberg, *The Destruction of the European Jewry* (student edition)
Richard Levy, ed., *Antisemitism in the Modern World*
Michael Marrus, *The Holocaust in History*
Karl Schleunes, *The Twisted Road to Auschwitz*
Donald Niewyk, ed., *The Holocaust*
David Wyman, *The Abandonment of the Jews*

Robert Lerner
History C50-1

INTELLECTUAL HISTORY OF EUROPE: ANTIQUITY AND THE MIDDLE AGES

Time: MWF 9:00-9:50

Office Address: Harris 305

Office Phone: 467-1966

Maximum Enrollment: 35

COURSE DESCRIPTION: This course will be an introduction to the thought of the major thinkers of the Western tradition from the Greeks through the Italian Renaissance. Readings will be exclusively from primary sources and will consist of selections from writers such as Plato, Aristotle, St. Augustine, Aquinas, and Dante. Reading assignments will average about 80 pages a week. Usually there will be two discussion meetings per week and one lecture. There will be a mid-term and a final, of formats to be determined. Freshmen not admitted.

David Joravsky
History C50-4

THE INTELLECTUAL HISTORY OF EUROPE: 20TH CENTURY

Time: MWF 2:00-3:00

Office Address: Harris Hall 303

Office Phone: 491-7418

Expected Enrollment: 45

COURSE DESCRIPTION: Lectures and readings on selected trends of 20th-Century thought: appraisals of imperialism, war, and fascism; Marxism-Leninism; Freudianism; feminism; modernist art; existentialism; appraisals of science and technology. I will try to connect the history of ideas with other parts of the historical process.

EVALUATION: There will be a paper (about ten pages), comparing a required reading with an optional one. There will also be a final exam.

TENTATIVE READING LIST:

Selections from Kipling, Orwell, Hitler, etc.
Lenin, Imperialism
Kafka, The Trial
Albert Einstein, Ideas and Opinions
Freud, Dora: Analysis of a Case of Hysteria
Virginia Woolf, A Room of One's Own
Sartre, Existentialism and Human Emotions
Camus, The Myth of Sisyphus and Other Essays
Selections from Kipling, Orwell, Hitler, etc.

James Campbell
History C56-2
HISTORY OF SOUTH AFRICA FROM 1886
Time: MWF 11:00
Office Address: Harris Hall 301
Office Phone: 491-2877
Maximum Enrollment: 45

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

TEACHING METHOD: The course will meet for lectures on Mondays and Wednesdays, and for small-group discussions on Fridays (TBA). There will also be several evening films.

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

EVALUATION: To complete the course successfully, students are expected to attend lectures, participate actively in discussions, and complete one paper of 5-8 pages in length. There will also be a midterm and final examinations.

TENTATIVE READING LIST:

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

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

COURSE DESCRIPTION: At the beginning of the twentieth century, Britain was the richest and most powerful superpower, the leading industrial, trading and financial center, and the head of the largest empire the world had ever seen, covering nearly a quarter of the earth's population and habitable land. How it came to lose that position is an object lesson not only in national but in global history, worthy of study by those who inhabit today's superpowers, both rising and declining ones. At the same time, Britain experienced an unprecedented rise in living standards, in public welfare for those unable to support themselves, in the longevity, health and comfort of life, and in the enjoyment of leisure and culture by the whole population. This was all part of the emergence of a new kind of society experienced by nearly all advanced countries: a post-industrial society based on highly skilled and specialized services--in a word, on human rather than material capital--that is, on education and training, and selection by merit. It is not all gain,

however: the new technologies are in danger of harming the environment, if not indeed the future of the human race, and the changes in the economy and social structure have destroyed or exported many jobs and left their occupants without function or income. In all these developments Britain is a prime exemplifier of the gains and losses of the real new world order.

PREREQUISITES: No P/N.

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

EVALUATION: Two essays and one class presentation, plus final exam.

TENTATIVE READING LIST:

Harold Perkin, *The Rise of Professional Society: England since 1880*

T.W. Heyck, *The Peoples of the British Isles, III: From 1870 to the Present*

David Reynolds, *Britannia Overruled: British Policy and World Power in the 20th Century*

Walter L. Arnstein, *The Past Speaks, since 1689*

Frank Safford

History C67

POLITICS AND DEVELOPMENT IN LATIN AMERICA

Time: MWF 2:00

Office Address: 208 Harris Hall

Office Phone: 491-7444

Maximum Enrollment: 70

COURSE DESCRIPTION: This course focuses on the interaction between political and economic change in the larger countries of Latin America since 1880. It analyzes the impact of urbanization and industrialization on political patterns in the twentieth century, in particular the development of populist politics and its inflationary consequences. The course also will give some attention to current trends toward economic liberalization.

TEACHING METHOD: Lectures and discussion.

EVALUATION: Midterm and final examinations, and an optional paper.

TENTATIVE READING LIST:

Thomas Skidmore and Peter Smith, Modern Latin America

Ken Alder

Joel Mokyr

History C75-2

TECHNOLOGY: HISTORY, SOCIETY, ECONOMY

Time: MW, 2:00-3:30

Office Phone: 491-7260

Maximum Enrollment: CLOSED

COURSE DESCRIPTION: This class is a continuation of History C75-1, examining in greater depth various approaches to the development of technology in modern society, both in Europe and the United States. The class is closed to new entrants.

PREREQUISITES: C75-1

TEACHING METHOD: Two one and-a-half hour meetings per week, and regular one-on-one meetings with faculty to discuss research project.

EVALUATION: Students will write a 30-40 page research paper and present their findings to the class.

TENTATIVE READING LIST:

John Kasson, Civilizing the Machine.

Langdon Winner, The Whale and the Reactor.

David Noble, America by Design.

Thomas Hughes, American Genesis.

Ken Alder

History, C76-2

SCIENCE AND MODERN SOCIETY

Time: MWF 11-12

Office Address: Harris Hall, 102C

Office Phone: 491-7260

Maximum Enrollment: 40

COURSE DESCRIPTION: This class is a chance for humanists and science majors alike to consider how science came to be the kind of activity it is. That means examining the ways in which science both shapes our conception of the world and reflects the culture in which it operates. Further, it means grappling with the way science transforms the material bases of our lives and is simultaneously dependant on that material culture. We will address two major themes in the history of science over the last 150 years. First, we will examine the Faustian relationship between knowledge of nature and the power to transform the world. How do theories of physical science (thermodynamics, atomism, quantum mechanics) translate into such world-changing innovations as the steam engine, the atom bomb, or the transistor? Second, we will consider the reciprocal relationship between the life sciences and social values. Here we will discuss the ways in which biology, and medicine (Darwinism, molecular biology, obstetrics) have come to reflect the changing norms of society even as they sparked violent debates about moral values (eugenic programs of sterilization, definitions of race, IQ testing, gender differences, and the genetic screening of fetuses). Our goal will be to see scientific inquiry as a profoundly human activity, and hence part of our broader culture.

PREREQUISITES: None. There is no need to have taken C76-1

TEACHING METHOD: Three one-hour meetings per week, with Friday devoted to discussion.

EVALUATION: The student's grade in this course will be based on participation, a mid-term and final.

TENTATIVE READING LIST:

Richard Rhodes, *The Making of the Atomic Bomb*

H. Kipphardt, *In the Matter of J. Robert Oppenheimer*

Charles Darwin, *The Origin of the Species* (selections)

James Watson, *The Double Helix*

Evelyn Fox Keller, *A Feeling for the Organism*

Daniel Kevles, *Code of Codes: Scientific and Social Uses of the Genome Project*

Popular expositions by scientists such as: Bohr, Einstein, Heisenberg, Loeb, Morgan, Rutherford, Schrodinger, Spencer, etc...

Jacob Lassner
History C77-0
MEDIEVAL JEWRY IN THE ORBIT OF ISLAM
Time: T-TH 9-10:30
Office Address: Harris 210
Office Phone: 491-7652
Maximum Enrollment: 35

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

TEACHING METHOD: Lectures and discussion.

EVALUATION: Required short papers and take-home final.

READING LIST:

S.D. Goitein, Jews and Arabs
B. Lewis, The Arabs in History
-----, The Jews of Islam
Coursepack of selected readings from primary and secondary sources.

Melissa Macauley
History C81-2
HISTORY OF MODERN CHINA, II
Time: MWF 11:00
Office Address: 207B Harris Hall
Office Phone: 491-3418
Expected Enrollment: 40

COURSE DESCRIPTION: This is a survey of modern Chinese history from the Revolution of 1911 to the present. It is the story of China's turbulent effort to reconstruct the "center" that was lost with the fall of the imperial order. The course will pay equal attention to the Nationalist and

communist eras and will consider the disintegration of the Chinese polity into warlordism, the efforts of the Nationalists to reestablish viable state authority under the Republic, the disastrous eight years of war with Japan, the civil war, and the triumphs and tribulations of communist rule. Within this chronological framework, the course will explore such topics as the demographic crisis, the development of new forms of artistic expression, the changing status of Chinese women, the power of revolutionary charisma, and the place of the Patriotic Democratic Movement of 1989 in China's long tradition of literati and labor protest.

PREREQUISITES: Previous enrollment in History B81 or C81 recommended, but not required.

TEACHING METHOD: Lectures, weekly discussions of primary source material, occasional film and slide presentations.

METHOD OF EVALUATION: Midterm, participation in discussion, term paper, cumulative final.

TENTATIVE READING LIST:

William T. de Bary, Sources of Chinese Tradition, vol. 2
Liang Heng and Judith Shapiro, Son of the Revolution
Ba Jin, Family
Ning Lao T'ai-t'ai, Daughter of Han: Autobiography of a Chinese Working Woman
Edgar Snow: Red Star Over China
Henry Rosemont, Jr., A Chinese Mirror: Moral Reflections on Political Economy and Society
Plus a course reader

Laura Hein

History C84-1

THE HISTORY OF MODERN JAPAN: THE MODERN STATE, 1860-1943

Time: T-TH 1:00-2:15

Office Address: Harris Hall/Room 207-A

Office Phone: 491-3408

Maximum Enrollment: 45

COURSE DESCRIPTION: This course will begin with Japan's great transition in the 1860's from a feudal, isolated society, move to its emergence as a modern state integrated

into the world political economy, and march on to defeat in WWII. In 1860, the Japanese were born to their status, ruled by a shogun, and cut off from nearly all contact with the outside world. By 1905, Japan had become a modern industrial nation with imperial possessions. By 1943, these new resources and achievements were strained beyond recovery in a devastating war. These wrenching transitions led both to considerable accomplishments and to enormous tension and discontent. The course will examine both of these dimensions, looking at Japan's imperialist adventures into Asia as well as the rural and urban domestic experience.

PREREQUISITES: ATTENDANCE AT FIRST CLASS MANDATORY. P/N not permitted.

TEACHING METHOD: Course meetings will be twice per week and consist both of lecture and discussion.

EVALUATION: Probably will be based on one short paper, one longer one, and a short final exam.

TENTATIVE READING LIST:

Carol Gluck, Japan's Modern Myths
Mikiso Hane, Peasants, Rebels, and Outcasts
Saburo Lenaga, The Pacific War

John Rowe
History C89-7/20 Junior Tutorial
"THE CIA IN THE THIRD WORLD, 1947-1992"
Time: Thursdays, 3:30-5:30
Office Address: Harris 102A
Office Phone: 491-7278
Enrollment: 8

COURSE DESCRIPTION: The Central Intelligence Agency was formed in 1947 primarily to wage war against Stalin's expansionist USSR. Modelled on the wartime O.S.S. which engaged in sabotage behind enemy lines, the CIA has practiced "covert action" since its inception. But the definition of who is the enemy has blurred, as many third world countries have found to their cost.

This tutorial will use the memoirs of former CIA agents (both critical of and supportive of the agency), congressional

investigative reports, and views of CIA history from outside the United States to address such issues as: Has the CIA ever been "out of control" or has it loyally followed Presidential directives? Did the CIA engage in assassination and drug running or has it been the victim of a sensationlist press? In the real world of Castros and Saddams, must the CIA be handicapped by questions of morality?

IMPORTANT NOTE: Admission to the tutorial is by instructor permission only. Interested Juniors should write a note to Professor Rowe listing (1) relevant 3rd world or other courses already taken (2) any pertinent background experience (currently serving CIA agents are ineligible) (3) what particular issues or CIA case histories interest you and why. Deadline - Monday 15 Feb. 5:00 P.M. (Put notes under door of 102A Harris or in Rowe History Department box). NAMES of the 8 tutorial participants will be posted here and on Rowe's door on Tuesday morning 16 Feb.

REQUIREMENTS: Three short 5 page case study papers and one longer 15 page research paper on a specific issue. Active and informed discussion is essential.

READING LIST: (Most of these available on loan from Professor Rowe)

Jeffreys-Jones, The CIA and American Democracy
Immerman, The CIA in GUATAMALA
Stockwell, In Search of Enemies
Wyden, Bay of Pigs
Woodward, Veil
Treverton, Covert Action

Ken DeBevoise
History C89/7-21
JUNIOR YEAR TUTORIAL: WATERGATE
Time: M-TH 3:30-4:20
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 spring term living in the lunatic world of G. Gordon Liddy, H.R. "Bob" Haldeman, John Ehrlichman, 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.
Students must read All the President's Men over Spring break.

TEACHING METHOD: Reading, discussion, videos.

EVALUATION: My opinion of the quality of each person's contribution to the class.

TENTATIVE READING LIST:

Woodward & Bernstein, All the President's Men
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
Len Colodny & Robert Gettlin, Silent Coup

Henry Binford
History C89-7/22 - Junior Tutorial
DISCOVERING POVERTY IN THE AMERICAN CITY
Time: Wednesday 3:00-5:00
Office Address: Harris 102B
Office Phone: 491-7262
Maximum Enrollment: 8

COURSE DESCRIPTION: This tutorial will explore recurrent attempts to define, explain, and do something about poverty in the United States from the 18th century to the present. Topics include: changing (and unchanging) ideas about the connections between poverty and moral character, education,

unemployment, gender, and ethnic/racial inheritance, the periodic emergence of poverty as a political issue, the concept of an "underworld" or "underclass," and the shifting rhetoric of sympathy and fear.

PREREQUISITES: OPEN TO JUNIORS WITH PERMISSION OF THE INSTRUCTOR. Applicants must submit a 1-2 page statement of interest to Professor Binford BY FEBRUARY 15. Some preference will be given to students who have taken History C22-2.

TEACHING METHOD: One discussion per week.

EVALUATION: One short and one long paper.

TENTATIVE READING LIST:

David Rothman, The Discovery of the Asylum
Christine Stansell, City of Women
Michael Katz, In the Shadow of the Poorhouse
Linda Gordon, Women, the State, and Welfare
Franz Fanon, The Wretched of the Earth
Michael Harrington, The Other America
Charles Murray, Losing Ground
William J. Wilson, The Truly Disadvantaged

Nancy MacLean

History C91-20

WOMEN IN AMERICAN SOCIETY SINCE 1900

Time: M-W 2:00-3:00 Discussion Sections: Fridays 1 & 2

Office Address: 201-C Harris Hall

Phone: 491-3154

Maximum Enrollment: 40

COURSE DESCRIPTION: This course surveys the history of women in the U.S. from the late nineteenth century to the present. Lectures, readings, and films will examine women's changing experiences of family life, sexuality, work, and politics, with attention to differences among women based on class, race, and ethnicity. Topics include the rise of the "New Woman" at the turn of the century, the campaigns for birth control and women's suffrage, female activism in the labor movement and social reform, the impact of the Great Depression and World War II, the emergence of the "feminine mystique" in the postwar years, and women's involvement in

the civil rights movement and New Left. Considerable attention will be devoted to the women's movement of recent decades.

PREREQUISITES: None. P/N registration not permitted. Attendance at first meeting mandatory. Registration for discussion section mandatory. Course may re-open; see department for waitlist.

TEACHING METHOD: Lecture, discussion, and occasional films.

EVALUATION: Grades will be based upon two 5-page papers (20 percent each), one 8-10 page final paper (40 percent), and class participation (20 percent).

TENTATIVE READING LIST:

Joanne Meyerowitz, *Women Adrift*
Paula Giddings, *When and Where I Enter*
Linda Gordon, *Woman's Body, Woman's Right*
Elizabeth Gurley Flynn, *Rebel Girl*
Nancy Cott, *The Grounding of Modern Feminism*
Vicki Ruiz, *Cannery Women, Cannery Lives*
Carol Stack, *All Our Kin*
Myra Marx Ferree and Beth B. Hess, *Controversy and Coalition*
*** plus a xeroxed anthology of articles and documents

Ken DeBevoise
History C91-30
AMERICAN INTERVENTION IN VIETNAM, 1945-75
Time: MWF 9:00
Office Address: Harris Hall 304
Office Phone: 491-3406
Maximum Enrollment: 50

COURSE DESCRIPTION: Each student will study the American intervention in Vietnam in sufficient depth so as to be able to evaluate it intelligently. To do so, the class must master a very large body of information, beginning with the American-backed French attempt to reassert sovereignty over its former colonies after World War II. The bulk of the course material, however, deals with the direct American involvement in Indochina between 1954 and 1975. The reading load is extraordinarily heavy, averaging at least 400 pages a

week, none of which is optional, and a quiz on the day's reading assignment is given at the beginning of each class. Accordingly, the class is recommended only for students willing and able to make a substantial time commitment to a spring quarter course. Seniors have traditionally done poorly.

PREREQUISITES: CLASS LIST IS FINAL AFTER SPRING QUARTER REGISTRATION. NO ADD-INS. MANDATORY ATTENDANCE AT FIRST CLASS MEETING. P/N option not available. NO AUDITORS. Students must read *The Ugly American* over Spring Break and be prepared to discuss it at the first class meeting. (It will be available for purchase before break at Great Expectations Bookstore. Any public library will have it as well.)

TEACHING METHOD: Discussion Mondays and Wednesdays, film Fridays. Occasional evening films. Attendance expected at everything.

EVALUATION: Cumulative grade based on daily quizzes and participation in class discussion. However, C+ is the highest grade available to students not taking active part in discussions, no matter how high their exam grades are. Silent geniuses should not enroll.

TENTATIVE READING LIST:

W. Lederer & E. Burdick, *The Ugly American*
H. Bruce Franklin, *M.I.A., or Mythmaking in America*
David Halberstam, *The Best and the Brightest*
George McT. Kahin, *Intervention*
Jeffrey Race, *War Comes to Long An*
Neil Sheehan, *John Paul Vann and America in Vietnam*
Le Ly Hayslip, *When Heaven and Earth Changed Places*
Tim O'Brien, *The Things They Carried*
William C. Westmoreland, *A Soldier Reports*

Frederick E. Hoxie

History C91-40

INDIANS IN AMERICAN HISTORY

Time: MWF 9:00 Discussion Sections: Wednesday, 11:00, 12:00, 1:00

Office Address: 306N Harris Hall

Office Phone: 491-3092

Maximum Enrollment: 75

COURSE DESCRIPTION: This course will provide an introduction to the history of Native Americans north of Mexico and south of the Arctic from 1492 to the present. Lectures, discussions of assigned readings, films and a series of weekly debates will introduce students to the following topics: the nature of North American cultures at the time of their first encounter with Europeans, the differing consequences of the Spanish, French, and English penetrations into the continent, and the experiences of native peoples in the United States. The course will trace the sifting patterns of interaction between Europeans and Indians and assess the impact of those patterns on both native lifeways and American culture as a whole. Readings and course materials will be drawn from history, literature, anthropology and folklore. The course has no prerequisites and assumes no previous background in American Indian history.

PREREQUISITES: None. P/N allowed.

TEACHING METHOD: Three lectures and one discussion per week.

TENTATIVE READING LIST:

Frederick E. Hoxie, ed., Indians in American History
Frederick W. Turner, ed., The Portable North American Indian Reader
Vine DeLoria, Jr. and Clifford Lytle, The Nations Within: The Past and Future of American Indian Sovereignty
Donald Jackson, ed., Black Hawk: An Autobiography
Peter Nabokov, ed., Two Leggings: The Making of a Crow Warrior

David Joravsky
History C91-50

Science and Human Culture B20

ABORTION, SCIENCE, AND THE CONCEPT OF A PERSON: AN HISTORICAL ANALYSIS

Time: Monday/Wednesday 3:30-5:00

Office Address: Harris Hall 303

Office Phone: 491-7418

Maximum Enrollment: 65

COURSE DESCRIPTION: Fundamental changes in biological science, in medical practice, in the position of women, and in prevailing ideologies caused the governments of Europe and North America to outlaw abortion in the 19th century, and then to legalize it in the 20th century. This course will examine that pattern of change, in order to get an historical perspective on the continuing debate.

PREREQUISITES: None.

TEACHING METHOD: Lectures Mondays & Wednesdays, also discussions and quizzes.

EVALUATION: The quizzes plus a take-home final on some large question, such as this: Can there be a scientific answer to the question, When does a new individual emerge within a woman? The students will shape the final question by their arguments in discussions.

TENTATIVE READING LIST:

Kristin Luke, *Abortion and the Politics of Motherhood*
Angus McLaren, *Sexuality and the Social Order: The Debate over the Fertility of Women and Workers in France, 1770-1920*
James Mohr, *Abortion in America: The Origin and Evolution of National Policy*
Joni Lovenduski and Joyce Outshoorn, eds., *The New Politics of Abortion*
Clifford Grobstein, *Science and the Unborn: Choosing Human Futures*
Rosalind Petchesky, *Abortion and Women's Choice: The State, Sexuality, and Reproductive Freedom*
Selected articles on embryology, on philosophical and religious perspectives, etc.

Ken DeBevoise

History C92-20

THE U.S. AND THE KHMER ROUGE

Time: M-TH 4:30-5:20 p.m.

Office Address: Harris 304

Office Phone: 491-3406

Maximum Enrollment: 15

COURSE DESCRIPTION: This course builds on the students' knowledge of the history of the American involvement in Vietnam during the Second Indochina War. The class will focus attention on one of the two sideshows - Cambodia. In order to evaluate the U.S. role and responsibility in the rise to power of the Khmer Rouge in 1975, we will spend a substantial part of the course studying Cambodian history. In that way, we will have the proper historical and cultural context in which to understand the American intervention there. We will also learn about the Third Indochina War, and devote some attention to recent relations among the U.S., the former Soviet Union, China, Vietnam, and the various factions contending for power in Cambodia.

PREREQUISITES: Students must have taken History C91, American Intervention in Vietnam with me during one of the last three Spring Quarters. PERMISSION OF THE INSTRUCTOR. Mandatory attendance at first class meeting, no auditors, no P/N available.

TEACHING METHOD: Reading, videos, discussion.

EVALUATION: My opinion of the quality of each person's contribution to the class.

TENTATIVE READING LIST:

Elizabeth Becker, When the War Was Over
Nayan Chanda, Brother Enemy
David P. Chandler, The Tragedy of Cambodian History
Ben Kiernan, How Pol Pot Came to Power
Francois Ponchaud, Cambodia Year Zero
William Shawcross, Sideshow
Michael Vickery, Cambodia, 1975-1982
Pin Yathay, Stay Alive My Son

Nancy MacLean
History C92-21

RACE, GENDER, AND PUBLIC POLICY IN POSTWAR AMERICA

Time: Wednesdays 10-12

Office Address: 201-C Harris Hall

Phone: 491-3154

Maximum Enrollment: 15

COURSE DESCRIPTION: In this course, students will critically examine a series of public policy issues and the scholarly literature that has been written about them. Topics will include at least some of the following: housing, education, welfare, health care, abortion, and affirmative action. In each case, we will consider the historical context in which policy choices were made, the variety of forces that went into shaping them, how they affected the lives of the people they targeted, and how they influenced subsequent political history.

PREREQUISITES: None. PERMISSION OF INSTRUCTOR. JUNIORS AND SENIORS ONLY; ATTENDANCE AT FIRST DAY OF CLASS MANDATORY. NO P/N OPTION.

TEACHING METHOD: Discussion

EVALUATION: In addition to the quality of participation in group discussions, two-page papers every other week and a 10-15 page final research paper on one of the topics featured in the course.

READING LIST: TBA

(but likely to include some of the following):

Robert Wiesbrot, *Freedom Bound: A History of America's Civil Rights Movement*

Rosalind Petchesky, *Abortion and Woman's Choice*

Linda Gordon, *Women, the State, and Welfare*

William Julius Wilson, *The Truly Disadvantaged*

Frances Fox Piven and Richard Cloward, *Regulating the Poor*

Arnold Hirsch, *Making the Second Ghetto*

Gertrude Ezorsky, *Racism and Justice: The Case for Affirmative Action*

***** plus a course packet at Quartet

Michael S. Sherry

History C92-22

RESEARCH IN LESBIAN AND GAY HISTORY OF THE UNITED STATES

Time: Wednesday 2:00-4:30

Office Address: Harris 214

Phone: 491-7191

Maximum Enrollment: 14

COURSE DESCRIPTION: This seminar is for students who wish to pursue research in recent lesbian and gay history of the United States. Some common readings will be initially explored, but most of the quarter will be spent by students on individual (or collective) research projects, which will be chosen from a list I suggest or, on occasion, developed by students themselves.

PREREQUISITES: ADMISSION IS BY PERMISSION OF INSTRUCTOR ONLY, with preference given to students who have successfully completed Sherry's History C91 (Lesbian and Gay History of the United States) but consideration also given to students who through other courses have developed sufficient historical background to undertake independent research. No P/N option. Mandatory attendance at first class.

TEACHING METHOD: Discussion and supervised research.

EVALUATION: Grade based primarily on a research paper (maximum probable length, 20 pages).

TENTATIVE READING LIST:

Henry Abelove, et al, Lesbian and Gay Studies Reader
(selections)

John D'Emilio, Making Trouble: Essays on Gay History,
Politics, and the University
(selections)

Diane Fuss, ed., Inside/Out: Lesbian Theories, Gay Theories
(selections)

Randy Shilts, Conduct Unbecoming: Lesbians and Gays in the
U.S. Military, Vietnam to the
Persian Gulf

Melissa Macauley

History C92-23

HISTORY OF CHINESE WOMEN

Time: Tuesday, 12:00- 2:00

Office Address: 207B Harris Hall

Office Phone: 491-3418

Maximum Enrollment: 15

COURSE DESCRIPTION: This colloquium will consider the diverse experiences of Chinese women from the Tang-Song

tradition (ca. 10th century) to the present. The bulk of the readings will focus of the nineteenth and twentieth centuries. We will explore the topic from three different angles: the diminishing status of women in the context of renewed Confucian state orthodoxy after the Song (metaphor: the bound foot); the development of a male literary tradition sympathetic to women's oppression (metaphor: the self-destructive wild woman in search of a male savior); and the long tradition of the redemptive female deity in popular Daoism (metaphor: the Queen Mother of the West). We will try to understand whether or not there was a contradiction between women's oppression in the patriarchal state and society and women's transcendence of that oppression (or, rather, that world) in certain religious and rebel traditions. We will also consider the extent to which the condition of women has actually changed in the twentieth century.

PREREQUISITES: PERMISSION OF THE INSTRUCTOR REQUIRED.
Previous enrollment in History B81, C81-1, OR C81-2.
MANDATORY ATTENDANCE AT FIRST CLASS.

TEACHING METHOD: Discussion.

EVALUATION: Short analytical papers and discussion.

TENTATIVE READING LIST:

Patricia Ebrey, *The Inner Quarters: Marriage and the Lives of Chinese Women in the Sung Period*

Suzanne Cahill, *Transcendence and Divine Passion: The Queen Mother of the West in Medieval China*

Emily Ahern, "The Power and Pollution of Chinese Women," in Wolf and Witke, eds., *Women in Chinese Society*.

Thomas Cleary, *Immortal Sisters: Secrets of Taoist Women*.

E. Honig, *Sisters and Strangers: Women in the Shanghai Cotton Mills, 1919-1949*

Emily Honig and Gail Hershatter, *Personal Voices: Chinese Women in the 1980s*.

C. Furth, "Androgenous Males and deficient females," *Late Imperial China* 9:2.

Howard Levy, *Chinese Footbinding*.

Susan Mann, "Widows in the Kinship, Class, and Community Structures of Qing Dynasty China," in *Journal of Asian Studies*.

Feng Menglong, "Du Shiniang Sinks the Jewel Box in Anger."

_____, "Eternal Prisoner Under Thunder Peak Pagoda."

Stephan Miescher

History C92-24

GENDER AND LAW IN COLONIAL AFRICA

Time: Wednesdays, 3:00-5:00

Office Address: 619 Emerson

Office Phone: 491-7524

Maximum Enrollment: 15

COURSE DESCRIPTION: This course provides a forum for advanced undergraduate students to discuss the construction of colonial legal systems in Africa, focusing on their role in shaping gender relations. The course introduces students to the current literature on the interplay between colonial law, power and gender, and exposes them to some of the issues of critically reading primary legal sources.

BACKGROUND: In recent years, historians of Africa have been re-examining their understanding of the colonial past. Colonialism is no longer seen within the narrow boundaries of domination and resistance, but rather as a product of conflict as well as negotiation between colonizers and colonized. This approach has also generated new debates within African studies about the role of law in the implementation of European colonialism in Africa.

Laws, courts and the police were essential in European efforts of establishing and maintaining political domination. They were also used to reshape local economies to promote production for European markets, as well as to introduce a new moral and political order. Laws played a central role in enforcing certain notions of discipline, work ethic, health, sanitation and public conduct. During colonial rule, courts were also an area in which Europeans and Africans engaged with each other. The courts were the stage for struggles between Europeans and Africans over authority, power as well as interpretations of gender, morality and culture. Through a close reading of legal records, we can examine the experiences of African men and women under colonial rule, and learn about the norms and values guiding their everyday life.

TEACHING METHOD: The course will be organized as seminar discussions.

EVALUATION: Each student is expected to do the weekly readings and participate in the seminar discussions. Every student will contribute two discussion papers, based on a week's reading, which are due two days before the seminar. These discussion papers will be distributed to all course participants and should be read as part of the weekly seminar preparations.

READING LIST:

Chanock, M. Law, Custom & Social Order: Colonial Experience in Malawi & Zambia

Hay, African Women and the Law

Mann, K. and R. Roberts (eds.) Law in Colonial Africa

Moore, S., Social Facts and Fabrications: "Customary Law" on Kilimanjaro, 1880-1980

also, selected articles

NOTE: In the first session there will be a handout of a detailed bibliography with the assigned weekly readings.

Steve Reich

History C92-25

AFTER SLAVERY: THE AMERICAN SOUTH FROM RECONSTRUCTION TO THE GREAT DEPRESSION

Time: Tuesday 2:30-4:30

Office Address: 619 Emerson

Office Phone: 491-7524

Maximum Enrollment: 15

COURSE DESCRIPTION: Through a series of secondary readings and primary sources, this course will examine in depth the major social, economic, and political developments of southern society from Reconstruction through the Great Depression. The course will begin by examining how a diverse group of southerners with competing interests struggled to reshape southern society in the aftermath of the Civil War. Among the themes that we will cover include the transition from slavery to sharecropping and tenant farming, the emergence of one-party politics, and the origins of racial segregation and disfranchisement. We will also explore various challenges to the southern status quo, including populism, the anti-lynching crusade, southern feminism, and the labor movement. The course will conclude with a study of

the impact of the Great Depression on southern society.

TEACHING METHOD: Weekly class discussion

EVALUATION: Two short papers (3-4 pages) and a final paper (8-10 pages).

READING LIST:

W.E.B. DuBois, *The Souls of Black Folk*
Eric Foner, *A Short History of Reconstruction*
C. Vann Woodward, *The Strange Career of Jim Crow*
C. Vann Woodward, *Tom Watson: Agrarian Rebel*
Jacquelyn Hall, et al., *Like a Family*
Course Packet

Steve Reich

History C92-26

POPULAR RESISTANCE IN WORLD HISTORICAL PERSPECTIVE

Time: Wednesday 2:00 - 4:00

Office Address: 619 Emerson

Office Phone: 492-7524

Maximum Enrollment: 15

COURSE DESCRIPTION Through a series of theoretical writings and case studies, this course will examine critically how historians have interpreted subaltern resistance to domination and power. The course will investigate such themes and concepts as primitive rebellion, moral economy, millennialism, everyday resistance, migration, and peasant politics. We will pay particular attention to how race, gender, class, and ethnicity shaped the manner in which people have constructed strategies of resistance. The readings are taken primarily from African and American history with some attention on Europe and Southeast Asia. Although the readings cover a wide range of seemingly unrelated places and time periods, they all raise similar theoretical and comparative questions. One of the purposes of the course, then, will be to evaluate the comparative approach to resistance studies.

METHOD OF TEACHING Weekly class discussions

EVALUATION Two short papers (3-4 pages) and one final paper (8-10 pages)

TENTATIVE READING LIST

James Scott, *Moral Economy of the Peasant*

James Oakes, *Slavery and Freedom*

Eugene Genovese, *Roll, Jordan, Roll*

E.J. Hobsbawm, *Primitive Rebels*

Theodore Rosengarten, *All God's Dangers*

Derek Johnson

History C92-27

RISE AND DECLINE(?) OF CORPORATE AMERICA BIG BUSINESS AND SOCIETY OVER THE PAST CENTURY

Time: Tuesdays, 2:30-4:30

Office Address: 619 Emerson

Office Phone: 491-7524

Maximum Enrollment: 15

COURSE DESCRIPTION: Today's students will have to face an industrial order that may be undergoing profound changes. Meanwhile, much current popular literature has bemoaned the loss of American competitiveness and, more generally, the disappearance of a "golden age" of American capitalism.

This course will begin with a brief examination of American business in the twentieth century, including an examination of the rise of the factory system and decline of the agrarian economy. Next, students will be asked to evaluate the birth of large corporations and why and how they grew. Paired with an evaluation of the economic reasons for the growth of giant corporations will be close examinations of who created them and how they changed the nature of work. The course will then examine how society, through the growth of the regulatory state, has attempted to meet the challenges and opportunities presented by large-scale capitalism through the growth of regulation. Finally, students will examine corporate America and its current problems in historical context; how, for example, is a Michael Milken different from a J.P. Morgan, or the Ford Motors of 1915 different from the Ford of today?

PREREQUISITES: None.

READING LIST:

Galambos & Pratt, eds., *Rise of the Corporate Commonwealth:*

U.S. Business and Public Policy in the Twentieth Century
Harold C. Livesay, Andrew Carnegie and the Rise of Big
Business

Thomas P. Hughes, American Genesis

John K. Galbraith, The New Industrial State

David Halberstam, The Reckoning

selections from Chandler and Tedlow, The Coming of Managerial
Capitalism

Derek Johnson

History C92-28

RISE AND DECLINE(?) OF CORPORATE AMERICA BIG BUSINESS AND
SOCIETY OVER THE PAST CENTURY

Time: Wednesdays, 2:00-4:00

Office Address: 619 Emerson

Office Phone: 491-7524

Maximum Enrollment: 15

COURSE DESCRIPTION: Today's students will have to face an
industrial order that may be undergoing profound changes.
Meanwhile, much current popular literature has bemoaned the
loss of American competitiveness and, more generally, the
disappearance of a "golden age" of American capitalism.

This course will begin with a brief examination of American
business in the twentieth century, including an examination
of the rise of the factory system
and decline of the agrarian economy. Next, students will be
asked to evaluate the birth of large corporations and why and
how they grew. Paired with an evaluation of the economic
reasons for the growth of giant corporations will be close
examinations of who created them and how they changed the
nature of work. The course will then examine how society,
through the growth of the regulatory state, has attempted to
meet the challenges and opportunities presented by large-
scale capitalism through the growth of regulation. Finally,
students will examine corporate America and its current
problems in historical context; how, for example, is a
Michael Milken different from a J.P. Morgan, or the Ford
Motors of 1915 different from the Ford of today?

PREREQUISITES: None.

READING LIST:

Galambos & Pratt, eds., Rise of the Corporate Commonwealth:
U.S. Business and Public Policy in
the Twentieth Century

Harold C. Livesay, Andrew Carnegie and the Rise of Big
Business

Thomas P. Hughes, American Genesis

John K. Galbraith, The New Industrial State

David Halberstam, The Reckoning

selections from Chandler and Tedlow, The Coming of Managerial
Capitalism

Andrew Lohmeier

History C92-29

EUROPEAN ANTISEMITISM AND THE HOLOCAUST

Time: Monday, 3:00-5:00

Office Address: 619 Emerson

Phone: 491-7524

Maximum Enrollment: 15

COURSE DESCRIPTION: This course studies the roots of antisemitism in nineteenth-century Europe which set the stage for the Holocaust. In particular, we will examine the ways in which class, national, and religious ideologies spurred a variety of antisemitic attitudes and movements by the beginning of the twentieth century. The Holocaust itself will not be a primary topic of discussion or research, but rather the causative factors. The course will also address how some European states and religions have coped with the story of the Holocaust in postwar Europe.

PREREQUISITES: Either C44-2, History of Modern Germany 1918-1945, or C49, History of the Holocaust.

TEACHING METHOD: The seminar will meet each week of the quarter to discuss assigned readings. Students will take turns preparing an agenda of questions to frame the discussions. The class might also view documentary and other films on the Holocaust. Students will write a final research paper (twenty-page minimum).

EVALUATION: Participation and leadership of seminar discussions will be worth 50% and the research paper will be worth 50% of the final grade.

TENTATIVE READING LIST:

Sarah Gordon, *Hitler, Germans and the "Jewish Question"*

P. Hockenos, *Free to Hate; Rise of the Right in Post-Communist Eastern Europe*

C. Maier, *Unmasterable Past; History, Holocaust, and German National Identity*

Donald Niewyk, ed., *The Holocaust*

P. Pulzer, *The Rise of Political Anti-semitism in Germany and Austria*

Uriel Tal, *Christians and Jews in Germany; Religion, Politics, and Ideology*

in the Second Reich 1870-1914

Jack Wertheimer, *Unwelcome Strangers; East European Jews in Imperial Germany*

Tessie P. Liu

History C92-30/D92-30

DEFINING AND TRANSGRESSING BOUNDARIES: QUESTIONS OF GENDER IN MODERN HISTORY

Time: Thursdays: 2:30 to 4:30

Office Address: 320 Harris

Office Phone: 491-3150

Maximum Enrollment: 15

COURSE DESCRIPTION: This seminar introduces students to current scholarly research on the social construction of gender and sexual identities. The aim of the course is to explore critically how masculinity and femininity as well as heterosexuality are established as dominant norms by studying the behaviors, desires, and biological conditions that are repressed and/or marginalized. Readings will touch upon such important themes as: the emergence of gender differentiated models of human biology in modern medicine; the power of gender inversions in social protest; the rise and articulation of homosexuality as a distinct sexual orientation; anthropological and historical perspectives on intersexuality. We will explore these various themes in relation to the central question of the seminar. Some prior familiarity with either gender analysis, women's studies, women's history, gay and lesbian studies, or history of sexuality is strongly encouraged, although not required. The methods and core readings are historically specific. The scholarship in this field, however, is strongly

interdisciplinary. Participants from all disciplines are welcome. A variety of backgrounds will enliven our discussions.

PREREQUISITES: PERMISSION OF THE INSTRUCTOR.

TEACHING METHOD: Discussion and class presentations. Weekly short papers (1-3 pages) and one final paper (7-10 pages). No Midterm or Final.

EVALUATIONS: Class participation, written work, and attendance.

TENTATIVE READING LIST: (about a book or 4-5 articles a week)
Herculine Barbin: Being the Recently Discovered Memoirs of a Nineteenth-Century Hermaphrodite.

Judith Butler, Gender Trouble: Feminism and the Subversion of Identity.

Martin Duberman, Martha Vicinus, and George Chauncey, Jr. Hidden from History: Reclaiming the Gay and Lesbian Past (selected articles).

Epstein and Straub, eds. Body Guards: Cultural Politics of Gender Ambiguity (selected articles).

Gilbert Herdt, ed. Third Sex, Third Gender: Beyond Sexual Dimorphism in Culture and History (selected articles).

Esther Newton, Mother Camp.

Jean-Jacques Rousseau, Politics and the Arts: A Letter to M. D'Alembert on the Theatre and Emile.

Peter Sahlins, Forest Rites: Peasant Revolt and Popular Culture in Nineteenth-Century France.

Londa Schiebinger, The Mind Has No Sex?

and articles by Natalie Zemon Davis, Leonore Davidoff, Lynn Hunt, Dorinne Kondo, Tom Laqueur, Carol Pateman

Sharon Helsel
History C92-31

THE CRISIS OF CIVIL DEFENSE: AN EXEMPLARY CASE OF COLD WAR SCIENCE

Time: Tuesdays, 2:30-4:30

Office Address: 104C Harris Hall

Office Phone: 491-7446

Maximum Enrollment: 15

Please note: Due to loss of a Tuesday at the beginning of the quarter, there will be an additional class meeting in mid-

quarter.

COURSE DESCRIPTION: The seminar will focus on the single case of the emergence of military, then public, interest in civil defense, culminating in the fallout shelter--building panic of the summer of 1961 during the Berlin Crisis, up to and following the Cuban Missile Crisis of October 1962. By exploring different dimensions of the topic each week, the course is intended to offer students an experience of the depth, complexity, and interest resulting from the focused examination of a single historical moment. In particular, I hope that by poring over a deliberately heterogeneous miscellany of civil defense--related documents discussing the ramifications of thermonuclear war, students will divest themselves of the perception of the recent past as "quaint" (and therefore negligible), and rather encounter the uncanniness, the strangeness, and genuine moral drama of the cold war period. Topics to be covered: (1) Cold war science policy including the International Geophysical Year and Sputnik. (2) Disasters research such as the findings of the Strategic Bombing Survey, psychiatric literature on aerial bombardment and emotional stress. (3) Formulating the central problems of civil defense in a study of the considerable popular and academic debate regarding civil defense policy as well as a series of polls and surveys. (4) Determining the stakes of the debate: is it the problem of cold war humanism? the impact of cybernetics on society? the role of uncertainty in militarized science policy? (5) Protest against civil defense drills in demonstrations: SANE in New York City. (6) Fictional accounts of all-out war in the movies *Failsafe* and *Dr. Strangelove*; episodes of *Twilight Zone*. (7) The rhetoric of the Office of Civil Defense pamphlets, specifically the imagination of catastrophe in its propaganda. (8) The sociology of the architectural specifications of suburban family fallout shelters. (9) The civil defense programs in the schools.

TEACHING METHOD: Seminar discussion of primary texts.

EVALUATION: Students will be required to keep a journal detailing lines of argument and rhetorical features of their reading which will be handed in, to lead one class discussion and to write one long (20-25 pages) research paper.

TENTATIVE READING LIST:

A course pack of primary documents related to civil defense. In addition to primary documents, students will be expected to read several articles each week concerning the following theoretical approaches to interpreting these texts: the rhetoric of science, the sociology of technology, symbolic dimensions of life underground, themes of millennialism and armageddon in strategic arguments, and finally, the role of story-telling in scientific argument.

Joan Perkin

History C94-0

WOMEN AND WORK IN TWENTIETH-CENTURY BRITAIN AND THE UNITED STATES

Time: Tuesdays, 2:30-4:30

Office Address: Harris 305

Office Phone: 497-1966/866-6938

Maximum Enrollment: 15

COURSE DESCRIPTION: The major driving force of the women's movement has been the belief that women should have economic and emotional independence. How best to achieve this has been a matter for struggle and debate throughout the twentieth century in both Britain and America.

Women's work, both in and out of the home, has changed greatly during the past century but is still in need of wholesale social re-evaluation. Equal pay, and more flexible forms of organization both in the workplace and in terms of domestic arrangements, are urgent priorities for all women, especially those who want to have children without sacrificing the dignity and security derived from paid work outside the home.

How much have women's lives changed during the last century? Why, despite Equal Pay Acts and Sex Discrimination Acts, is women's employment largely concentrated in a small number of industries and confined to a range of jobs described as 'women's work'. How much have the experiences of British and American women differed? How can we deal with the current backlash against women's emancipation?

PREREQUISITES: SENIORS ONLY. Linkage courses, meant to prepare graduates for the outside world, are given by people with experience of life outside academe. Joan Perkin has

worked in the (British) Civil Service and in industrial relations, has been a magistrate, and also engaged in a wide variety of voluntary activities from pre-school playgroups to party politics, and is now a full-time author in women's history, also teaching in the Women's Studies Program. She is a member of the Fawcett Society, originally the suffragist wing of the Suffrage Movement, now fighting for complete equality for women.

TEACHING METHOD: One two-hour seminar per week.

EVALUATION: Participation in discussion, two essays, and a final exam.

READING LIST: Required to purchase:

Eds, Veronica Beechey & Elizabeth Whitelegg, *Women in Britain Today*, Open University Press, 1986, Susan Faludi, *Backlash*, Crown 1991, and to read books on Reserve, such as Alice Kessler-Harris, *Out to Work*, and *A Woman's Wage*, University of Kentucky Press, 1990; Betty Friedan, *The Feminine Mystique*

Stuart Strickland

History C98-3

SENIOR HISTORY HONORS SEMINAR

Time: Thursdays, 3:00-5:00

Office Address: 103 Harris Hall

Office Phone: 491-2753

Maximum Enrollment: 12

COURSE DESCRIPTION: Continuation of C98-2.

PREREQUISITES: C98-2 and permission of instructor. No P/N registration permitted.

TEACHING METHOD: Individual consultations and evaluations of draft essays.

EVALUATION: Grades based on final essays.

TENTATIVE READING LIST: TBA

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

Last Updated: February 8, 1994

0429 Department of Religion

George Bond

Religion B20-0

INTRODUCTION TO HINDUISM

Time: MW 1:00

Office Address: 1940 Sheridan Road

Office Phone: 491-5488

Expected Enrollment: 90

COURSE DESCRIPTION: This course will explore the unity and diversity of the religion of India. We shall approach the topic by studying the history, the sacred literature and the philosophy of Hinduism. Proceeding somewhat historically, the course will focus on three main aspects of Hinduism: 1) the sacrifices and the gods of the ancient Vedas, 2) the philosophical and meditation tradition of the Upanishads, and 3) the devotional worship of gods and saints developed in the Bhagavad Gita and the Epics. Although each of these three aspects represents a different religious practice, Hinduism has perceived them all to have the same goal. Part of our task in this course will be to understand the diverse means and the singular goal of Hinduism.

READINGS:

R. C. Zaehner, *Hinduism*.

E. Deutsch, *Advaita Vedanta: A Philosophical Reconstruction*.

Isherwood, and Prabhavananda, *Song of God: The Bhagavad Gita*.

C.V. Narasimhan (trans.) *The Mahabharata*.

R.K. Narayan (trans.), *The Ramayana*.

D.R. Kinsley, *The Sword and the Flute*.

Plus

Readings Packet

REQUIREMENTS: The student's grade for the course will be based on two exams, a mid-term exam and a final exam. Participation in discussion sections will also be important. In addition, students may elect to write an optional term paper which will count as an additional factor in the grade.

Leslie McTighe

Religion B22-0

INTRODUCTION TO BUDDHISM

Time: M 6-8:30 pm

Office Address: 1940 Sheridan Road

Office Phone: 491-5488

Expected Enrollment: 80

COURSE DESCRIPTION: This course will focus upon the history and ideas of India's most famous tradition, Buddhism. Beginning with the earliest form of the growing tradition, the lectures and readings will lead the student to consider the practical and philosophical energies which fueled the world's first great missionary religion. This journey will be best understood if the student gives due consideration to the Indian philosophical currents of Early Buddhism, the Chinese social and political context of the growing tradition and the Japanese setting of the more mature medieval movement.

No prerequisites.

EVALUATION: Students should be prepared to take two essay examination; i.e., a midterm and a non-cumulative final. The instructor will also require each participant in the class to write a short book review.

READINGS: To be announced.

Manfred Vogel

Religion B24-0

INTRODUCTION TO JUDAISM

Time: TTH 1-2:30

Office Address: 1940 Sheridan Road

Office Phone: 491-5488

Expected Enrollment: 100

COURSE DESCRIPTION: The object of this course is twofold: 1) to acquaint the student with the major tenets of faith in Rabbinic Judaism (for example, such tenets as those of monotheism, creation out of nothing, revelation, and the coming of the Messiah and 2) to acquaint the student with the main institutions, rituals, and practices which characterize Rabbinic Judaism (as, for example, prayer, dietary laws, the holidays, and the synagogue).

TEACHING METHOD: Lectures and discussion groups.

EVALUATION: Midterm and final exam.

TEXTS:

Louis Jacobs, Jewish Theology.

H.H. Donin, To Be a Jew.

Muhammad Sani Umar

Religion B28-0

INTRODUCTION TO ISLAM

MWF 9:00 am

Office Address: 1940 Sheridan Rd.

Office Phone: 491-5488

Expected Enrollment: 70

COURSE DESCRIPTION: Islam (the religion) and Muslims (those who profess that religion) have featured prominently in the news in recent years. Except for Lebanon, split 50-50% between Muslims and Christians, most Arab countries have Muslim populations of over 90%. Many other Asian and African countries have Muslim majorities or significant Muslim minorities. Few Americans, however, could list the five "pillars" of belief and action that constitute the core of the Islamic faith. Even fewer have any knowledge of the history of Islam, the relationship between faith and social action in Islam or the doctrinal and historical relationship of Islam to Judaism and Christianity.

INTRODUCTION TO ISLAM provides a broad understanding of the origins of Islam and the development of Islamic beliefs and practices over the centuries. Beginning with the life of the Prophet Muhammad and the message he preached, the course examines the evolution of theology, law and mysticism as well as the social and political dimensions of Islam. It also looks at the Muslim world's encounter with European technology and ideas as well as the effects of European colonialism on the lands of Islam. Finally it will look at how contemporary Muslims are coping with problems such as the role of religion in public life, the status of women, Islamic economics and the international role of Islam.

PREREQUISITES: None. Attendance at first class mandatory.

TEACHING METHOD: Lectures and mandatory discussion groups.

EVALUATION: Mid-term and final exams.

READING LIST

Required:

- 1) John Esposito, Islam: The Straight Path, Oxford University Press, 1989.
- 2) Andrew Rippin, Muslims: Their Religious Beliefs and Practices. Vol. 2. The Contemporary Period. London & New York, 1993.
- 3) Kenneth Cragg, Selected Readings in the Qur'an, London, 1988.

Recommended:

- 1) Mailise Ruthven, Islam in the World, Oxford University Press, 1984.
- 2) John Esposito, The Islamic Threat: Myth or Reality?, Oxford University Press, 1992.
- 3) John L. Donahue & John Esposito, Islam in Transition: Muslim Perspectives, Oxford University Press, 1982.

Cristina Traina

Religion, C02-0

CHRISTIAN ETHICS

Time: TTh, 9:00-10:20

Office Address: 1940 Sheridan Road

Phone: 491-5488

Expected Enrollment: 30

COURSE DESCRIPTION: The focus will be on contemporary approaches to Christian ethics. We will begin with an overview of these approaches to Christian ethics, with some attention to their historical background, and then move to discussions of guidelines for ethical analysis and action which have been proposed by representative Roman Catholic, mainline Protestant, and conservative evangelical moralists. Topics to be discussed include work and the economy, war, sexuality, and abortion.

PREREQUISITES: One course in philosophy or a western religious tradition, or junior standing.

TEACHING METHOD: Discussion and some lecture.

EVALUATION: Midterm examination, final paper, class participation.

READINGS:

J. Philip Wogaman, Christian Ethics: A Historical Introduction
Selections from scripture, church documents, scholarly writings,
and Christian popular literature.

Manfred H. Vogel

Religion C06-0

JUDAISM IN THE MODERN WORLD

Time: TTH 3-4:30

Office Address: 1940 Sheridan Road

Office Phone: 491-5488

Expected Enrollment: 25

COURSE DESCRIPTION: The course will deal with the emancipation of Jewry in the modern world and the profound impact it has had on the life of Jewry and the self-understanding of Judaism. In particular it will examine and analyze the various religious and cultural changes that arose in consequence of and in response to the emancipation, e.g., the rise of Classical Reform, the conservative and Reconstructionist movements, neo-Orthodoxy and the Science of Judaism.

NO PREREQUISITES. P/N registration is permitted.

TEACHING METHOD: Lecture and discussion.

EVALUATION: Midterm and final exams.

TEXTS:

David Rudavsky, Modern Jewish Religious Movements.

Howard Sachar, The Course of Modern Jewish History.

W. Richard Stegner

Religion C11-0

MAIN THEMES IN THE NEW TESTAMENT

Time: TTh 10:30-12:00

Office Address: 1940 Sheridan Road

Office Phone: 491-5488

Expected Enrollment: 25

COURSE DESCRIPTION: Most of the themes in New Testament thought focus on the person and work of Jesus. Accordingly, this course will move outward from the center, beginning with the ministry of Jesus, his proclamation of the Kingdom of God, and the titles

assigned to him. Then, the themes of his death, resurrection, coming again and incarnation will be traced through early Jewish Christianity, Paul, and later books of the New Testament. In sum, the course studies the christological theology of the New Testament.

PREREQUISITES: B11 New Testament Origins or permission of the Department. P/N option is allowed.

PROCEDURES: The two lectures each week will focus on the exegesis of key passages. The lecturer encourages discussion of the text books and points raised in the lectures.

BASIS OF EVALUATION: Mid-term and final examinations, term paper (exegetical), attendance and contributions to class discussions.

REQUIRED READINGS:

1. James D.G. Dunn, *Jesus' Call to Discipleship*, Cambridge: Cambridge University Press, 1992.
2. W.R. Stegner, *Narrative Theology in Early Jewish Christianity*, Louisville: Westminster/John Knox Press, 1989.
3. Geza Vermes, *Jesus the Jew*, New York: Macmillan, 1973.
4. George Eldon Ladd, *A Theology of the New Testament*, Grand Rapids, Eerdmans, 1974.

REQUIRED BOOKS:

The Bible.

Throckmorton, *The Gospel Parallels*, New York: Thomas Nelson, 1992.

Beverly Mortenson

Religion C13-0

CRISIS AND APOCALYPSE: A READER'S GUIDE TO THE DEAD SEA SCROLLS

Time: MW 2-3:30

Office Address: 1940 Sheridan Road

Office Phone: 491-5488

Expected Enrollment: 25

COURSE DESCRIPTIONS: The course examines current thinking about the people of the Qumran library: who they were, what was their world like, what they feared and what they wanted. It analyzes the Scrolls themselves, in their context of Scripture and other writings of the time. It studies their law, their life-style and their expectations for the future.

EVALUATION: Grades will derive from prepared class discussion (10%), five 2-page thought papers (10% each) and a final exam (20%). Clear writing and attention to the question will result in a good grade, creativity and understanding deserves an excellent one. Class discussion is the best device for understanding and integrating the various strains of material from 200 BCE to 70 CE, thus it appears as part of the grade evaluation.

READINGS:

Required:

1. New Oxford Annotated Bible with Apocrypha (or any Bible, but you will need the Apocrypha, which can be purchased separately)
2. The Dead Sea Scrolls in English, G. Vermes, Penguin Books, London, 1987.
3. From Maccabees to Mishnah, S.J.D. Cohen, Westminster, 1987
Intertestamental Literature, M. McNamara, Michael Glazier Inc., Delaware, 1983.
4. Understanding the Dead Sea Scrolls, ed. H. Shanks, Random House, 1992.

Reference and Reserve Books at Garrett Library:

1. A History of the Jews, P. Johnson, Harper and Row, N.Y., 1987.
2. Judaisms and Their Messiahs, W.S. Green and J. Neusner.
3. The Old Testament Pseudepigrapha, J.h. Charlesworth, Doubleday, N.Y. 1985.
4. The Scrolls and Their Christian Origins, M. Black, Scholars Press, California, 1983.

Ronald H. Miller

Religion C31-0

RECENT JEWISH THOUGHT

Time: W 1-3:30

Office Address: 1940 Sheridan Rd.

Office Phone: 491-5488

Expected Enrollment: 25

COURSE DESCRIPTION: A survey of the thought of three of the leading Jewish thinkers in the 20th century: Franz Rosenzweig, Martin Buber, and Abraham Heschel. The course will examine their attempt to defend religion (e.g. the possibility of affirming God, revelation, creation, and redemption) in the context of modern cultural awareness. We will also examine the various responses they 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 paper and comprehensive final exam.

REQUIRED READINGS:

William E. Kaufman, Contemporary Jewish Philosophies

Franz Rosenzweig, On Jewish Learning

Martin Buber, Israel and the World

Abraham Heschel, Man Is Not Alone: A Philosophy of Religion

Jacob Lassner

Religion C52-0

TOPICS IN JUDAISM: BIBLICAL HISTORY IN ITS POSTBIBLICAL SETTING

Time: TTH 1-2:30

Office Address: 1940 Sheridan Road

Office Phone: 491-5488

Expected Enrollment: 25

COURSE DESCRIPTION: The focus of this course is biblical history in its postbiblical setting. Various historical themes will be traced from their biblical origins through their reshaping in postbiblical Jewish tradition. The purpose of this enterprise is to illustrate how historical consciousness changed in accordance with new realities among Jews seeking to give explanation to the events that make up their past, present and an anticipated future. The materials will begin with the Deuteronomist school of the Hebrew Bible and end with the formation of a modern Jewish historiography in the 19th century. Some reflections on Islamic historiography will be offered for comparative purposes.

TEACHING METHOD: Lectures and discussion. Occasional short written assignments and take home final,

READINGS:

Hebrew Bible in Translation.

Coursepack of secondary and primary sources.

Hannan Hever

Religion C52-0 Sec. 21

INTRODUCTION TO ISRAELI CULTURE: THEORY AND PRACTICE.

Time: MW 3:30-5:00

Office Address: 1940 Sheridan Road

Office Phone: 491-5488

Expected Enrollment: 25

COURSE DESCRIPTION: By carefully reading major texts the course will pursue principle themes in Israeli culture. Literary, cinematic, theatrical, political, folkloristic texts and lyrics of popular music will be analyzed as junctures of conflicts in Israeli society. Major oppositions--Palestinians and Israeli Jews, male and female, Orthodox and secular, Jews of Oriental and occidental descent--will be dealt with through the readings of these texts. Through a historical outlook on the development of Israeli culture and society, the course will raise questions regarding the rise of a national culture in a multicultural society which contains various ethnic, national and gender tensions and conflicts. The theory of the formation of national culture will be read together with cultural and historical texts to provide a comprehensive look on theory, cultural analysis, and the development of ideology and cultural history in the state of Israel.

No Prerequisites. P/N registration is permitted.

TEACHING METHOD: Lectures and discussion. Major texts (literature and essays, movies, art and music) will be read/viewed and discussed in class.

EVALUATION: Short midterm paper and final exam.

READINGS: Reader will be available for purchase in class.

Please cross list with Performance Studies and Comparative Literature.

Richard Kieckhefer

Religion D60-0

LATE MEDIEVAL DEVOTIONAL CULTURE

Time: TBA

Office Address: 1940 Sheridan Road

Phone: 491-5488

Expected enrollment: 10

COURSE DESCRIPTION: The 14th and 15th centuries saw the blossoming of a devotional culture throughout Western Europe: books of hours, the rosary, stations of the cross, iconographic motifs such as the Pieta and the Man of Sorrows, devotional lyrics, and other forms of paraliturgical piety arose and proliferated within a literate and serious-minded "religious middle class," closely linked with the monastic or mendicant orders. This seminar will examine these phenomena within their cultural context.

The course will be divided into three units. In the first we will lay the foundations for study of late medieval devotionalism by reading recent secondary literature about late medieval parishes, parish clergy, and confraternities; the condition and influence of the religious orders; practices of the devout laity; literacy, education, and religious reading. In the second we will discuss two primary sources as examples of late medieval devotionalism: Thomas a Kempis's *Imitation of Christ* and Henry Suso's *Life of the Servant*. We will devote the remaining weeks of the term to a selection of the following topics, depending on the interests of students enrolled in the seminar: penitence, eucharist, sermons and preaching, drama, shrines and pilgrimages, philanthropy, the cult of Mary and other saints.

TEACHING METHOD: Seminar discussion.

EVALUATION: Students will be graded on participation and on terms papers (of approximately 15 pages).

Permission of the instructor is required for registration in this seminar.

READINGS:

1. Kieckhefer, Richard, "Major currents in late medieval devotion," in Jill Raitt, ed., *Christian Spirituality: High Middle Ages and Reformation* (New York: Crossroad, 1987), 75-108. [NB: Students will be asked to read this article before the beginning of the seminar.]
2. Duffy, Eamon, *The Stripping of the Altars: Traditional Religion in England, 1400-1580* (New Haven: Yale University Press, 1992).
3. Suso, Henry, *The Exemplar, with Two German Sermons*, trans. and ed. Frank Tobin (New York: Paulist, 1989).
4. Thomas a Kempis, *The Imitation of Christ*, trans. Leo Sherley-Price (Harmondsworth: Penguin, 1952).
5. Plus articles and further books.

ctec@northwestern.edu

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

Last Updated: February 8, 1994

0430 European Thought & Culture

Richard Kieckhefer

European Thought & Culture B14-0

THE RENAISSANCE

Time: MWF 2:00

Office Address: 1940 Sheridan Road

Phone: 491-5488

Expected enrollment: 60

COURSE DESCRIPTION: In the period 1450-1550 Europe witnessed several developments traditionally seen as epoch-making: the invention of printing with movable type, the European discovery of the Americas, the Reformation, the fall of Constantinople, the development of an increasingly secular interest in classical culture, the rise of importantly new techniques in art and music. Small wonder that historians have traditionally seen the Middle Ages as ending around 1500, and the Early Modern Era as then beginning. This course will examine what was and was not new during this period, and what significance there was in both continuities and discontinuities. We will focus on the cultural impact of six developments: (1) exploration and discovery, (2) new techniques and interests in art and literature, (3) the rise of Humanist learning, (4) the invention of printing, (5) the religious upheavals associated with the Reformation, and (6) the fascination with magic and witchcraft.

TEACHING METHOD: Lectures and discussion sections.

EVALUATION: Two mid-terms and a final examination.

READINGS:

Hale, Jr.R., Renaissance Europe: Individual and Society, 1480- 1520, paperback ed. (Berkeley and Los Angeles: University of California Press, 1977).

Niccolo Machiavelli, Mandragola, trans. Mera J. Flaumenhaft (Waveland, 1981).

Erasmus, Desiderius, The Praise of Folly, trans. Betty

Radice (Harmondsworth: Penguin, 1971).

Luther, Martin, *Three Treatises*, rev. ed. (Philadelphia: Fortress, 1970).

Ross James B., and Mary R. McLaughlin, *Portable Renaissance Reader* (New York: Viking Penguin, 1977).

Kramer, Heinrich, and Jakob Sprenger, *The Malleus maleficarum*, trans. Montague Summers, pb. ed. (New York: Dover).

ctec@northwestern.edu

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

[Northwestern University](#)

Last Updated: February 8, 1994

0433 African & Asian Languages

M. Eissa

AAL A05-1,2.3

ARABIC I

Office: Kresge Hall 356

Phone: 491-5288

Expected enrollment: 20

COURSE DESCRIPTION: This is a three-segment course of which the first begins in the Fall quarter of every academic year. The entire course (Arabic I) constitutes an introduction and building elementary proficiency in modern standard Arabic. The main emphasis will be on basic structure of the language, reading simple texts and oral communication. Useful and essential vocabulary will be used for the application of grammatical points. There are a number of extracurricular activities providing cultural context to the study of the language. Students with any background in Arabic study should either take a placement examination or consult the instructor before enrollment.

PREREQUISITES: None for the first segment (Fall quarter) and 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: Kresge Hall 356

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: El-Said Badawi, Al-Kitab al-Asasi, Vol. II
Hans Wehr, A Dictionary of Modern Written Arabic

M. Eissa

AAL B07-1,2,3

ARABIC III

Office: Kresge Hall 356

Phone: 491-5288

Expected enrollment: 6

COURSE DESCRIPTION: This is a high intermediate level course in Modern Standard Arabic. Our goal is to enhance the student's ability to read, understand and discuss Arabic writings utilizing a variety of articles, documents, short stories and other materials of interest to the students and relevant to their field of study. Special emphasis is placed on oral communication and developing reading and writing skill. Remedial work on grammar as well as fluency building will be in focus in various stages of this class.

PREREQUISITES: Arabic II or equivalent for the first segment (Fall quarter), or consent of the Instructor for other quarters.

TEACHING METHOD: The class will meet twice a week to discuss assigned and new materials.

EVALUATION: Grades will be based on class participation, individual progress in comprehending textual material and acquired degree of fluency in the language.

READINGS: Selected materials and texts.

Richard Li-Cheng Gu

AAL All-1,2,3 Section 20 & 21

CHINESE I

Office: Kresge Hall 348B

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 text books compiled by John de Frances and Ta-Tuan CH'EN.

PREREQUISITES: None

TEACHING METHOD: Four regular class hours and one language lab hour are for pronunciation drills, analysis of sentence structure, sentence buildup, etymology of Chinese words,

translation, conversation and dictation. In class, after explaining grammar and characters in English, the instructor will use Chinese for oral drills, sentence buildup, and conversation. After class the students should use the language lab regularly.

EVALUATION: Classroom performance, Language Lab attendance, written assignments, oral reports, quizzes, a midterm exam and a final exam.

READINGS: Beginning Chinese, (20 lessons) a romanized text using Chinese National Phonetic System, and Beginning Chinese Reader. Besides the textbooks, we also read several famous Chinese folktales such as Liang Shan-Po And Zhu Ying-Tai. 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: Kresge Hall 348B

Phone: 491-2760

Expected enrollment: 20

COURSE DESCRIPTION: The course introduces grammar, 900 single characters and 2000 compound words of standard modern Chinese, e.g., vernacular Chinese or Mandarin. It emphasized reading as well as writing. Students will learn to read essays and short stories. They will also learn to write notes, letters, and essays. They will also learn to make speeches to public in Chinese. The text book that we use is "Reading in Chinese Characters: A Text Book for Students with Some Speaking Abilities." This set of text books are specially prepared for this course by Dr.Li-cheng Gu from Northwestern University and Dr.Song-Ren Cui from Harvard University.

PREREQUISITES: 1 year of Chinese in high school or consent of instructor.

TEACHING METHOD: Four regular class hours are for analysis of sentence structure, sentence buildup, etymology of Chinese words, translation, conversation and dictation. In class,

after explaining grammar and characters in English/Chinese, the instructor will use Chinese for oral drills, sentence buildup and conversation. After class the student should spend 30 minutes doing writing assignments regularly.

EVALUATION: Classroom performance, written assignments, oral reports, quizzes, a midterm exam and a final exam.

Wen-Hsiung Hsu

Staff

AAL A12-1,2,3 Sections 20, 21

CHINESE II

Office: Kresge Hall 348

Phone: 491-2768, 708/945-8627 (Home)

Expected enrollment: 15

COURSE DESCRIPTION: The course is designed to improve students' comprehension in speaking and reading Chinese. Through carefully edited texts we will build up a basic vocabulary for reading, writing and conversation.

PREREQUISITES: Chinese I. P/N is allowed.

TEACHING METHOD: Four regular class hours for the etymology of Chinese words, analysis of sentences, translation and conversation. Students are expected to prepare and participate actively in classroom discussions.

EVALUATION: Classroom performance and written assignments (20%), quizzes (20%), three exams (30%) and a final (30%).

READINGS:

Practical Chinese Reader, Vol. II

Laughter in Chinese

Episodes from Dream of the Red Chamber

Strange Friends

Intermediate Reader of Modern Chinese

Twenty Lectures on Chinese Culture

Wen-Hsiung Hsu

AAL B13-1,2,3

CHINESE III

Office: Kresge Hall 348

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 (30%), quizzes (20%), exams (20%) and a final (30%)

READINGS:

Ba Jin, Jia (Family)
Cao Yu, Lei-yu (Thunderstorm)
Ru Zhi-juan, Baihe-hua (the Lillies)
Shen Rong, RendaoÊzhong-nian (At Middle Age)
A Lu Hsun Reader
Readings from Chinese Writers, 2 Vols.
Selected Readings in Modern Chinese Prose
Newspaper Chinese
Glimpses of China
A Chinese Text for a Changing China

Edna Grad

AAL A01-1,2,3 Sections 20, 21, 22

HEBREW I

Office: Kresge Hall 352

Phone: 708/491-2769

Expected Enrollment: 20-30

COURSE DESCRIPTION: This is a course in elementary modern Hebrew. The course is designed to develop all four language skills (listening, speaking, reading and writing) and an explicit knowledge of Hebrew grammar.

PREREQUISITES: None

TEACHING METHOD: Classwork centers on learning new

vocabulary and grammatical structures. These are introduced and exercised orally in anticipation of dealing with written dialogues and essays. Drills in the texts and on the tapes expand and reinforce the new material. Independent lab work is part of the coursework.

EVALUATION: A student's grade for this course will be based upon

(1) daily homework assignments, (2) weekly quizzes, (3) a midterm exam and (4) a final exam.

READINGS: The textbook used is 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: Kresge Hall 352

Phone: 491-2769

Expected enrollment: 12-15

COURSE DESCRIPTION: This is an intermediate level course in Hebrew. The purpose of the course is to enlarge the student's vocabulary and to reinforce and expand his/her knowledge of Hebrew grammar in order to improve conversational and writing skills as well as the ability to handle literary texts (from Biblical to modern).

PREREQUISITES: Northwestern students should have completed and received credit for 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: Kresge Hall 352

Phone: 491-2769

COURSE DESCRIPTION: This is an advanced level course in Hebrew.

Literary works from Old Testament to contemporary Hebrew prose and poetry will be read, discussed and analyzed orally and in writing.

PREREQUISITES: Northwestern students should have completed and received credit for Hebrew A02-3. New students must have permission of the instructor.

TEACHING METHOD: The lessons will center around discussion of literary works. Homework assignments will comprise short compositions and exercises.

EVALUATION: Grades will be based on (1) weekly short compositions and exercises and (2) midterm and final papers.

Ken'ichi Miura, Kiyomi Kagawa & Setsuko Konishi

AAL A15-1,2,3 Sec 20,21,22,23,24,25

JAPANESE I

Office: Kresge Hall 367 & 368

Phone: 491-2763 Konishi, 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: Kresge Hall 367 & 368

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

Chizu Kanada
AAL B17-1,2,3
Japanese III
Office: Kresge Hall 367
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 project 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: Kresge Hall 356
Phone: 491-2766

Expected enrollment: 15

COURSE DESCRIPTION: This is an advanced level Japanese course for those who have finished at least the equivalent of three years of Japanese language including a working knowledge of approximately 1000 kanji and basic conversational skills. The main focus of this course will be to introduce contemporary day-to-day Japanese materials, such as newspapers, journal articles, contemporary fiction, radio and T.V. information, etc. Second and third quarter classes will be taught as much as possible in Japanese.

PREREQUISITES: Third year Japanese or equivalent.

TEACHING METHOD: Typical class format will include listening comprehension training, classroom work on spoken Japanese, reading or writing and class presentations.

EVALUATION: Class participation is an integral part of grade. Each quarter's method of evaluation will depend on the skills emphasized.

READINGS: All materials will be distributed in photocopies.

Richard Lepine

AAL A21-1,2,3

SWAHILI I

Office: African & Asian Languages, 350 Kresge

Phone: 491-2765

Expected Enrollment: 15-20 (not limited)

COURSE DESCRIPTION: This is the beginner's Swahili class, and is open to undergraduate and graduate students. There are three courses in sequence from fall to spring. Grads register as D10-1,2,3, section 23. The course presents the essentials of modern Standard Swahili grammar while proficiency in the language is developed. The expectation is that by the end of the first year students will be able to interact comfortably in Swahili and will have acquired basic literacy.

PREREQUISITES: None for A21-1; appropriate Swahili study background for further quarters. Course may be taken P/N if

not used to satisfy CAS language proficiency requirement.

TEACHING METHOD: Students attend five sessions each week during the noon hour, 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. Tests and assignments during the course are intended primarily as means of discovering and correcting problem areas. There is an ongoing assessment of oral proficiency skills in classroom and lab sessions, so more than 5 unexcused absences results in a tenth of a grade point penalty. In addition to brief written quizzes in class, there will be two period-long (50 min.) writing exercises, one at mid-term, the other on the final day of class. There will be NO 2-hour written exam given during finals week.

TEXTS:

REQUIRED:

Thomas Hinnebusch & Sarah Mirza, Swahili, A Foundation for Speaking, Reading and Writing, University Press of America, 1979.

RECOMMENDED:

Robert Leonard, Swahili Phrasebook, Lonely Planet , 1990.

Fredrick Johnson, Swahili-English Dictionary, Oxford University Press.

Derek Nurse & Thomas Spear, The Swahili, Reconstructing the History and Language of an African Society. 800-1500.

University of Pennsylvania Press, 1985.

Richard Lepine

AAL A22-1,2,3

SWAHILI II

Office: African & Asian Languages, 350 Kresge

Phone: 491-2765

Expected Enrollment: 7-12 (not limited)

COURSE DESCRIPTION: This is the second-year Swahili course,

and is open to undergraduate and graduate students who have completed first-year Swahili or its equivalent. Graduate students register as D10-1,2,3, section 23. There are three courses in sequence from fall to spring. The first quarter of the course begins with a review of the essentials of Swahili grammar covered in the first year; then more detailed grammar and more complex structures are explored through the use of oral, written and videotaped materials. Development of speaking and literacy skills are equally emphasized, and students begin their study of Swahili literary texts.

PREREQUISITES: A21 or equivalent for A22-1; appropriate Swahili study background for further quarters. Course may be taken P/N if not used to satisfy CAS language proficiency requirement.

TEACHING METHOD: There are four lecture hours each week, and an additional weekly audiovisual assignment done independently. Swahili is the primary medium of instruction.

EVALUATION: Attendance in lectures and labs, participation in classroom exercises, performance on homework, quizzes, tests and special projects will all count towards the final grade. Tests and assignments during the course are intended primarily as means of discovering and correcting problem areas. There is an ongoing assessment of oral proficiency skills in classroom and lab sessions, so more than 5 unexcused absences results in a tenth of a grade point penalty. In addition to brief written quizzes in class, there will be two period-long (50 min.) writing exercises, one at mid-term, the other on the final day of class. There will be NO 2-hour written exam given during finals week.

TEXTS:

REQUIRED:

Fredrick Johnson, Swahili-English Dictionary, Oxford University Press, 1980.

(this dictionary will be borrowed from the instructor:)

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, 350 Kresge

Phone: 491-2765

Expected Enrollment: 1-5 (not limited)

COURSE DESCRIPTION: This is the third-year course, and is open to undergraduate and graduate students who have completed second-year Swahili or its equivalent. Graduate students register as D10-1,2,3 section 23. The course focuses on the study of classical and modern Swahili verbal arts--including non-fiction prose and oral narrative performance as well as poetic, narrative, and dramatic texts. It is ordinarily but not necessarily taught in a three-quarter sequence: Fall, oral verbal arts tradition; Winter, classical literary tradition; Spring, modern Standard Swahili literature.

PREREQUISITES: Swahili A22, or the equivalent with the consent of instructor.

TEACHING METHOD: Students have three lecture hours each week. Swahili is the medium of instruction. There are oral and written classroom exercises, and written and audiovisual homework assignments and projects. There is some English-language background reading expected, but most work involves texts or other materials in Swahili.

EVALUATION: Attendance in lectures, participation in classroom exercises, performance on homework and special projects will all count towards the final grade. However, any tests or assignments during the course are intended primarily as means of discovering and correcting problem areas. Evaluation is based both on an ongoing assessment of general interactive proficiency skills as well as on oral and written tests of comprehension and analysis performed in connection with specific coursework materials.

TEXTS:

REQUIRED:

Fredrick Johnson, Swahili-English Dictionary, Oxford

University Press, 1980

Taasisi ya Uchunguzi wa Kiswahili, Kamusi ya Kiswahili
Sanifu, Oxford University Press-East Africa, 1981.

(for B23-2 only:) Ibrahim Noor Shariff, Tungo Zetu, Red Sea
Press, 1988.

other texts provided by instructor

ctec@northwestern.edu

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

[Northwestern University](#)

Last Updated: February 8, 1994

Spring 1994 Course Descriptions

0434 Linguistics

Robert Gundlach

Linguistics A01, Sec. 20

LANGUAGE AND CHILDHOOD

Time: TTh 10:30-12:00

Office Address: 1902 Sheridan Rd.

Telephone: 491-7414

Expected Enrollment: 15

COURSE DESCRIPTION: In this course, we will explore ideas about how children acquire language, and we will consider how these ideas help shape our understanding of the influence of language, both spoken and written, on how children think, how they communicate, and how they develop a sense of who they are. Our reading will range from studies of children's language acquisition to autobiographical essays by writers who reflect on the significance of language in their lives as they were growing up. Students will be asked to participate actively in seminar discussions, and can expect careful attention to their writing, both in class meetings and in individual conferences with the instructor.

TEACHING METHOD: Discussion

EVALUATION: Several written assignments, class participation.

READING LIST:

J. Bruner, *Child's Talk*

D. Crystal, *The Cambridge Encyclopedia of Language*
(selections)

E. Hoffman, *Lost in Translation*

J. McLane and G. McNamee, *Early Literacy*

R. Rodriguez, *Hunger of Memory* (selections)

E. Welty, *One Writer's Beginnings*

Students will also have the opportunity to read and discuss

research reports published in such academic journals as Journal of Child Language, Discourse Processes, Language and Society, and Applied Psycholinguistics.

Gregory Ward

Spring Quarter 1993-94

Linguistics B06

SYNTAX AND MEANING IN HUMAN LANGUAGE

Lecture: MW 7:00-8:15

Office: 2016 Sheridan Road

Phone:491-8055

Email:g-ward@northwestern.edu

Expected enrollment:120

COURSE DESCRIPTION:An introduction to the formal analysis of language, concentrating on grammatical principles governing the structure of words and sentences in human language. Counts towards CAS Area II (Formal Studies) distribution requirement.

PREREQUISITES:None.

TEACHING METHOD:Lecture and discussion with class participation.

EVALUATION:Grades are based on three components: exams, assessments, and homework. (There is no P/N option for this class whether or not it is being used to satisfy a distribution requirement.)

Exams. 80% of the grade will be based on two exams of equal weight.

Assessments. 20% of the grade will be based on 8-10 very brief in-class 'assessments', designed to assess understanding of the previous lecture and/or the reading assigned for the current lecture. Assessments will usually be taken at the beginning of each topic, and always at the start of class.

Homework. Homework will be assigned after each lecture (more or less) and will be due at the beginning of the following class. Homework is optional, but if done consistently will be worth points.

REQUIRED TEXT: Reading packet.

Michael Broe

Spring Quarter 1993-94

Linguistics B07

SOUND PATTERNS IN HUMAN LANGUAGE

Time: TTh 2:30-4:00

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: Weekly exercises; midterm; final exam.

TEXT: Peter Ladefoged (1993) A Course in Phonetics: Third Edition. (Harcourt Brace Jovanovich)

Rae Moses

Spring Quarter 1993-94

Linguistics B09

LANGUAGE AND SOCIETY

Time: TTh 1-2:30

Office Address: 2016 Sheridan Road

Phone: 491-8053

Expected Enrollment: 70

COURSE DESCRIPTION: This course examines the manner in which relationships and in society are reflected in language use, language policy and sometimes even in the structural of language. We will examine how language regulates and influences human social interaction, and how language is influenced by such interaction. The course will address questions such as: How does language vary by sex, social affiliation, region and purpose? Can language be an instrument of power or prejudice in society and if so in what manner? We will employ examples from real languages, including Mohawk, Russian Swahili, Chinese and Creole.

PREREQUISITES: None. P/N is not available. Attendance at first class is mandatory.

TEACHING METHOD: TBA

EVALUATION: Group or individual projects, two midterm examinations.

READINGS: Reading Packet

Sociolinguistics by R.A. Hudson
Timothy Schopen

Languages and their Status

Gregory Ward

Spring Quarter 1993-94

COGNITIVE SCIENCE B10

Introduction to Cognitive Science: Vision, Language, and Memory

Spring Quarter, 1994

Lecture:T-Th 3:00-4:30

Discussion sections: M 3:00, F 11:00, F 1:00, and F 3:00

Office:119 Swift Hall

Phone: 491-8055

Email:g-ward@northwestern.edu

Expected enrollment: 80

COURSE DESCRIPTION:The scientific study of the biological, psychological, and computational nature of human cognition with a focus on vision, language, and memory. Counts towards CAS Area I (Natural Science) distribution requirement.

PREREQUISITES:None.

TEACHING METHOD: Two lectures and one discussion session per week.

The Language Instinct: How the Mind Creates Language.
Stephen Pinker. 1994. Morrow Press.

EVALUATION:Grades are based on three components: exams, assessments, and homework. (There is no P/N option for this class whether or not it is being used to satisfy a distribution requirement.)

Exams. 75% of the grade will be based on three exams of equal weight.

Assessments. 25% of the grade will be based on 8-10 very brief in-class 'assessments', designed to assess understanding of the previous lecture and/or the reading assigned for the current lecture. Assessments will usually be taken at the beginning of each topic, and always at the start of the class.

Homework. Optional homework will be assigned at the end of each topic (approximately 8 in all). One of the assignments will involve participating in a cognitive science experiment.

REQUIRED TEXTS:Reading packet.

Morris Goodman

Spring Quarter 1993-94

Linguistics C02

INTRODUCTION TO COMPARATIVE AND HISTORICAL LINGUISTICS

Time: MW 2:30-4

Office Address: 2016 Sheridan Road

Phone: 491-8052

Expected Enrollment: 25

COURSE DESCRIPTION: The course deals with linguistic change and the methods used to investigate it (i.e., historical documentation, internal reconstruction, and, most importantly, the comparative method). The emphasis is on phonological change, but grammatical, lexical, and semantic

change are also examined.

PREREQUISITES: Linguistics A10 or equivalent.

TEACHING METHOD: Three lectures a week.

EVALUATION: Midterm and final exam.

TEXTS: Arlotto Introduction to Historical Linguistics
Supplemented by Bloomfield, Language, (Chaps. 17-27)

Beth Levin

Spring Quarter 1993-94

Linguistics C19

LANGUAGE TYPOLOGY

Time:MW 12:30-2

Office Address:2016 Sheridan Rd

Phone:491-8050

Expected enrollment: 20

COURSE DESCRIPTION:A comparative overview of the classification and analysis of the major features and structures found across languages of the world. Rather than providing a broad survey of a wide range of issues, the course will present more extended case studies of a few issues. This quarter the course will particularly be concerned with issues involving the interface of syntax, morphology, and semantics, including word order, case systems, grammatical relations, and grammatical relation changing rules, such as passivization and causativization. If time permits, the course will conclude with a brief unit on lexical semantic typology.

PREREQUISITES: Linguistics C06 and C71 or permission of instructor; concurrent enrollment in Linguistics C71 is acceptable.

TEACHING METHOD:This course will alternate between a lecture and a discussion format. Each student will be asked to choose a language and will be expected to report on the treatment within the chosen language of each major topic covered, drawing on dictionaries, grammars, and secondary source material. Typically, each topic will be introduced via lectures, and then will be followed up in class

discussions that draw on the students' own investigations.

METHODS OF EVALUATION: Reports on specific phenomena in a particular language, homework assignments, and a take-home final.

TEXTS: Bernard Comrie. 1981. Language Universals and Linguistic Typology. Second edition. University of Chicago Press.

Reading Packet.

Rae Moses

Spring Quarter 1993-94

Linguistics C25

LANGUAGE & MEDICINE

Time: W 2-5

Office Address: 2016 Sheridan Road

Phone: 491-8053

Expected enrollment: 25

COURSE DESCRIPTION: This course examines the language used in medical settings. We focus on how linguistic analysis helps us understand the ways we communicate and how language is affected by variation in context and function.

PREREQUISITES: TBA

TEACHING METHOD: TBA

METHOD OF EVALUATION: TBA

TEXT: TBA

Gilbert Krulee

Spring Quarter 1993-94

Linguistics C46

COMPUTER AND LINGUISTIC ANALYSIS

Time: MWF 9:00

Office Address: 2016 Sheridan Road, Room 21

Phone: 491-8048

Expected enrollment: 30

COURSE DESCRIPTION: The use of computers in language analysis. Introduction to symbol manipulation on a computer using either the LISP or LOGO programming language. Applications to linguistics and text analysis, indexes, concordance construction, grammatical analysis, translation, and question answering systems.

PREREQUISITES: This course is intended for anyone interested in the use of computers to process language. Some experience with a computer will be particularly helpful.

TEACHING METHOD: Three lectures per week. Lecture and class discussion.

METHODS OF EVALUATION: Some computer assignments. A midterm and a final exam plus a project of the student's own choosing.

TEXT: Notes and assigned papers.

Michael Broe

Spring Quarter 1993-94

Linguistics C71

MORPHOLOGY

Time: TTh 10:30-12:00

Office Address: 2016 Sheridan Road

Phone: 491-5778

Expected Enrollment: 20

COURSE DESCRIPTION: This course examines the internal structure of words and productive processes for creating new words. This course will introduce the central problems that any theory of morphology will have to face, as well as the evolution of theories of morphology within generative grammar. Issues that will be discussed include: word-formation processes, productivity, grammatical function-changing rules, inflection vs. derivation, level-ordering, bracketing paradoxes, and the autonomy of morphology. Where possible, examples will be taken from a variety of languages.

PREREQUISITES: Linguistics C06, and permission of the instructor.

TEACHING METHOD: Lectures and discussions.

METHODS OF EVALUATION: Weekly homework, a mid-term exam, and a course project. Participation in class discussion will also be taken into account. Homework will practice, anticipate, and extend class material and form the basis of class discussion.

TEXT: TBA.

Karen Duchaj
Spring Quarter 1993-94
Linguistics C80
ENGLISH IN THE AMERICAN UNIVERSITY
Time: TTh 12:00-1:30
Office Address: 2016 Sheridan Road
Phone: 491-5776
Expected enrollment: 15

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 laboratory work.

PREREQUISITES: None. P/N registration is encouraged.

TEACHING METHODS: TBA

READINGS: TBA

Rae Moses
Spring Quarter 1993-94
Linguistics C98
UNDERGRADUATE SEMINAR IN LINGUISTICS
Time: TBA
Office Address: 2016 Sheridan Road
Phone: 491-8053
Expected enrollment:

COURSE DESCRIPTION: Seminar and practicum in the preparation of computer assisted instruction in Linguistics or any other field. Majors in the department may choose additional topics.

PREREQUISITES: By invitation of the department or the instructor.

TEACHING METHODS: TBA

READINGS: TBA

Janet Pierrehumbert

Spring Quarter 1993-94

Linguistics D04-2

PHONOLOGICAL ANALYSIS II

Time: TTh 1-2:30/F 11:00-12:00

Office Address: 2016 Sheridan Road

Phone: 467-1570

Expected enrollment: 15

COURSE DESCRIPTION: Phonology is the study of the sound patterns of language. This course, which is a continuation of D04-1, will provide students with the basis for understanding current research. Topics covered include metrical and autosegmental phonology and the relation of phonology to morphology and syntax.

TEACHING METHOD: The course will be divided between lectures presenting new material and student participation to discuss homework problems and any other questions that may arise.

METHODS OF EVALUATION: There will be a weekly homework problem or short essay, 2 quizzes, and a term paper.

TEXT: Generative Phonology: Description and Theory M. Kenstowicz and C. Kisseberth Academic Press, 1979.

Problem Book in Phonology

M. Halle & G.N. Clements

MIT Press, 1983.

Additional readings from the current literature.

Beth Levin

Spring Quarter 1993-94

Linguistics D05-2

ADVANCED SYNTACTIC ANALYSIS

Time:MW 10:00-11:30

Office Address:2016 Sheridan Road, Room 19

Phone:491-8050

Expected enrollment:15

COURSE DESCRIPTION: This course is a continuation of D05-1, and like it, its objective is to introduce students to the assumptions and goals of generative grammar, specifically Chomsky's Government-Binding framework. Students will become familiar with major syntactic structures and their analysis within this syntactic framework. Students will begin to acquire the background and skills necessary you read professional literature in syntax.

PREREQUISITES: Linguistics D05-1

TEACHING METHOD:This class will alternate between a lecture and a discussion format. Students will be expected to do some primary source readings and to come to class prepared to discuss the content and significance of the reading assignments.

METHODS OF EVALUATION:There will be homework problems, a take-home midterm, and a final project.

TEXTS:L. Haegeman. Introduction to Government & Binding Theory, Blackwell.

Reading Packet

ctec@northwestern.edu

[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: February 8, 1994

Spring 1994 Course Descriptions

0435 Mathematics

STAFF

Mathematics B14-1,2,3

CALCULUS

Phone: 491-3299

Expected Enrollment: 30-50 per section

COURSE DESCRIPTION:

B14-1: Coordinate systems, slope of a line, 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.

B14-2: Some review of B14-1 (mainly in the Fall Quarter for incoming freshmen), area under a curve, definite integrals, fundamental theorems of calculus, computation of volumes, arc length, moments, center of gravity, trig. functions, differentiation of trig. and inverse trig. functions, exponential and logarithmic functions and their derivatives, integration by parts, trig. substitutions, partial fractions.

B14-3: Some review of B14-1,2 (mainly in the Fall Quarter for incoming freshmen), conic sections and polar coordinates, vectors, dot and cross product, equations of lines and planes, vector triple products, differentiation of vectors, tangent to a curve, normal vector, arc length, differentiation of vector products, functions of several variables (especially B14-2), partial derivatives, tangent plane, directional derivative and gradient, chain rule for partial derivatives, max-min problems, parametric curves, velocity and acceleration.

TEXT (B14-1,2,3): Edwards and Penney, 3rd ed., Calculus and Analytic Geometry

PREREQUISITES: See the requirements and recommendations in the mathematics section of the Undergraduate Catalog. Students who have studied calculus in high school are strongly urged to register for the next appropriate course at Northwestern and should not repeat work done in high school. The Fall Quarter of B14-3 consists largely of entering freshmen who have had a full year of calculus in high school. Students who are in doubt about which course to take may obtain a self-testing calculus placement examination from the Mathematics Department, Lunt Building. P/N is allowed.

TEACHING METHOD: Lecture and discussion sections meet three or four times a week. Classes with only three lectures per week are accompanied by quiz sections (of 20-25 students), which meet one day a week for problem solving and discussion under the supervision of a teaching assistant.

EVALUATION: Grades are determined from the grades on quizzes, hour examinations, and a final exam. Some sections will have a common final exam.

Staff

Mathematics B15-0

MULTIPLE INTEGRATION AND VECTOR CALCULUS

Time: MTWF 11-11:50, MWThF 12-12:50

Phone: 491-3299

Expected Enrollment: 35-60 per section

COURSE DESCRIPTION: 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.

PREREQUISITES: B14-3

TEXT: Edwards and Penney, 3rd ed., Calculus and Analytic Geometry

Staff

Mathematics B17-0

SEQUENCES AND SERIES, LINEAR ALGEBRA

Time: MTWF 11-11:50, MWThF 12-12:50
Phone: 491-3299
Expected Enrollment: 35-60 per section

COURSE DESCRIPTION: Sequences and series: convergence tests; power series; Taylor series. Linear algebra: vectors and matrices; Gaussian elimination; inverses; determinants; eigenvalues and eigenvectors; quadratic forms and diagonalization; application to quadric surfaces.

PREREQUISITES: B14-3

TEXT: Edwards and Penny, 3rd ed., Calculus and Analytic Geometry;
Groetsch and King, Matrix Methods and Applications

Michael Barratt
Mathematics B20-3
ACCELERATED CALCULUS OF SEVERAL VARIABLES
Phone: 491-3299
Time: MWThF 12-12:50
Expected enrollment: 33

COURSE DESCRIPTION: Mathematics B20 covers the material of four quarters of mathematics - B14-3, B15, B17, B21 - in three quarters. It is taught at the same level as the four courses it replaces and does not attempt the sophistication of an "honors" course. However, because of the speed at which material is covered, B20 is harder than the usual courses. In compensation, an additional quarter is free for electives. The particular order of material will vary with the instructor, but an effort is made to cover all the material of B14-3 during B20-1 so that a student may switch into the regular calculus sequence after the first quarter should the workload prove too time consuming. The exact order of material will vary with the instructor. For 1993-94, 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 freshmen who have studied calculus of one variable in high school and have achieved good grades in the subject.

TEACHING METHOD: Three lectures (MWF) and one quiz section (Th) per week.

EVALUATION: The student's grade in each quarter will be based on six quizzes, two midterm exams, and a final exam.

TEXT: 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: MTWF 1-1:50

Expected Enrollment: 30

COURSE DESCRIPTION: First order equations, linear second order equations, first order systems of equations, series methods.

PREREQUISITES: B14-3

METHOD OF INSTRUCTION: Lectures.

EVALUATION: Weekly quizzes, hour exams, final examination.

TEXT: Boyce and DePrima, Introduction to Differential Equations

Stephen Fisher

Mathematics B90-3

HONORS COURSE - FIRST YEAR

Time: MTWF 1-1:50

Office Address: Lunt 302C

Phone: 491-5591

Expected Enrollment: 15

COURSE DESCRIPTION: A continued study of calculus of functions of one variable with emphasis on rigor.

PREREQUISITES: B90-2 or invitation of the department.

TEACHING METHOD: Three lectures plus one discussion weekly.

EVALUATION: The student's grade will be based upon midterm exams, a final exam, and homework.

TEXT: T.M. Apostol, Calculus, Vol. I

Daniel Kahn

Mathematics B91-3

HONORS COURSE FOR SCIENTISTS, FIRST YEAR

Time: MTWThF 11-11:50

Office Address: Lunt 307A

Phone: 491-5567

Expected Enrollment: 35-40

COURSE DESCRIPTION: Multidimensional calculus, linear algebra, and differential equations.

PREREQUISITES: Admission to Integrated Science Program. P/N not allowed.

TEACHING METHOD: Lectures and homework.

EVALUATION: Quizzes, hour exams, and final.

Kenneth Mount

Mathematics B92-3

HONORS COURSE FOR SOCIAL SCIENCE

Time: MTWF 12-12:50

Office Address: Lunt 201

Phone: 491-5557

Expected Enrollment: 45

PREREQUISITES: Admission to Mathematical Methods in the Social Sciences Program.

Joseph Jerome
Mathematics C05-0
COMPLEX VARIABLES FOR APPLICATIONS
Time: MTWF 11-11:50
Phone: 491-5575

COURSE DESCRIPTION: Complex numbers, functions of a complex variable, theory of analytic functions, series development, analytic continuation, contour integration, conformal mapping. Students may not receive credit for both C05 and C11-3.

Mate Wierdl
Mathematics C08-0
SET THEORY AND METRIC SPACES
Time: MTWF 9-9:50
Office Address: Lunt 217B
Phone: 491-8651

COURSE DESCRIPTION: Sets, cardinal numbers, direct and indirect proofs, mathematical induction, natural-rational, and irrational-real numbers.

EVALUATION: One midterm test, final. There may be group projects, depending on the size of the class

TEXT: S. Galovich, Introduction to Mathematical Structures, Harcourt, Brace, Jovanovich Publishers (1989).

Michael Lin
Mathematics C10-3
INTRODUCTION TO REAL ANALYSIS
Time: MTWF 1-1:50
Office Address: Lunt 205
Phone: 491-5559
Expected Enrollment: 45

COURSE DESCRIPTION: Integration in d -dimensional space, conditions for Riemann integrability, Fubini's theorem, introduction to Fourier analysis.

PREREQUISITES: The calculus sequence and C10-2. P/N is

allowed.

TEACHING METHOD: Lectures, problem sessions.

EVALUATION: Midterms and final exam

TEXT: J.E. Marsden and M. Hoffman, Elementary Classical Analysis, 2nd ed., W.H. Freeman & Co. (1993)

Clark Robinson

Mathematics C13-2

CHAOTIC DYNAMICAL SYSTEMS

Time: MTWF 11-11:50

Office Address: Lunt B27

Phone: 491-3738

Expected Enrollment: 7

COURSE DESCRIPTION: Iteration of complex functions: fractals, Julia sets, and Mandelbrot sets.

PREREQUISITES: Math C13-1.

TEACHING METHOD: Students will do a special project of their own choosing.

EVALUATION: Tests, homework, and project.

TEXT: Robert Devaney, Addison-Wesley Publishing Co., A First Course in Chaotic Dynamical Systems

Curtis Tuckey

Mathematics C20-0

CONCRETE MATHEMATICS I

Time: TTh 9-10:20

Office Address: Lunt 218C

Phone: 491-5572

Expected Enrollment:

COURSE DESCRIPTION: This is a course for mathematically mature students who have studied calculus, but who seek a serious alternative to the traditional courses in vector analysis and differential equations. It is based on a new book by Ron Graham, Don Knuth, and Oren Patashnik which

bridges the area between mathematics and the computer and information sciences. The main topics are part of what is known as discrete mathematics, but special attention will be paid to the interplay between the discrete and the continuous. This course will be of general interest to letters and science students who are fascinated by the mathematical way of thinking. More specifically, the course will be useful to mathematics students studying combinatorics, special functions, and probability; and computer and information science students studying information theory and analysis of algorithms.

PREREQUISITES: Differential and integral calculus

TEACHING METHOD: Lecture and discussion. A short quiz, covering material from the second previous meeting, will be given at the beginning of each period. Homework will be assigned at the end of each period.

EVALUATION: Final course grades will be based on homework and quizzes (50%), Examination 1 (15%), Examination 2 (15%), and a term paper.

Sijue Wu

Mathematics C30-3

PROBABILITY AND STATISTICS

Time: MTWF 12-12:50

Office Address: Lunt 210

Phone: 491-5464

Expected Enrollment: 30

COURSE DESCRIPTION: Random walk, stochastic processes, elementary decision theory, estimation testing hypotheses, Bayes procedures, linear models, non-parametric procedures.;

PREREQUISITES: At least a year of calculus.

TEACHING METHOD: Lectures (MWF); Quiz section(T).

TEXT: Richard Larsen and Morris Marx, An Introduction to Mathematical Statistics and Its Applications

Stewart Priddy

Mathematics C34-0

LINEAR ALGEBRA FOR APPLICATIONS

Time: MTWF 10-10:50

Office Address: Lunt 306

Phone: 495-5511

COURSE DESCRIPTION: Solution of linear equations, number of independent solutions. Vector spaces. Eigenvalues and eigenvectors, difference equations and stability of eigenvalues, diagonalization of a matrix, minima for quadratic forms. Band, symmetric, orthogonal, hermitian, and unitary matrices. Inner products. Least squares. Applications to science, engineering and economics.

PREREQUISITES: B17, B20-3.

Mark Mahowald

Mathematics C35-2

INTRODUCTION TO THE THEORY OF NUMBERS

Time: MTWF 9-9:50

Office Address: Lunt 305

Phone: 491-5515

Expected Enrollment: 20

COURSE DESCRIPTION: Divisibility and primes, congruences, quadratic reciprocity, diophantine problems. Additional topics in analytic and algebraic number theory.

PREREQUISITES: C35-1.

TEACHING METHOD: Lectures and quizzes.

Kenneth Mount

Mathematics C37-3

INTRODUCTION TO MODERN ALGEBRA

Time: MTWThF 10-10:50

Office address: Lunt 201

Phone: 491-5557

Expected Enrollment: 20-30

COURSE DESCRIPTION: Treats rings, fields, modules and vector spaces.

PREREQUISITES: Mathematical maturity (ability to handle mathematical functions and ideas). P/N allowed.

TEACHING METHOD: Lectures and problem sessions.

EVALUATION: Homework, midterms, final exam.

TEXT: Notes on linear algebra

Staff

Mathematics C92-3

ACCELERATED MATHEMATICS FOR MMSS: SECOND YEAR

Office Address: Room 216-4, 820 Davis

Phone: 491-8228

Time: TTh 1-1:50

Expected Enrollment:

COURSE DESCRIPTION: Estimation and hypothesis testing.

PREREQUISITES: Second year standing in Mathematical Methods in the Social Sciences Program.

ctec@northwestern.edu

[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: February 8, 1994

Spring 1994 Course Descriptions

0439 Philosophy

Kenneth Seeskin

Philosophy A10

INTRODUCTION TO PHILOSOPHY

Time: MWF 10 a.m.

Office Address: 1812 Hinman Ave.

Office Phone: 491-3656

Expected Enrollment: 300

COURSE DESCRIPTION: This course will focus on problems relating to human behavior. Among the issues to be considered: Are any ethical norms absolute? What is happiness? What is the nature of ethical reasoning? Is pleasure the ultimate goal? Is it possible to act in a purely selfless fashion? Is moral theory a waste of time?

PREREQUISITES: None

TEACHING METHOD: Lecture with as much class discussion as time allows.

EVALUATION: Trial midterm, regular midterm, final.

READINGS:

Genesis 22

Kierkegaard, Fear and Trembling

Aristotle, Nicomachean Ethics

Kant, Foundations of the Metaphysics of Morals

Mill, Utilitarianism

Nietzsche, The Genealogy of Morals

Michael Williams

Philosophy B10-3

HISTORY OF PHILOSOPHY

Time: TTH 10:30-12

Office Address: 1812 Hinman Ave.

Office Phone: 491-3656

Expected Enrollment: 150

COURSE DESCRIPTION: A systematic examination of the metaphysics and Theory of Knowledge of 17th-18th C rationalism (Descartes, Leibniz, Spinoza) and empiricism (Locke, Berkeley, Hume).

PREREQUISITES: None

P/N option allowed.

TEACHING METHOD: Lecture and discussion

EVALUATION: Two short papers and a final examination.

TEXTS:

The Rationalist

The Empiricists

Connie Rosati

Philosophy B60

ETHICS

Time: MWF 11 a.m.

Office Address: 1812 Hinman, #302

Office Phone: 491-3656

Expected Enrollment: 150

COURSE DESCRIPTION: "How should I live?" This is the fundamental question of ethics. But we can raise this question from two distinct standpoints. We can ask how to live from our standpoint as individuals: "How should I live in order to have life that is a good or valuable one for me?" We can also ask how to live from the standpoint of morality: "How am I morally obliged to live my life?" Unfortunately, it seems that living the best life for me as an individual may often conflict with living the morally best life. How are we to reconcile the demands of morality and the demands of living an individually good life? Are there any limits to what morality can require of us? In this course, we will consider some of the most prominent answers that philosophers have given to the question of how to live, including hedonism, perfectionism, utilitarianism, and Kantianism. We will then explore the question of the limits of morality.

PREREQUISITE: None. P/N registration is not permitted.

TEACHING METHOD: Lecture and discussion. In addition to the lecture, students are expected to attend and participate in regular discussion sections.

READINGS: Tentative list

John Stuart Mill, Utilitarianism

Immanuel Kant, Groundwork of the Metaphysic of Morals

Anthony Weston, A Rulebook for Arguments

Coursepack (readings by Peter Singer, Bernard Williams, and others)

Samuel Todes

Philosophy B62

VALUES OF SMALL GROUPS: Ethics of Roots

Time: MW 4-5:30

Office Address: 1818 Hinman Ave.

Office Phone: 491-3656

Expected Enrollment: 120

COURSE DESCRIPTION: We will begin with a look at classic theories which understand values in universal impersonal terms. We will see intractable problems in this approach, which generate the need for personally rooted values. Most of the term will be devoted to a study of the rooted values of friendship, family, home, and work that is a vocation.

PREREQUISITES: None.

P/N option allowed.

TEACHING METHOD: Lecture and discussion

EVALUATION: Paper on course themes in terms of your own experience as recorded in a personal diary kept during the course.

TEXTS:

Kant, Fundamental Principles of the Metaphysic of Morals

Mill, Utilitarianism

Pakalu, Other Selves: Philosophers on Friendship

Other reprints assembled by instructor.

Reginald Allen
Philosophy C20
STUDIES IN ANCIENT PHILOSOPHY: ARISTOTLE
Time: TTH 10:30-12
Office Address: 15 Kresge
Office Phone: 491-8040
Expected Enrollment: 25

COURSE DESCRIPTION: A one quarter course in ancient philosophy. We will read and discuss Aristotle's Categories, Metaphysics, Physics, and Ethics.

TEACHING METHOD: Lecture and discussion.

EVALUATION: Final exam and optional paper.

Meredith Williams
Philosophy C25
PHILOSOPHY OF MIND
Time: TTH 2:30-4
Office Address: 1812 Hinman Ave.
Office Phone: 491-3656
Expected Enrollment: 30

COURSE DESCRIPTION: A critical examination of the computer model of the mind and its central informing idea that we are information processing machines. We will consider how well this model can account for the following aspects of our lives, long held to distinguish creatures with minds from the mindless: consciousness; the capacity to hold beliefs, form expectations, hope for the future, and the like; and the moral responsibility we have for our lives.

TEXTS:

Artificial Intelligence, John Haugeland
What Computers Can't Do, H. Dreyfus
Elbow Room, D. Dennet
Selected articles

Thomas Ryckman
Philosophy C28, (it is called C41 in the time schedule but C28 is correct)
CLASSICS OF ANALYTIC PHILOSOPHY

Office Address: 1812 Hinman Ave., Rm. 203

Office Phone: 4991-3656, 2558

Time: M 2 p.m.

Expected enrollment: 25

COURSE DESCRIPTION: We will first examine what is at stake in the epic confrontation between Carnap and Quine over issues of meaning, synonymy, analyticity and reference. We then will closely scrutinize Quine's classic (1960) treatment of these matters which attempts to persuade us that only a rather strict behavioral basis can undergird semantical notions. Finally we will compare a very recent formulation to his earlier views.

PREREQUISITE: Philosophy A50 (Elementary Logic I) and some familiarity with the history of modern (post-Descartes) philosophy.

TEACHING METHOD: Lectures with discussions. Class participation is strongly encouraged.

EVALUATION: Several short critical assessments of assigned texts is strongly encouraged.

READING LIST:

Robert Ammerman (ed., Classics of Analytic Philosophy;
Rudolf Carnap, "Empiricism, Semantics, and Ontology" (1946);
W.V.O.
Quine, Word and Object (1960); Quine, Pursuit of Truth
(1992).

David L. Hull

Philosophy C29

ON BEING A SCIENTIST

Time: TTH 10:30-12

Office Address: 1818 Hinman Avenue

Office Phone: 491-3656

Expected Enrollment: 20

COURSE DESCRIPTION: This course will deal with two, interrelated topics. The first is how to succeed in science, starting with graduate school and working up through postdocs and assistant professor to tenure. We will discuss issues such as how to choose a graduate department and dissertation

advisor, how the refereeing process works both in publishing and in obtaining grants, how important it is to work one's way into a research community. The second topic concerns proper scientific behavior, including such issues as plagiarism, fraud and sloppiness. For example, committing fraud is wrong. Is it also dumb? Are whistle blowers treated any differently in science than in other professions? How the reward system in science works.

PREREQUISITE: a major in any area of science or consent of instructor

TEACHING METHODS: a paper and a final exam

TEXTS:

On Being a Scientist, National Academy of Sciences
Publication, 1989

Science on Trial: The Whistle-Blower, the Accused, and the
Nobel Laureate, Natalie Angier, 1993

Lifting a Ton of Feathers; A Woman's Guide to Surviving in
the Academic World, Paula J. Caplan, 1993

Arthur Fine

PHILOSOPHY C54

PHILOSOPHY OF NATURAL SCIENCE

Time: MW 11:00 - 12:30

Office Address: 1812 Hinman Ave, Room 202

Office Phone: 491-2559, 491-3656 (Messages)

Expected Enrollment: 20

COURSE DESCRIPTION: To understand science, Einstein once remarked, we have to look at science "in the making." We will look at how the scientific concepts of space, time and motion were "made" and how they developed from Aristotle's cosmology through the medieval period to the mechanics of Newton and then to the (special) relativity of Einstein. This task will put us right in the middle of significant philosophical controversies (discovery, conceptual change, the growth of scientific knowledge, the relation of theory to observation among others) and we will use our investigations in the history of science to gain insight into its philosophical aspects.

PREREQUISITES. No special background is presupposed. The

course is designed to challenge science and non-science students alike.

TEACHING METHOD: Lecture/Discussion

EVALUATION: Grades will be based on two short essays, one quiz, class participation, and perhaps some assigned exercises.

TEXTS:

M. R. Matthews (ed.) The Scientific Background to Modern Philosophy. Hackett.

H. Butterfield, The Origins of Modern Science. Revised Edition. Free Press.

A. Einstein and L. Infeld, The Evolution of Physics. Crown.

C. Hempel, The Philosophy of Natural Science. Prentice-Hall.

T. Kuhn, The Structure of Scientific Revolutions. Second Edition. University of Chicago Press.

Mark Sheldon

Philosophy C94

SENIOR LINKAGE SEMINAR IN MEDICAL ETHICS

Time: W 7:30- 10 p.m.

Office Address: 1818 Hinman Ave.

Office Phone: 531-3433 or 3860

Home Phone: 328-2739

Expected Enrollment: 15

COURSE DESCRIPTION: An exploration of the involvement of philosophy with medicine, both in terms of the contribution that philosophy as a discipline has made to a consideration of issues and dilemmas that arise in the area of medical practice and clinical judgment, and in terms of issues that arise in the larger context of professional practice and institutional requirements. The objective of the course is to develop insight into the conceptually and technologically complex environment in which contemporary medicine is practiced, and to develop an appreciation for the importance of making conceptually literate decisions within such an environment.

PREREQUISITES: Open to CAS seniors only, with permission of the department.

TEACHING METHOD: Discussion.

EVALUATION: The student's grade will be based on class participation and a term paper, the topic for which will be chosen by the student but approved by the instructor.

READING LIST: Presently under consideration, though readings will consist primarily from articles from professional journals.

Meredith Williams

Philosophy C95

Time: W 2-4

JUNIOR-SENIOR SEMINAR: WITTGENSTEIN

Office Address: 1812 Hinman Ave.

Office Phone: 491-3656

Expected Enrollment: 20

COURSE DESCRIPTION: An examination of Wittgenstein's two most important works: the Tractatus Logico-Philosophicus and the Philosophical Investigations. Although there will be some secondary material, the focus will be on Wittgenstein's texts.

Michael Williams

Philosophy D10

SEMINAR: SCEPTICISM: ANCIENT AND MODERN

Time: W 2-4 p.m.

Office Address: 1812 Hinman Ave.

Office Phone: 491-3656

Expected enrollment: 10

COURSE DESCRIPTION: A comparative analysis of the basic structure and significance of sceptical argumentation of Sextus Empiricus, Descartes, and Hume.

Samuel Todes

Philosophy D10

SEMINAR: THE SENTIENT BODY

Time: T 4 p.m.

Office Address: 1818 Hinman Ave.

Office Phone: 491-3656

Expected Enrollment: 10

COURSE DESCRIPTION: See department for further description.)

Arthur Fine

Philosophy D54

PHILOSOPHY OF SCIENCE

Time: M 4 p.m.

Office Address: 1818 Hinman Ave.

Office Phone: 491-3656

Expected enrollment: 10

COURSE DESCRIPTION: Nature of scientific explanation, statistical and deterministic laws, the relation of theory to observation, inductive logic and scientific method, conceptual change, and space and time.

(See department for fuller description.)

ctec@northwestern.edu

[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: February 8, 1994

Spring 1994 Course Descriptions

0447 Physics

Laurie Brown
Physics A10-6 (Freshman Seminar)
Great Physicists and Great Ideas

Time: T 3-5 and Th 3-4
Office address: B036 Tech
Office Phone: 1-3236

Course description

We will study the social, intellectual, technological, and political aspects of physics as seen through the life and work of selected physicists of the 20th century. Each student will be asked to become an "expert" on one physicist by reading a recent biography and selected works by the physicist intended for the educated public. The papers will discuss the individual's life and work, with emphasis on the surrounding social and political conditions and how they affected his or her work.

Prerequisites: Any course in physics

Teaching Method

The entire class will meet in a two-hour session on Tuesday for group discussion, and smaller groups or individuals will meet with the instructor for one hour on Thursday.

Grading Method

The student will write a midterm paper (of about 6 pages, plus a detailed outline for a final paper). The student will also make an oral presentation and will write a final paper (of about 12 pages). Evaluation will be based on these assignments and on meetings with the instructor (i.e., on the degree of preparation). Understanding the physical ideas will play a major role in the evaluation.

Reading List

Students will select reading material from the following:

J. L. Heilbron, *The Dilemmas of an Upright Man -- Max Planck as Spokesman for German Science* (University of California Press, Berkeley, 1986)

M. Planck, *Scientific Autobiography and Other Writings*, translated by F. Gaynor (Philosophical Library, New York, 1949)

R. Clark, *Einstein -- The Life and Times* (World Publishing, New York, 1971)

A. Einstein, *Autobiographical Notes*, in P. Schilp, ed., *Albert Einstein, Philosopher - Scientist* (Library of Living Philosophers, New York, 1951)

A. Pais, *Niels Bohr's Times* (Clarendon Press, Oxford, 1991)

S. Rozental, ed., *Niels Bohr, as seen by friends and colleagues* (North Holland, Amsterdam, 1967)

N. Bohr, *Collected Works*, ed., L. Rosenfeld et al. (North Holland, Amsterdam)

D. C. Cassidy, *Uncertainty -- The Life and Science of Werner Heisenberg* (W. H. Freeman, New York, 1992)

W. Heisenberg, *Physics and Beyond* (Harper and Row, New York, 1971)

W. Moore, *Schrodinger -- Life and Thought* (Cambridge University Press, Cambridge, 1989)

E. Schrodinger, *What is Life?, Mind and Matter* (Cambridge University Press, Cambridge, 1967)

H. S. Kragh, *Dirac: A Scientific Biography* (Cambridge University Press, Cambridge, 1990)

P. Dirac, *Directions in Physics* (Wiley, New York, 1978)

J. Gleick, *Genius: The Life and Science of Richard Feynman* (Pantheon Books, New York, 1992)

R. P. Feynman, *The Character of Physical Law*, (Cornell University Press, Ithaca, 1964)

Martin Bailyn
Physics A10-6 (Freshman Seminar)
Worming into General Relativity

Time: MWF at 2
Office address: 3775 Tech
Office Phone: 1-5669

Course description

We will study basic concepts in Einstein's theory of General Relativity, along with the background out of which the subject grew. The material will be presented at a level understandable to nonscience majors. We will study not only the required textbook, but also selected readings from other books and articles, including Einstein's *Relativity* (1931).

Prerequisites: Some high-school algebra, geometry, and physics.

Grading Method: The grade will be based on three papers.

Required Reading List:

General Relativity from A to B, by Robert Geroch
Relativity, the Special and General Theory, by A. Einstein

(Note -- books available at Great Expectations bookstore)

Donald Ellis
Physics A25-3
General Physics

Office address: 2343
Office Phone: 1-3665
Expected Enrollment: 30

Time & Place: MWF @ 10, Tech LR8; Discussion Th @ 3

Course description (A25-1,2,3): This is a basic physics course which uses calculus extensively. The course content is similar to that of A35-1,2,3 but is more advanced and is

intended for Integrated Science Program students. A concurrent advanced calculus course is offered by the Mathematics Department.

Prerequisites: Admission to ISP or permission of the instructor.

Teaching method: Three lectures and one quiz section per week. Laboratory in alternate weeks.

Evaluation: Grades will be based on laboratory work (one-sixth) plus two midterm examinations, weekly quizzes, and a final examination.

PHYSICS A35-1

General Physics:Mechanics

Lecturers: William Halperin and Martin Bailyn

PHYSICS A35-2

General Physics:Electricity and Magnetism

Lecturers: Not offered in Spring quarter

PHYSICS A35-3

General Physics:Wave Phenomena, Quantum Physics

Lecturers: Deborah Brown

Course description (A35-1,2,3): This is a three-quarter sequence in general, calculus-level classical physics with an introduction to modern physics in the third quarter. It is intended for science and engineering majors and premedical students.

First Quarter: Particle kinematics, Newtonian dynamics, work and energy, collisions and momentum, torque and angular momentum, rigid-body statics and dynamics, harmonic oscillations, gravitation.

Second Quarter: Electrostatics, magnetostatics, DC and AC circuits, time-varying fields, Maxwell's equations.

Third Quarter: Mechanical waves, sound waves, electromagnetic waves, geometric optics, interference and diffraction, the quantum nature of particles and light, atomic and nuclear phenomena.

Prerequisites: Mathematics B14-1,2 and concurrent

registration in B14-3 for A35-1. A35-1,2,3 are sequential prerequisites.

Teaching method: Three lectures with demonstrations and one discussion/quiz section per week. Laboratory meets every week.

Evaluation: The final examination counts one-third of the course grade. Each of the following count one-sixth: each of two midterm exams, the laboratory work, and grades on ten-minute quizzes given each week in the discussion/quiz sessions.

Text: Physics, Tipler

Physics A90-2
General Physics

Instructor: Giles Novak
Office address: Dearborn Observatory
Office Phone: 1-8645
Expected Enrollment: 10

Time & Place: MWF @ 9, Tech LR8; Discussion M @ 3

Course description (A90-1,2,3): This introductory calculus-based physics course has a content similar to the other introductory physics courses such as A35-1,2,3, except that it is designed to prepare the student for further physics courses rather than suffice as a final physics course. It is intended for physics and astronomy majors who want an introductory physics course presented at a somewhat deeper level and higher mathematical level.

Prerequisites: Beginning calculus, such as Mathematics B14-1,2 or the high-school equivalent, or permission of instructor. Concurrent registration in Mathematics B14-3 is expected.

Teaching method: Three lectures with demonstrations and one discussion section per week. Laboratory meets every week.

Evaluation: The course grade will be determined by midterms, a final examination, laboratory grade, and homework.

Text: Fundamentals of Physics, Halliday, Resnick, and Walker

Physics C30-2
Advanced Mechanics

Instructor: Bruno Gobbi
Office address: 3376 Tech
Office Phone: 1-5467
Expected Enrollment: 10

Time & Place: MTWF @ 8, Tech 3829

Course description (C30-1,2): This course develops theoretical mechanics from the beginning.

First Quarter: Newtonian mechanics, conservation laws, oscillations, conservation laws, the Lagrangian and Hamiltonian formalisms, central-force motion.

Second Quarter: Two-particle collisions, motion in a noninertial reference frame, kinematics of rigid modes, systems with many degrees of freedom and the wave equation. The subject matter is treated such as to lead naturally to the study of quantum mechanics.

Calculus of variations, complex numbers, ordinary differential equations (2nd order), curvilinear coordinate systems and Fourier analysis will be introduced as needed.

Prerequisites: Physics A35-1 or A90-1 or equivalent;
Mathematics

B14-1,2,3 or equivalent. Students should be in the process of taking Mathematics B16, B18, B21, or B20-1,2,3.

Teaching method: Three lectures and one discussion section per week.

Evaluation: One or more midterms and a final examination.

Physics C33-2
Advanced Electricity and Magnetism

Instructor: Liu Liu

Office address: 3377 Tech
Office Phone: 1-5626
Expected Enrollment: 10

Time & Place: MTWF @ 11, Tech 1384

Course description (C33-1,2)

First Quarter: Review of vector calculus, review of basic electromagnetic phenomena. Electrostatics, multipole expansion, solutions of Laplace's equation by orthogonal function expansion, images, analytic functions. Magnetostatics. Magnetic scalar and vector potentials.
Second Quarter: Maxwell's equations completed. Electromagnetic equations, electromagnetic wave propagation and radiation. Boundaries and microwave cavities. Introduction to diffraction. Electromagnetic fields in special relativity.

The courses are intended to bridge between Physics A35-2 or similar courses and first-year graduate-level courses which use a text such as Jackson, Classical Electrodynamics.

Prerequisites: Physics A25-1,2,3 or A35-1,2,3 or A90-1,2,3, and Mathematics B16, B18, and B21, or B20-1,2,3.

Teaching method: Three lectures and one discussion section per week.

Evaluation: One or more midterm examinations and a final examination.

Physics C35-0
Modern Physics For Nonmajors

Instructor: Donald Ellis
Office address: 2343
Office Phone: 1-3665

Lecture Time & Place: MWF @ 2, LR8
Discussion time & place: TBA
Laboratory time & place: TBA

Course description: Physics C35-0 is a survey of modern physics for students with technical backgrounds who are not

majoring in physics. The course concentrates on the two major theories of twentieth century physics, relativity and quantum physics, and on their application to nuclear, atomic, and molecular structure, and to problems in electrical conductivity. The course will cover phenomenology and key experimental discoveries not discussed in detail in A35-3, such as synchrotron radiation, shell models of nuclear structure, quark models of 'fundamental' particles, the band theory of solids, semiconductors, etc. The syllabus may be adjusted to accommodate the interests of those students who enroll in the class.

The course will include four biweekly laboratories, whose exact times and place will be arranged after the start of the course.

Prerequisites: Physics A35-1,2,3 or equivalent.

Teaching method: Three lectures and one discussion per week.

Evaluation: One or more midterm examinations and a final examination.

Textbook: Elementary Modern Physics, Tipler (This separate textbook is exactly identical to Chapters 34 - 42 of Volume 2 of Physics for Scientists and Engineers by Tipler. If you already have the larger textbook, there is no need to buy the smaller one.)

Physics C38-0

Introduction to Nuclear and Particle Physics

Instructor: Joseph Keren

Office address: B034 Tech

Office Phone: 1-5450

Expected Enrollment: 10

Time & Place, MWTF @ 9, Tech 1384

Course description: The course discusses nuclei and their constituents, nuclear models, alpha and beta decay, nuclear reactions, nuclear fission and fusion, strong, electromagnetic, and weak interactions, the fundamental particles and particle schemes.

Prerequisites: Physics C36 or equivalent.

Teaching method: Three lectures per week.

Evaluation: Midterm and a final.

Physics C39-2

Quantum Mechanics

Instructor: Paul Auvil

Office Address: 3374 Tech

Office Phone: 491-3510

Time & Place: MWF @ 2, ISP Building; Discussion M @ 3

Course Description for C39-1,2: This is an introductory course on quantum theory. Emphasis is placed on applications to atomic and molecular systems with some discussion of the experimental foundations of quantum theory. Mathematical solutions for several simple systems (the harmonic oscillator, the one-electron atom, the hydrogen molecule, barrier penetration, etc.) will be studied in detail.

Prerequisites: Introductory physics with calculus, such as A25-1,2,3 or A90-1,2,3. Mathematical presentation assumes familiarity with partial differential equations and functions of a complex variable (taken concurrently by ISP students). Non-ISP students should consult with ISP program director.

Teaching methodology: There will be four class meetings per week.

Method of evaluation: One or more midterms and a final examination.

Physics C59-3

Modern Physics Laboratory

Instructor: Ralph Segel

Office address: 1308 Tech

Office Phone: 1-5459

Expected Enrollment: 12

Time & Place: MW 1 - 5, Tech 2362

Course description (C59-1,2,3):

First Quarter: Introduction to modern electronics, construction of elementary analog and digital circuits.

Second Quarter: Introduction to microprocessors, hardware construction, interfacing to external devices, programming Basic, Fortran, or Pascal.

Third Quarter: Classic experiments in atomic, nuclear, and solid-state physics using modern electronics and microcomputers. Emphasizes independent work.

Prerequisites: Physics C33-1,2 or permission of instructor.

Teaching method: Weekly lectures and labs.

Evaluation: Laboratory reports and examinations.

ctec@northwestern.edu

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

[Northwestern University](#)

Last Updated: February 8, 1994

0449 Political Science

Subir Sinha

Political Science A01

DEVELOPMENT, THE ENVIRONMENT AND POLITICAL ANALYSIS

WThF 1:00-2:00pm

Office Address:

Office Phone:

Expected Enrollment: 15

Description: "Development" is often offered as a primary reason for the existence of states. At the same time, the desire to develop is seen as being at odds with the wellbeing of the "environment". Some of the key questions facing the world today include those dealing with diagnosing the environmental crisis, and creating mechanisms for averting it. This course trains freshmen to look at environmental degradation and regeneration as political problems involving ideologies, structures, institutions and interests.

The course considers three distinct ways of theorizing environmental degradation namely the "Malthusian theories" the "Marxist theories" and the "culturalist theories". In the first half of the course we will read the major programmatic essays within these traditions with case studies. In the second half, we shall discuss case studies and learn to undertake independent research. In all, students will choose 6 weeks where they will submit 2 page assignments, critically reviewing the readings for those weeks. Three of these assignments will have to be from the first part of the course and three from the second. Students will also take responsibility for making presentations to the class on one of the topics. In the second half of the course students will be trained to use these theories in analyzing a specific case study of their own choice. This will involve selecting a topic relating either to resource degradation or social movements around environmental issues and guided research on the topic, culminating in a research paper of about 10-15 pages. The papers will identify a theoretical

problem on the basis of the case study and suggest a possible solution. The emphasis will be not so much on whether right solutions were arrived at, but rather if the investigation was carried out in a cogent and consistent manner.

No prerequisites.

Teaching Method:

Readings

Jerry Goldman

Political Science B20

AMERICAN GOVERNMENT AND POLITICS

Office Address: 25 University Hall

Office Phone: 491-3525

MWF 11:00-12:00pm

Expected Enrollment: 240

Description: This course is a survey of the broad and complex subject of American government and politics. Some of you will enroll in this class armed with considerable understanding of national politics; others will discover critical skills for the first time. My goal is to convey understanding and to challenge your preconceptions. To do this, I will analyze politics in the United States by using five major concepts: freedom, order, equality, majoritarian democracy, and pluralist democracy.

No prerequisites. P/N is not allowed. Attendance on the first day is mandatory. This course is a prerequisite for advanced courses in law and politics, legislative process, and political parties.

Teaching Method: This is a large class, which makes interaction and thoughtful dialogue among participants difficult. I shall rely on lectures as my main teaching method, but I expect to draw you into these lectures as much as possible. I like to call on students to join me in the search for understanding. In addition, your discussion section will be an opportunity to examine and debate the issues raised in the readings and lectures. The teaching assistants will lead these sections.

Readings:

Janda, Berry, Goldman, *The Challenge of Democracy*, 3rd ed. (Presidential Election Printing, 1993).
other materials to be announced.

Methods of Evaluation: Your final grade will be determined according to the following elements and weights; A midterm (30 percent); a short, five-page paper (20 percent); a final (40 percent); and discussion section participation (10 percent).

Jonathan D. Casper
Political Science B30
LAW IN THE POLITICAL ARENA
Office Address: 316 Scott Hall
Office Phone: 491-2646
e-mail: j-casper@northwestern.edu
MW 12:30-2:00pm
Expected Enrollment: 180

Description: Law and legal institutions are central to the American political process. Many disputes over economic, social, and political issues find their way into court, and the decisions of trial and appellate court judges play an important role in policy-making at the local and national levels. This course examines the role that legal institutions play in the American political process. We will examine the pathways through which disputes make their way into civil and criminal courts, the ways in which the legal process may transform disputes as they make their way up the appellate court ladder, the determinants of judicial decisions, and the effects of such decisions on national policy. The reading materials will examine a variety of issues, including abortion, the death penalty, and due process rights.

No prerequisites. P/N permitted.

Teaching Method: Lectures with discussion sections.
Questions and other forms of participation are encouraged.

Methods of Evaluation: There will be a mid-term and a final. The exams will be a combination of essay and short-answer items.

Tong Whan Park
Political Science B40
INTRODUCTION TO INTERNATIONAL RELATIONS
Office Address: 306 Scott Hall
Office Phone: 491-2641
MWF 10:00-11:00am
Expected Enrollments: 180

Description: This course is designed to be an introduction to the study of international politics. Thus, a wide spectrum of concepts and approaches found in ordinary international relations texts will be covered here. Instead of treating various international phenomena (e.g., diplomacy, collective security, war, interdependence, etc.) as unrelated topics, an attempt is made to locate them in a larger context. The context employed is that the study of international politics is essentially one of conflict and cooperation. Therefore, diverse international issues will be analyzed as they relate, on one hand, to the causes of conflict and management thereof, and, on the other, to the conditions for peace and cooperation.

Specific goals of this course and: (1) to stimulate student interest in international politics both as a subject matter and a field of inquiry; (2) to familiarize the students with a major explanatory theories of international politics; and (3) to sensitize the students with an "international perspective" to human problems.

No Prerequisites. No P/N allowed.

Teaching Method: Lectures and TA-led discussions. Each student is required to be evaluated by one of the two methods: (1) one midterm exam plus final exam; or (2) two short (5-8 pages) papers (one exploring a thought, the other defending a position) plus final exam.

Readings:

1. Bruce M. Russett and Harvey Starr, World Politics: The Menu for Choice
2. Helen E. Purkitt (ed). Annual Editions: World Politics 93/94
3. Robert D. Schulzinger, American Foreign Policy in the

20th Century

4. G. John Ikenberry (ed), American Foreign Policy:
Theoretical Essays

Walter Vanderbush

Political Science B50

INTRODUCTION TO COMPARATIVE POLITICS

Office Address: 206 Scott Hall

Office Phone: 491-2627

MW 2:00-3:30pm

Expected Enrollment: 180

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.

Methods of Evaluation: Midterm and Final

READING LIST: TBA

Patricia Conley

Political Science C11

METHODS OF POLITICAL RESEARCH

MWF 10:00-11:00am

Office Address: 318 Scott Hall

Office Phone: 491-2655

Expected Enrollment: 60

Description: An introduction to methods and techniques of political research. We will concentrate on survey research, experimental design, and introductory statistics. After

learning the nuts and bolts of each, we will discuss examples of the application of these methods to the study of politics. The course will focus on the issues involved in formulating and investigating interesting research questions. It is primarily conceptual, and will not involve computer data analysis.

No prerequisites.

Teaching Method: Lecture and discussion.

READING LIST: To be announced.

Adolph Reed

Political Science C21

COMMUNITY POLITICAL PROCESSES

Time: TTh 6:30-8:00pm

Office Address: 302 Scott Hall

Office Phone: 491-2649

Expected enrollment: 50

Description: American urban ethnography has historically neglected the roles of government and politics in shaping the parameters of urban experiences. Equally, community power studies have attempted to understand urban power relations formalistically, bypassing the study of the interactive details of urban residents' daily lives. As a result, we have two scholarly literatures that provide useful but incomplete visions of modern urban life. This course brings together these two vantage points. Lectures, readings and discussions will engage with both literatures, as well as scholarship on urban political economy and history. We will examine the evolution of both ethnographic and political scientific approaches and relate the trajectory of their development to each other and to the changing urban environment they have reflected.

No prerequisites.

Teaching Method: The class will be lecture/discussion.

Readings:

1. Leith Mullings, ed. Cities of the United States: Studies in Urban Anthropology

2. John Logan & Harvey Molotch, Urban Fortunes: The Political Economy of Place
3. Rufus Browning, et. el., Racial Politics in American Cities
4. Brett Williams, Upscaling Downtown
5. Mercer Sullivan, "Getting Paid": Youth Crime and Work in the Inner City
6. John Bodnar, et. al. Lives of Their Own: Blacks, Italians, and Poles in Pittsburgh, 1900-1930
7. James Spradley, You Owe Yourself a Drunk

Robert Kustra

Political Science C22

FEDERALISM AND INTERGOVERNMENTAL RELATIONS

Time: M 6:00-9:00pm

Office Address:

Office Phone:

Expected Enrollment: 50

Description: Analysis of the relationships among federal, state, and local governments in the formulation and implementation of public policies. Examination of recent proposals to reorganize the division of responsibilities between the states and the federal government. Special emphasis will be on health care, welfare, and education policies.

Teaching Method:

Readings: TBA

Edward I. Sidlow

Political Science C25

THE LEGISLATIVE PROCESS

Time: M 6:00-8:30pm

Expected Enrollment: 50

Description: This course is primarily concerned with Congress, although there will be some discussion of state legislatures where comparisons and contrasts are relevant. Specifically we will cover the following areas: historical changes in Congress, recruitment and election of members, nature of congressional representation, congressional

structure, and the relationships of Congress to other political institutions. It is intended that this course provide an understanding of Congress, both as a political and policy making institution.

PREREQUISITES: Political Science B20, or an equivalent. P/N allowed.

Teaching Method: Lecture and discussion.

METHOD OF Methods of Evaluation: There will be a midterm exam, and one final paper (to be discussed in class).

Readings: TBA

Helmuth Berking

Political Science C52

COMPARATIVE COMMUNISM

Time: MWF 2:00-3:00

Office Address: 208 Scott Hall

Office Phone: 491-2625

Expected Enrollment: 50

Description: In view of the recent political changes of 1989/90, this course aims at analyzing the politics of Eastern Europe, its history and its prospects. After a short historical review of the classical model of Communism, the course compares the development and the decline of diverse Communist regimes, centered on the four case studies of Poland, Czechoslovakia, Hungary and the German Democratic Republic.

Teaching Method: Lecture-discussion, mid-term and final-examinations.

Readings:

Ivo Banac (ed.), Eastern Europe in Revolution. Ithaca, London 1992, Cornell University Press

Lyman H. Legters (ed.), Eastern Europe. Transformation and Revolution, 1945-1991. Lexington, Mass. 1992, Heath

Additional readings will be available as a xeroxed package.

Mark Koenig

Political Science C55

SOVIET & POST-SOVIET POLITICS: (The Development and
Dissolution
of the USSR)

Time: MWF 12:00-1:00pm

Office Address: Scott Hall 317

Office Phone: 491-2647

Expected Enrollment: 50

Description: The course traces the evolution of the Soviet Union through seven ill-fated decades of war, revolution, collectivization, and post-totalitarian decay. What were the accomplishments and sources of legitimacy for this regime which, after all, achieved decades of relative stability despite escalating dysfunctions and revelations of mass repression?

We will observe the Soviet era from several perspectives: revolutionary mobilization vs. consolidation, ideology and propaganda, mass terror, elite conflicts, central planning, interest group lobbying, citizen participation, political culture, and the nationalities question.

At the end of the quarter, the course will focus on the politics of reform and societal transformation. Why did the Soviet system ultimately prove unable to reform itself? And how does a planned, post-totalitarian society evolve toward more democratic, market-oriented practices? Students will be challenged to contemplate the future prospects of the newly formed Commonwealth of Independent States and of its constituent nations (Russia, Ukraine, Belarus, Uzbekistan, Georgia, the Baltic states, etc.).

Teaching Method: Lectures and class discussion.

Methods of Evaluation: Midterm and final exams, 6-8 page book report, and participation in discussion sessions.

Readings (tentative):

Jerry Hough and Merle Fainsod, How the Soviet Union is Governed.

Stephen White, Gorbachev and After, Cambridge, 1993.

Ian Bremmer & Ray Taras, Nations and Politics in the Soviet Successor States.

Tong Whan Park
Political Science C60
POLITICS OF THE FAR EAST
Time: MWF 1:00-2:00pm
Office Address: 306 Scott Hall
Office Phone: 491-2641
Expected Enrollment: 50

Description: The Far East (or Northeast Asia) consists of three major culture areas: China, Korea, and Japan. In this region exist today five different, often conflicting political systems--China, Taiwan, Japan, and North and South Korea. One useful way to come to grips with the complex political universe of Northeast Asia is to start from one facet of political dynamics and to analyze the workings of the larger entity from that vantage point. The structures and functioning of political systems of the Far East will be such vantage point from which its historical, structural, ideological, and ecological configurations will be cross-examined. Specific goals of this course are: (1) to familiarize the students with various environmental and personality factors salient to Far Eastern politics; (2) to motivate student interest in pursuing solutions to contemporary political problems; and hopefully (3) to furnish the students with an Asian perspective.

No prerequisites. P/N allowed.

Teaching Method: Lecture-discussion and student-organized panel presentations. Course grade will be based on a midterm exam, a research paper, and the contribution to classroom discussion.

Readings:

James C. F. Wang, Contemporary Chinese Politics: An Introduction

Bradley Richardson and Scott Flanagan, Politics in Japan

Donald McDonald, The Koreans: Contemporary Politics and Society

Young Whan Kihl (ed), Korea and the World

Daniel Diermeier
Political Science C62

POLITICS OF WESTERN EUROPE

Time: MWF 11:00-12:00pm

Office Address: 313 Scott Hall

Office Phone: 491-2640

Estimated Enrollment: 50

Description: The course will be an examine a variety of topics in the comparative study of democratic political processes in Western Europe. The focus will be on political institution rather than on mass attitudes. Topics include political culture, participation, government formation, cabinet stability, parliamentary coalitions, legislative politics, electoral laws, and parities.

Teaching Method: Lecture-discussion. Grades will be based on class participation, short papers on weekly readings, and a final examination.

PREREQUISITES: B15 or consent of instructor.

Readings:

Lijphart, Democracy in Plural Societies

Strom, Minority Government and Majority Rule

Laver and Schofield, Multiparty Government

Putnam, Making Democracy Work

Verba, Nie, and Kim, Political Participation and Political Equality

Paul Friesema

Political Science C71

ENVIRONMENTAL POLITICS

Spring 1994

Time: TTh 9:00-10:30

Office Address: 304 Scott Hall

Office Phone: 491-2645/491-8715

Description: This course examines political processes and tactics in the struggles over protecting and preserving natural resources. It makes particular use of interest group theory as an organizing framework for understanding contemporary environmental issues. The primary focus of the course is upon domestic American issues, but these issues are connected to global environmental policy.

Teaching Method: Lecture/discussion.

Readings: TBA

Methods of Evaluation: There will be a midterm and final examination. A major point of the course requirement will be a research paper evaluating a contemporary recent environmental policy dispute, using primary source material.

Mark Iris

Political Science C90

ADMINISTERING JUSTICE

Time: T 6:00-9:00pm

Office Address:

Office Phone: (312) 747-6268

Expected Enrollment: 50

Description: This course will examine the operations of local criminal justice systems, focusing on crime, its patterns and consequences, and police agencies' organization and operations. Discussions will then proceed to examine local criminal courts, and the roles of judges, prosecutors, and defense attorneys. Finally, sentencing, corrections, and alternatives to incarceration will be studied.

No prerequisites. This class is equivalent to the C30 (Politics of Local Justice) taught by Mark Iris during the Fall Quarter of 1991. If you are considering taking C90 this spring please note that it is identical to the C30 offered in the Fall of 1991.

Teaching Method: Lecture/discussion format.

Readings: (tentative)

Tom Wolfe, Bonfire of the Vanities

George Cole, Criminal Justice: Law and Politics (6th ed.)

Carl Klockars, The Idea of Police

Methods of Evaluation: Student evaluation will be based on midterm, final exam, and a paper; each one will count equally.

John W. Cooley
Political Science C94
DISPUTE RESOLUTION
Time: Th 6:00-9:00PM
Office Address:
Office Phone:
Expected Enrollment: 15

Description: This course will address the subject of alternative dispute resolution (ADR) and will consist of a blend of lectures, videos, live demonstrations, student presentations, and interactive small-group exercises. There will be sessions on the topics of court litigation, negotiation, mediation, arbitration, and hybrid dispute resolution processes. Students will be introduced to vertical, lateral, and whole-brain thinking in a dispute resolution context. Students will also be familiarized with an interdisciplinary approach to problem solving and with the use of computer-aided mediation to achieve super-optimum solutions in court cases. Students will be graded on their classroom participation, an in-class oral presentation, and an out-of-class writing exercise which will involve the design of an experimental court system which integrates ADR processes.

Teaching Method:

Readings: TBA

Cameron Findlay
Political Science C94
SEPARATION OF POWERS IN THEORY AND PRACTICE
Time: W 6:00-9:00pm
Office Address:
Office Phone:
Expected Enrollment: 15

Description: This course will explore some of the theoretical and practical issues raised by a system of separation of powers. For years politicians and political theorists have extolled the virtues of the American system of checks and balances. Recent times have seen less unanimity. In the 1960s and 1970s some complained of an "imperial presidency." In the 1980s some discerned a shift in power to

Congress. And in the 1990s, many criticized "gridlock" at the federal level.

This course will examine the theoretical underpinnings of our constitutional system, both through primary sources such as the Federalist Papers and through recent decisions of the U.S. Supreme Court. The course will also examine how the system actually works in practice, using actual case studies of recent separation of powers issues.

Teaching Method: Each student will make a presentation to the class and lead clasps discussion on the subject of his final paper.

Readings: TBA

Martin Palous

Political Science C95

PRIVATE VERSUS PUBLIC: HANNAH ARENDT AND THE POSTMODERN HUMAN CONDITION

Time: Th 2:00-5:00

Office Address: 236 Scott Hall

Office Phone: 491-2634

Expected Enrollment: 10-15

Description: Hannah Arendt's book "Human Condition" will be used as a point of departure for the seminar discussions. Her principal theme - the distinction between private and public realms in the human world - will be critically examined and be confronted with contemporary political processes, with a special focus on the post-communist (post-totalitarian) region of Europe. The distinction of the public from private is of central importance in understanding what politics is; indeed the political is born of this distinction. We will examine totalitarianism, the re-emergence of politics after the collapse of communism and even post-communist feminism in the context of the private versus public debate. Students will be asked to explain and critically examine in their papers Arendt's concepts and analyses, to compare them with the alternative approaches that will be discussed and to test their explanatory power against actual political realities.

Teaching Method:

Readings: TBA

Jerry Goldman

Political Science C97

SUPREME COURT IN THE DIGITAL AGE

Time: T 7:00-9:00pm

Office Address: 25 University Hall

Office Phone: 491-3525

Expected Enrollment: 7

Description: This tutorial shall explore the lives of Supreme Court justices and the constitutional decisions they have rendered. Primary reliance on the Internet, the American Memory Project, and other digital resources. Participants will study judicial biographies and read critical commentary on constitutional opinions. Assignments include: drafting succinct summaries of key decisions, crafting pithy biographical sketches, identifying visual and audio materials to embellish written work, and linking all media in hypertext form.

Prerequisite: Political Science C33 (or permission of instructor).

Teaching Method:

Readings: TBA

Mark Koenig

Political Science C97

COMMUNIST AND POST-COMMUNIST SYSTEMS

Time: M 2:00-4:00pm

Office Address: 317 Scott Hall

Office Phone: 491-2647

Expected Enrollment: 5-8

Description: The tutorial will allow each student to select China, the USSR/CIS, or an East European country of his or her choice and pursue an in-depth study. In class, we will discuss general theories about the origins, development, and decline of communist systems. Applying such analytic concepts as "social revolutions", "totalitarianism",

"authoritarianism", "political culture and participation", "civil society" and "democratization", students will discuss the assigned readings and compare the political development of the countries they have chosen as case studies. In-class readings will focus on the Soviet case, but this will provide a model of analysis that can be used to study other communist or post-communist countries of the students' choice.

Teaching Method: Minimal lecturing, with emphasis on student discussion and presentations.

PREREQUISITES: This course may be taken alone, or serve as a "satellite" course...taken in parallel with Political Science C55 (Soviet & Post-Soviet Politics)

REQUIREMENTS: In addition to preparing for class discussions of weekly reading assignments, each student will write a 20-22 page paper about his/her country of expertise. During the quarter, students will present oral progress reports about their research...and receive comments from their colleagues.

Readings (Tentative--possible update as new texts become available):

1. Seweryn Bialer, *Stalin's Successors: Leadership, Stability, and Change in the Soviet Union*. Cambridge, 1980.
 2. Gail Lapidus et al., *From Union to Commonwealth: Nationalism and Separatism in the Soviet Republics*, Cambridge, 1992.
 3. Stephen White et al., *The Politics of Transition: Shaping a post-Soviet Future*, Cambridge, 1993.
- Selected Articles (On Library Reserve)

Lee Anderson

Political Science C97

A STUDY OF THE ATLANTIC AND PACIFIC REGIONS IN THE HISTORY OF WORLD INTEGRATION

Office Address: 207 Scott Hall

Office Phone: 491-2626

Expected Enrollment: 7

Description: Historically oceans have served as both barriers to and facilitators of world integration. This dual

role is particularly evident in the case of the Atlantic and Pacific. For millennia these oceans separated and mutually isolated the Western and Eastern hemispheres. After 1492 both the Atlantic and Pacific rapidly became the center of evolving regions which linked the Old World and the New World and incorporated elements of both in historically novel syntheses. This seminar deals with the historical development of the Atlantic and Pacific regions from the perspective of the role of these regions in the overall history of world integration. Students will undertake research on selected topics. They will present weekly reports and prepare a research paper.

Teaching Method: The seminar will begin with a discussion of some common readings. At the same time, the instructor will be meeting with students individually to identify and formulate a topic of student research.

Readings: TBA

Methods of Evaluation: A substantial research paper is due at the end of the quarter. Grades will be assigned on the basis of this paper combined with the instructor's evaluation of class participation.

ctec@northwestern.edu

[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: February 8, 1994

Spring 1994 Course Descriptions

0451 Psychology

Lance Rips

Psychology, A01

Freshman Seminar: THINKING AND REASONING

Time: T 2:30-5:30

Office Address: 314 Swift

Phone: 491-5947

Expected Enrollment: 15

COURSE DESCRIPTION: This course focuses on the way people construct explanations and arguments to justify their beliefs and actions. We will look at theories of what makes reasoning correct or incorrect. We will also discuss ways of studying actual samples of reasoning in speech and writing.

PREREQUISITES: None

READING LIST: Voss. Perkins & Segal, Informal Reasoning and Education.

Susan Mineka

Psychology, A10

INTRODUCTION TO PSYCHOLOGY

Time: TTh 1:00-2:30

Office Address: 316 Swift Annex

Phone: 491-7711

Expected Enrollment: 400

COURSE DESCRIPTION: An introduction to research and theory on a broad range of topics in psychology. Topics include: the biological basis of behavior, sensation and perception, learning, motivation, cognition, emotion, personality theory, psychopathology, psychotherapy, social psychology. Topics will be discussed from multiple levels of analysis: physiological, evolutionary/functional, behavioral, cognitive, social.

PREREQUISITES: None

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

EVALUATION: The student's grade for this course will be based upon two midterm exams and a final exam.

READING LIST: H. Roediger, J. P. Rushton, E. D. Capaldi, & S. Paris. Psychology, 3rd Edition. Little-Brown.

Aryeh Routtenberg
Psychology, A12

INTRODUCTION TO NEUROSCIENCE

Time: MTWThF 12-1:00

Office Address: 311 Cresap Laboratory

Phone: 491-3628

Expected Enrollment: 60

COURSE DESCRIPTION: An introduction to 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; different from the usual introductory course in Psychology.

NO PREREQUISITE. One college-level or advanced high school biology course is recommended. P/N not allowed.

TEACHING METHOD: Three lectures, one demonstration and one quiz each week. Eight quizzes will be given during the quarter. In Discussion Sections, students' questions can be answered; issues raised in lectures will be clarified. Class discussion, incidentally, is strongly encouraged.

METHOD OF EVALUATION: Performance on tests will determine 50% of the grade. The rest will be determined by the final exam.

READINGS: A textbook to be assigned.

Peter W. Frey
Psychology, B01
STATISTICAL METHODS IN PSYCHOLOGY
Time: TTh 10:30-12:00
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.

Vicki Smith
Psychology, B04
SOCIAL PSYCHOLOGY
Time: MWF 11:00
Office Address: 312 Swift Hall
Phone: 491-7624

COURSE DESCRIPTION: This course examines the scientific study of social behavior. How are individuals affected by the social context in which they find themselves? How do we perceive, influence, and interact with other people? What are the consequences of others' attitudes and actions for our own behavior? Topics include social influence, attribution processes, group behavior, and altruism.

TEACHING METHOD: Three lectures per week. Discussion welcome.

METHOD OF EVALUATION: Students' grades will be based on a midterm and a final exam.

Gail McKoon

Psychology, B05-10

GENERAL EXPERIMENTAL PSYCHOLOGY

Time: TTh 1-2:30

Office Address: 113 Swift Annex

Phone: 491-7701

Expected Enrollment: 25

COURSE DESCRIPTION: An introduction to the principles and methodological techniques of behavioral research. The course will review introductory statistics and cover topics such as (1) sampling techniques, (2) experimental design, (3) APA writing style for research reports, and (4) case studies in design. Two experimental projects are designed to illustrate and supplement the lectures. Each project will be written up by the student as a research report, following APA format.

PREREQUISITE: Psychology B01 or equivalent preparation.

TEACHING METHOD: Lectures, class presentations and discussion.

METHODS OF EVALUATION: The student's grade for this course will be based upon midterm exam, a final exams two laboratory reports, and homework..

READING: Solso, R. L., Johnson, H. H. An Introduction to Experimental Design in Psychology: A Case Approach. New York: Harper & Row (3rd Ed.), 1984.

Evan Heit

Psychology, B05-20

GENERAL EXPERIMENTAL PSYCHOLOGY

Time: MW 2:00-3:30

Office Address: 219 Swift Hall

Phone: 467-2421

Expected Enrollment:

COURSE DESCRIPTION: An introduction to the principles and methodological techniques of psychological research. The course will address (1) philosophy of science, (2) measurement theory, (3) sampling techniques, (4) experimental design, (5) statistical decision making, (6) APA writing style for research reports, (7) evaluating published research, and (8) ethical principles of research. Each student will perform two experiments, including data collection, data analysis, and formal report writing.

PREREQUISITES: Psychology B01 or equivalent.

TEACHING METHOD: Lectures, discussion, and demonstrations.

EVALUATION: The student's grade for this course will be based on a midterm exam, a final exam, and two laboratory reports.

READING LIST: TBA

Gregory Ward

Cognitive Science B10

INTRODUCTION TO COGNITIVE SCIENCE: VISION, LANGUAGE, AND MEMORY

Time: TTh 3:00-4:30, Discussion Sections, M, 3:00; F 11:00, F 1:00, and F 3:00

Office Addresses: 119 Swift Hall

Phone: 491-8055

Email: g-ward@northwestern.edu

Expected Enrollment: 80

COURSE DESCRIPTION: The scientific study of the biological, psychological, and computational nature of human cognition with a focus on vision, language, and memory. COUNTS TOWARDS CAS AREA 1 (NATURAL SCIENCE) DISTRIBUTION REQUIREMENT.

PREREQUISITES: None

TEACHING METHOD: Two lectures and one discussion session per week

EVALUATION: Grades are based on three components: exams, assessments, and homework. (There is no P/N option for this class whether or not it is being used to satisfy a distribution requirement.)

Exams. 75% of the grade will be based on three exams of equal weight.

Assessments. 25% of the grade will be based on 8-10 very brief in-class 'assessments', designed to assess understanding of the previous lecture and/or the reading assigned for the current lecture. Assessments will usually be taken at the beginning of each topic, and always at the start of class.

Homework. Optional homework will be assigned at the end of each topic (approximately 8 in all). One of the assignments will involve participating in a cognitive science experiment.

READING LIST: The language Instinct: How the Mind Creates Language. Stephen Pinker, 1994. Morrow Press.

Reading packet.

William Revelle
Psychology, C01
PERSONALITY RESEARCH
Time: TTh 3:00-5:00
Office Address: 315 Swift Hall
Phone: 491-7700
Expected Enrollment: 20

COURSE DESCRIPTION: A survey of current research in personality with emphasis on experimental approaches to the study of personality. Specific theories discussed will include (but are not limited to) the biological basis of introversion/extraversion, the theory of achievement motivation, and individual differences in proneness to anxiety and in sensitivity to reward and punishment.

PREREQUISITES: Psychology of Personality (C15) preferred, but not required, General Experimental Psychology (B05), Statistical Methods in Psychology (B01)

TEACHING METHOD: Lectures will be supplemented by laboratory experiences in which the students will collect and analyze data related to current personality theory.

EVALUATION: A midterm and final exam will cover the content of the course. In addition, a research proposal and project paper will be required. The papers and exams will be given roughly equal weight.

READING LIST: To be announced.

Ann Ragin

Psychology C03

PSYCHOPATHOLOGY

Time: TTh 2:30-4:00

Office Address: 310 Swift

Phone: 467-3044

Expected Enrollment: 120

COURSE DESCRIPTION: The goals of this course are: (1) to further develop the student's capacity to evaluate and think critically; (2) to familiarize the student with basic principles, concepts, and research in abnormal psychology; (3) to provide the student with an overview of the major emotional, psychological, and personality disorders; and (4) to help the student translate theory into practice by showing how the ideas and material presented in this course have direct relevance to everyday life and everyday problems. This course will, therefore, provide the student with an opportunity to employ scientific theory and research in understanding maladaptive behavior, while at the same time becoming sensitized to the personal impact of maladaptive behavior on people's lives.

PREREQUISITE: Introduction to Psychology (A10) or Introduction to Neuroscience (A12).

TEACHING METHOD: Lecture.

EVALUATION: 3 examinations.

READINGS: TBA

David Uttal
Psychology C10
DEVELOPMENTAL PSYCHOLOGY
Time: MW 12:30-2:00
Office Address: 304 Swift
Phone: 467-1925
Expected Enrollment: 100

COURSE DESCRIPTION: The focus of this course is the development of thought, personality and social interaction from infancy through adolescence. The first part of the course will be devoted to perspectives and methods in developmental research. Next, we will explore specific issues, including the following: How do young infants perceive the world? How do infants and toddlers develop an attachment to their parents or caretakers? Why are some children good at making friends, and why do others feel lonely or isolated? How do parents' beliefs and values influence children's development and school achievement? What information can young children remember best, and can we depend on their memory in situations that demand reliable recall, such as courtroom testimony? How does parents' discipline style influence children's social and personality development?

As each new topic is introduced, students will be encouraged to think critically about the assumptions and methods that underlie research on particular issues. A central goal will be to help students develop an appreciation of different criteria for evaluating research and other forms of evidence.

PREREQUISITE: A10 or A12

TEACHING METHOD: A combination of lectures, discussion, and films. There also will be several presentations by people whose work is tied in some way to issues in developmental psychology (e.g., teachers, lawyers who work with children, etc.).

EVALUATION: There will be a mid-term, a final, and two or three short writing assignments.

READING LIST: Child Psychology (4th ed., Hetherington &

Parke) and a selection of additional readings, mostly articles from the Atlantic Montly.

Aryeh Routtenberg

Psychology, C14

DRUGS AND THE BRAIN

Time: TTh 1:00-2:30, Discussion Section TBA

Office Address: 311 Cresap

Phone: 491-3628

Expected Enrollment: 25-50

COURSE DESCRIPTION: Drugs that act on the brain--from therapeutic drugs that treat depression, obsessive-compulsive disorders, anxiety, psychoses to recreational drugs such as alcohol, marijuana, cocaine, heroin, psychedelics--these have a dominant influence in our society. How these drugs act on the brain to produce the therapeutic effect or highs that lead to abuse will be the major focus of discussion.

PREREQUISITES: A12 or C12 or C02 (in Biology)

READING LIST: TBA

Joan Linsenmeier

Psychology C16

EXPERIMENTAL SOCIAL PSYCHOLOGY

Time: TTh 10:30-12:00

Office Address: 311 Swift Hall

Phone: 491-7834

Expected Enrollment: 25

COURSE DESCRIPTION: This course will begin with an overview of current research on social cognition, on how ordinary people act as informal psychologists trying to understand other people and themselves. We will then examine the more formal techniques used by social psychologists in their attempts to understand social behavior. The focus of the course will be on the theory and mechanics of doing experiments in social psychology, but we will also look at other approaches to doing social psychological research.

Students in the course will design, pretest, and evaluate

original research projects dealing with some aspect of social cognition.

PREREQUISITE: B04 and B05.

TEACHING METHOD: Lecture and discussion.

METHOD OF EVALUATION: Several short papers, two class presentations, and a major paper reporting on student's original research.

READINGS. To be announced.

J. Peter Rosenfeld

Psychology, C21

PSYCHOBIOLOGY LABORATORY

Time: TBA

Office Address: 206 Cresap Lab

Phone: 491-3629

Expected Enrollment: 20 ONLY

COURSE DESCRIPTION: This is a laboratory course in Psychobiology. Each week the students will receive one or two introductory lectures on the particular technique to be used that week. The remainder of the weekly time (10 or more hours) will be spent in the laboratory using that technique. The content area for study involves brain wave representation of cognitive and emotional processes in humans. Therefore, the techniques utilized center around recording and computer analysis of brain waves. Between one and three original (occasionally publishable) experimental studies are done.

PREREQUISITE: C12-2 recommended (C12-1 or equivalent is sufficient). Also recommended: Computer skills, consultation with instructor.

EVALUATION: The quality of data generated (brain sections prepared, brain waves demonstrated, etc.) will be graded each week by an instructor and a teaching assistant and will comprise 75% of the grade. A final data compilation and paper on a final project will comprise 25%.

READING LIST: Handouts (paid for by students).

Ed Wisniewski
Psychology, C33
PSYCHOLOGY OF THINKING
Time: TTh 10:30-12:0, Lab Section TBA
Office Address: 211 Swift Hall
Phone: 467-1624
Expected Enrollment: 25

COURSE DESCRIPTION: This course will focus on a variety of topics in human reasoning and thinking. The course will also focus on the kinds of errors that people make in reasoning and decision making. It will examine the consequences of such errors and how and if we can improve our reasoning.

Classes will be divided into a talk by the instructor and a discussion among class members. Small groups of class members will design and run an experiment that addresses an interesting question about human reasoning, and write a paper that describes the study. Each class member will also write a theoretical paper that explores an interesting issue in human reasoning.

PREREQUISITES: Psychology, B01 and B05. Experience on the MacIntosh may be helpful.

READING LIST: To be announced.

Gail McKoon
Psychology, C34
PSYCHOLOGY OF LANGUAGE
Time: W 2:00-5:00
Office Address: 113 Swift Annex
Phone: 491-7701

COURSE DESCRIPTION: This is a seminar course (with some lectures) that presents current work in psycholinguistics, addressing such questions as how we comprehend spoken and written information, how we make inferences, and how linguistic behavior can be studied experimentally. The course involves extensive readings of original journal articles.

PREREQUISITES: Statistical Methods (B01) and Cognitive Psychology (C28)

METHOD OF EVALUATION: Homework, term paper, class participation.

READINGS: Reading packet to be announced.

Peter Frey

Psychology C35

HEURISTIC DECISION PROCESSES

Time: TTh 9-10:30

Office Address: 204 Swift Hall

Phone: 491-7405

Expected Enrollment: 20

COURSE DESCRIPTION: A major aspect of making difficult decisions is properly classifying the problem situation and then anticipating the consequences of potential actions. This course takes an exemplar-based approach to making decisions with emphasis on classification and prediction. Common computer algorithmic methods are examined with the idea that a machine might be programmed to imitate a human expert. To paraphrase George Bernard Shaw in Pygmalion, "Why can't a computer be more like a man?".

The course will emphasize a "hands-on" approach and will consider commercial applications of the relevant technology. Each student will be expected to write computer programs that implement the concepts and ideas covered in the course.

PREREQUISITIE: programming experience (C, Pascal, or BASIC)

TEACHING METHOD: The class will meet twice a week for 90 minute periods for lecture, demonstration, and discussion.

METHOD OF EVALUATION: The student's grade will be based on a midterm exam, a final exam, and programming assignments.

COURSE READINGS:

Weiss & Kulikowski (1991) Computer Systems that Learn. San Mateo, CA: Morgan Kaufmann Publishers. Several articles on closed reserve at the Reserve Book Room in the University

Library.

Ed Wisniewski

Cognitive Science C66

COGNITIVE SCIENCE PROSEMINAR

Time: Th 1:00 - 4:00 p.m.

Office Address: 211 Swift Hall

Phone: 467-1624

Expected Enrollment:

COURSE DESCRIPTION: This course surveys research topics in Cognitive Science by presenting a series of lectures given by Northwestern University faculty from the various subdisciplines of Cognitive Science (cognitive psychology, AI, linguistics, philosophy, & neuroscience). Discussion among the students, instructor, and guest speaker follow each lecture.

PREREQUISITES: Primarily intended for Cognitive Science majors who have completed the B-level introductory courses in Cognitive Science.

READING LIST: Students will read several papers per week, provided by the guest lecturer.

ctec@northwestern.edu

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

[Northwestern University](#)

Last Updated: February 8, 1994

Spring 1994 Course Descriptions

0455 French

French A05-0

FRESHMAN SEMINAR:

The Psychological Aspect of the Meal in Some French Novels

Time: 10:00 MWF

Instructor: Marie-Simone Pavlovich

Office Address: 43 Kresge

Phone: 491-4662

DESCRIPTION: Study of the psychological aspect of the meal and its symbolic significance as a function as reflected in fictional works by authors such as Rabelais, Balzac, Flaubert, Proust, Colette.

This study is based on the axiom by Brillat-Savarin: "Tell me what you eat and I'll tell you what you are", and examines the quality of the meals served at the tables of the characters from the reading list below and examines their reflection of the characters' psyche and actions.

The study will also include the showing of movies like "Babette's Feast", "Tampopo", and possibly "The Age of Innocence", as well as a showing of slides from paintings related to foods.

METHOD: Seminar, discussions on readings, oral presentations in class, etc.

EVALUATION: 3 short papers, 1 final paper that would consist of a research on the topic but could be related to English-speaking literature.

TEXTS:

Balzac: The Talisman

Colette: The House of My Mother

Flaubert: Madame Bovary

Proust: Swann's Way

Rebelais: Gargantua

BOOKSTORE: SBX

French All-3

ELEMENTARY FRENCH

Prof. Tournier, Coordinator

Time: MTWTHF at 9, 10, 11, and 1

Office Address (coordinator): Kresge 139

Phone: 491-2654

Instructors: TBA

DESCRIPTION: French All-3 is the third quarter of Elementary French. Class meets five days a week. The aim of the course is to build skills in speaking, understanding, writing and reading French through study, practice, and class activities. Note that P-N is not allowed for students who take this course because of the CAS language requirement.

PREREQUISITES: French All-2 or consent of the coordinator (Prof. Tournier)

TEACHING METHOD: Classes will include a variety of activities designed to help students acquire a knowledge of the basic French vocabulary and structures along with the ability to use what they have learned in situations of communication. Classes will be conducted in French except when explanation of grammar or other material may necessitate the use of English. Students are expected to prepare outside of class, to participate actively in class activities, and to work independently with laboratory materials.

EVALUATION: Final grades are based on class performance and attendance, homework and compositions, quizzes, 2 unit tests, and a final oral exam.

TEXTS:

-Voila, Heilenman, Kaplan and Tournier, Heinle and Heinle, 1992 (second edition). Available at Norris Bookstore.

-Voila, Cahier d'activites ecrites et orales,, Heilenman, Kaplan and Tournier, Heinle and Heinle, 1992 (second edition). Available at Norris Bookstore

-Voila, Lab Tape Program, Heilenman, Kaplan and Tournier, Heinle and Heinle, 1992 (second edition). Available at Norris Bookstore-Course packet (to be purchased from your instructor).

French A21-3

SECOND YEAR FRENCH

Time: MTWTH, 9, 10, 11, 1, 2

Janine Spencer, Coordinator

Office Address: Kresge 145 c

Phone: 491-8259

DESCRIPTION: French A21-3 is the third quarter of a three-quarter sequence that will review and build on your present knowledge of French. It will incorporate a grammar review and a variety of activities designed to increase your fluency in speaking, understanding, reading, and writing as well as develop your awareness of cultural differences between French-speaking communities and your own. Classes meet four times a week. The P/N option is not allowed when taking this course towards satisfying the CAS foreign language proficiency requirement.

PREREQUISITE: French A21-2 or placement by department.

EVALUATION: Class Participation, Quizzes, and two unit tests.

READING LIST: Bragger et al, Allons Voir, Heinle and Heinle, 1992

Cahiers d'exercices for Allons Voir

French A23-0

SECOND-YEAR FRENCH: INDIVIDUALIZED INSTRUCTION

Coordinator: Janine Spencer

Time: MTWTH Times vary, see schedule

Office Address: Kresge 145C

Phone: 491-8259

COURSE DESCRIPTION: The individualized program of second-year French is a three-quarter sequence which offers

some flexibility in determining your "specialization" and rate of progress in learning French. It includes a general grammar review (treated as an independent study), a listening comprehension program, and a choice of concentration classes. This course is not calendar-bound; students can start the first quarter at the beginning of any given quarter, except summer. Progress is measured by a series of exams (minimum 4 per quarter, no final exam), administered at regular intervals during the quarter. The exams, however, may also be taken at any time previously upon mastering a predetermined amount of material. This self-pacing and self-study feature allows students to complete the program in less than the three quarters normally required. CAS students must choose a different "specialization" each quarter. Choices are:

a) CONVERSATION: For students who wish to develop their spoken fluency, this option will offer a variety of activities requiring active oral participation.

b) COMPOSITION: For students who wish to develop their writing skills, this option is conducted as a workshop where students will write in small groups.

c) CIVILIZATION: For students who wish to develop a cultural awareness, this option deals with the cultural characteristics of French-speaking communities around the world.

d) LITERATURE: For students who wish to develop their reading skills, this option will teach strategies for understanding and enjoying modern short stories.

PREREQUISITE: Placement by department or permission of coordinator.

P/N is not allowed for CAS students who are taking the course to satisfy the language proficiency requirement.

READING LIST:

Study Packet (one per quarter)

Valette & Valette, RENCONTRES, D.C. Heath, 1985

SECOND YEAR FRENCH FOR READING

MWF 9:00

Instructor: Anne Landau

Office address: Kresge 143

Phone: 491-8269

COURSE DESCRIPTION: This course is the third quarter of 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: French A27-2 or placement by department

The P/N option is not available to students who are taking this course to fulfill the CAS language requirement.

TEXT: Shunk and Waisbrot, Exploration, Heinle and Heinle, 2nd edition

French B01

INTRODUCTION TO FRENCH STUDIES

Janine Spencer and Claude Tournier, Coordinators

Office: Kresge 145C/ Kresge 139

Phone: 491-8259/491-2654

Instructors: see Schedule

Time: MWF at 10 and 11

COURSE DESCRIPTION: French B01 is a third-year course designed primarily for students who have completed a second-year French course at Northwestern, and for those 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. The course is offered each quarter; its contents are calendar-bound. Although students may take up to three quarters of B01, they may not repeat a "seasonal" quarter (i.e., Fall, Winter or Spring).

EVALUATION: Class participation, regular oral and written assignments, quizzes, two midterms.

PREREQUISITES: 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

-Francoise Sagan, Bonjour Tristesse , Livre de Poche

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

WRITING WORKSHOP

Time: MWF 10 , 11 and 1

Coordinator: Janine Spencer , Kresge 145c (491-8259)

COURSE DESCRIPTION: This course is designed to develop and improve your writing skills through a variety of activities. Selected grammar points will be discussed in class. Homework will include short writing exercises and compositions as well as the preparation of grammar exercises.

PREREQUISITES: B01-1 and /or B01-2, or placement by the department.

TEACHING METHOD: A writing workshop, with written and oral activities organized around communicative strategies.

Students will be expected to prepare at home and/or the computer lab for each class session.

EVALUATION: The final grade will be based on class participation, homework, quizzes and 2 exams.

Required Texts: Available at Norris and SBX

- Gerrard et al, En train d'ecrire, McGraw-Hill, 1993
- Carlut & Meiden, French for Oral and Written Review, Holt, 1992

Recommended reference material:

- Collins Robert French -English, English French Dictionary (or a good bilingual dictionary)
- Micro-Robert de Poche (Midwest European Bookstore)

Other suggested material:

Microsoft Word French Proofing Tools for Macintosh, Alki Software Corp, available at the Norris Microcomputer Store

French B03

INTERMEDIATE CONVERSATION

MWF 10 (section 20 only. See Prof. Mead's description for section 21)

Note that the first class will be held on Tuesday March 29!

Instructor: Prof. Tournier

Office: 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 Bookstore.

French B03 Section 21

INTERMEDIATE CONVERSATION

Time: MWF 12:00

Instructor: Gerald Mead

Office: 146C Kresge

Phone: 491-7567 (am), 491-8262

COURSE DESCRIPTION: This course is designed to build fluency in speaking and understanding French. Classes will concentrate on increasing listening comprehension, building vocabulary and idiom use, and enhancing communication skills.

PREREQUISITE: One other B-level French course. Note that permission from the French Department is required. Obtain a permission slip in Kresge 145 during registration.

TEACHING METHOD (SECTION 21 ONLY): This section of B03 will use daily news broadcasts received by satellite from France rather than a text. Students will be required to view videotaped broadcasts in the language laboratory in preparation for class discussion and conversation. Cultural notes and vocabulary aids will be provided for each program. Occasional individual presentations. In addition, there will be some basic exercises in pronunciation.

EVALUATION: Final grades will be determined by weekly evaluations based on class participation, pronunciation exercises, worksheets, and 2 or 3 listening comprehension exams including a final.

TEXT: No specific text required, but students should have a good (i.e., not pocket-book size) French/English

dictionary, for example Harrap's French Dictionary (\$28)
or Harper-Collins-Robert (\$27.50)

French B10

INTRODUCTION TO FRENCH LITERATURE

Time: MWF 1:00

Instructor: Anne Landau

Office Address: Kresge 143

Phone: 491-8269

DESCRIPTION: When we study literature, what resources do we bring to its interpretation? How do we judge a work, its relevance, its potential? Is it well written? Does a text play on different levels? Whom does a text address? Is its form an appropriate vehicle for its content? Do I . . . the reader or viewer, enter into a relation with it . . . the work? These are questions we will address as we study examples of major genres (fiction, drama, poetry).

In this course, students will analyze specific parts of texts or film, or specific poems. Through class discussions and a series of short papers and presentations, they will assess the relation of content to form. In doing so, they will develop a terminology useful in talking and writing about literature. They will then be asked to evaluate their relation to the work, making the reader's or viewer's participation part of the whole intended literary process.

EVALUATION: Class participation: oral presentation; written papers (in French).

PREREQUISITE: French B02, AP of 5, departmental placement.

READING LIST:

Schwarz-Bart, *Le Dernier des Justes*

Ben Jelloun, *La Nuit Sacree*

Anouilh, *Antigone*

Ionesco, *La Lecon*

Film: *Monsieur Klein*

Selection of poems and short texts (course packet)

French B71

INTRODUCTION TO THE FRENCH NOVEL

Time: T TH 1-2:30

Instructor: Jane Winston

Office Address: Kresge 129

Phone: 491-8268

DESCRIPTION: This course focuses on French and North African novels as well as several of their film adaptations. Paying close attention to the social, cultural, and historical context from which each novel emerged, we will analyze in detail its structure and narrative mode (psychological, realist, anti-novel, etc.). As we develop a sense of the novel as genre, we will discuss the changing representations of love and women through the centuries and across cultures.

TEACHING METHOD: Short lectures and class discussion.

EVALUATION: Student participation is vital to this class. Students are expected to attend class regularly, keep current in their readings, and participate often. Students are also required to write two papers and to prepare a short oral presentation.

READING LIST:

Abbe Prevost, Manon Lescaut (Film by Georges Clouzot, Manon)

Honore de Balzac, Eugenie Grandit

Gustave Flaubert, Un coeur simple

Marguerite Duras, Le ravissement de Lol. V. Stein (Film, India Song)

Assia Djebar, Les Enfants du nouveau monde

French C03

ADVANCED CONVERSATION

Time: MWF 10:00, 11:00

Instructor: Anne Moreau

Office Address: Kresge 43

Phone: 491-4662

DESCRIPTION: The goal of this course is the development of oral proficiency through speech functions, conversational routines and patterns. In order to achieve this goal, emphasis will be put on extensive examination of French press and French television news,

and spontaneous expression through dialogues and discussion. Special emphasis will be placed on group work and culturally appropriate usage.

TEACHING METHOD: Audio-visual and spoken dialogue based on homework and lab preparations.

EVALUATION: Students will be evaluated on oral individual presentations and also on a group basis. Preparation and participation will also be important parts of the final evaluation. Therefore regular attendance is essential. Mid-term testing the oral comprehension of the student. Final exam based on group presentation and final individual interview.

TEXT: TBA

PREREQUISITES: B02, B03, C02-1 & -2, or consent of instructor.

French C15

FRENCH LITERATURE AND CULTURE: THE MODERN PERIOD

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

Instructor: Michal P. Ginsburg

Office Address: 146b Kresge

Phone: 491-8261

Expected enrollment: 15

COURSE DESCRIPTION: In Spring quarter the course will focus on the 19th and 20th century. Rather than aiming at coverage of all important genres, authors, and texts, we will concentrate on some issues which are crucial for the "modern" period.

There will be three units in the course.

In the first one we will investigate the place of art in a market economy. Through a reading of two short works by Balzac and some theoretical texts we will discuss the "commodification" of art and the ways in which it necessitates a redefinition of culture (the question of "mass culture"). In the second unit we will discuss the way urban life changes in the 19th century. We will read poems, prose poems, and critical writings by Baudelaire;

writings by Walter Benjamin about Baudelaire and about Paris "the capital of the 19th century"; and some critical writings about the visual arts in the second half of the century. In the third and last unit we will look at the ways in which 20th century rethinking of the status of the human subject impinges on the writing of history and of narrative.

TEACHING METHODOLOGY: Short lectures, class discussion.

Class is open to non-majors who have the ability to read the French texts in the original. Non-majors can write their papers in English and participate in class discussion in English.

EVALUATION: Evaluation will be based on class participation, class presentation and three short papers (one on each unit).

French C80

POLITICAL AND SOCIAL THOUGHT IN FRANCE

Time: T TH 9-10:30

Instructor: Jane Winston

Office Address: Kresge 129

Phone: 491-8268

DESCRIPTION: From the late 1930s through the 1950s, France experienced several traumatic social and political events--World War II and the German Occupation, the Indochinese conflict and the Algerian War of Independence, and the nearly successful student-worker revolution of May '68. In this course, we will analyze the ways in which French intellectuals interpreted and reacted to these events. Our Occupation era readings will include anti-Semitic texts by Celine, Drieu La'Rochelle and Lucien Rebatet, as well as Marguerite Duras's war journal, *La Douleur*, and Sartre's *Reflections sur la question juive*. We will also read selections from clandestine Resistance newspapers and the anti-Semitic newspaper, *Je suis partout*. On the colonial struggles for independence, we will study Sartre's *Orphee noire*, selected pieces by Leopold Senghor and Fritz Fanon's *Peau noire, masques blancs*. We will also view the film, *Battle of Algiers*. We will

finish with a close look at May '68, including selections from Louis Althusser and student manifestos.

TEACHING METHOD: Class discussion and short lectures.

EVALUATION: Class participation will play a large role in student evaluation: students are expected to keep their readings current and contribute often and in meaningful ways to our discussions. Students will also be responsible for two written assignments and several brief oral reports.

French C90

FRENCH PLAY

Time: T TH 3-5:30

Instructor: Todd Straus

Office Address: 143 Kresge

Phone: 491-8269

DESCRIPTION: Students in this course constitute a French Theatre Troupe and come together to stage a French play at the end of the Quarter. Students participate in every aspect of the preparation and performance of the play from learning, rehearsing and performing a role and discussing the text to making props, imagining costumes, making masks, and writing parts of the program. The choice of a specific play will depend upon the number of students who enroll in the course. In addition to the regularly scheduled class hours, there will be evening and/or weekend rehearsals which will be arranged to suit the schedules of the student participants.

French C96-7

Junior Year Tutorial

UNDERSTANDING POETRY THROUGH TRANSLATION

Gerald Mead

Time: W 2:30-5:00

Enrollment: Maximum 8

Office: Kresge 146 C

Phone: 491-7567, 491-8262

DESCRIPTION: This tutorial will offer students an intense experience in working with problems of meaning,

understanding, and expression in language. Although it requires at least a B-level knowledge of French, it is not designed specifically for French majors but rather for students who are interested in both the practical and creative challenges of language as they are encountered in translating poetry. Students will also become familiar with works of some of the major poets writing in French from the late nineteenth century to the contemporary period including French, African, Canadian, and Caribbean authors. The course will begin by examining and discussing theoretical problems of translation, for example, linguistic equivalencies and inadequacies, semantic and aesthetic conflicts, cultural contexts, the goals of translation, etc., and then move to its main activity of critical analysis and discussion of students' translations, comparing them to each other and to selected published translations. During these "practical" sessions, students will be required to explain and defend their own efforts, to analyze and discuss that of their colleagues, and, in some cases, to produce a collective work. For some exercises, the class will be divided in two, each group producing works to be compared to those of the other group. During the last three weeks of the course, each student will prepare a "collection" of six to eight translations from a single or several poets which will be presented and discussed in class. This collection, then, with an introduction and notes, will be submitted as the final project for the tutorial.

PREREQUISITES: Two B-level French courses or equivalent, or permission of instructor

METHOD: Discussion: Seminar format; one 2 1/2 hour meeting per week

EVALUATION: Weekly assignments and participation 60%; final project 40%

TEXTS:

A collection or course packet of articles on the theory and practice of translation.

An anthology and handouts of 19th and 20th-century poetry in French.

A good French/English, English/French dictionary, for

example, Harrap's French Dictionary (\$28), Harper-Collins-Robert (\$27.50).

French D10 and D20

Winter-Spring 1993-94

Reconfiguring Subjectivity in the Middle Ages and the Renaissance

William Paden (491-5490) and Tilde Sankovitch (467-1448)

Tuesdays, 3:00 pm to 5:30 pm

Kresge Hall, Room 122

DESCRIPTION: The course will offer a juxtaposed study of the Middle Ages and the Renaissance in the double perspective of period theories and theories of the self. The syllabus will be organized into three areas, Fictions of the Self, Writing the Self, and Women and Subjectivity, which will be framed within the question, What do these periods mean? Is the traditional periodization justified in terms of a focus on subjectivity and the self?

METHOD: Seminar/discussion. Both professors will be involved in every class, and will alternate in leading discussion. It is assumed that all students will be able to read Modern French. For graduate students in French and others who are interested, the course will provide beginning training in reading Old French.

EVALUATION: Students will write one substantial paper, to be handed in at the end of the two quarters. For graduate students in French, a one-hour examination on translation of Old French passages studied in class.

TEXTS: (for the two quarters tentatively)

Primary Sources:

Abelard and Heloise. Letters of Abelard and Heloise, trans.

Betty Radice. Harmondsworth: Penguin, 1974. \$6.95

St. Augustine. Confessions of St. Augustine, trans. John K.

Ryan. Garden City, NY: Doubleday, 1960. \$6.95. OR:

Trans. R.S. Pine-Coffin. Harmondsworth: Penguin, 1961.

\$6.95

Chretien de Troyes. Arthurian Romances, trans. William W.

Kibler. Harmondsworth: Penguin, 1991. \$8.95

Guibert of Nogent. Self and Society in Medieval France: The

Memoirs of Abbot Guibert of Nogent (1064?-c. 1125), ed. John F. Benton. Toronto: U Toronto P, 1984. \$11.95
Marie de France, *Lais*, traduits par Laurence Harf-Lancer, *Livre de Poche* (Paris: Librairie Generale Francaise, 1990)
Montaigne, *Essais* (Livre III)
Rabelais, *Gargantua*
Villon, Francois. *Le Testamen*, ed. Jean Rychner and Albert Henry. Geneva: Droz, 1974. Vol. 1 only. \$11.50
Xeroxed materials by troubadours and trobairitz, Chretien de Troyes, Ronsard and Du Bellay, Jodelle, Louise Labe, the Dames des Roches, Christine de Pizan, Marie de Gournay
Secondary Sources:
Burckhardt, Jacob. *The Civilization of the Renaissance in Italy* (1860). \$10.95
Kerrigan, William, and Gordon Braden. *The Idea of the Renaissance* (1989). \$14.95
Morris, Colin. *The Discovery of the Individual 1050-1200* (1972). Price?
Kelly, Joan. "Did Women Have a Renaissance?" *Women, History and Theory: The Essays of Joan Kelly*. Chicago: University of Chicago Press, 1984. 19-50. \$10.95
Xeroxed materials: Paden, "Europe from Latin to Vernacular in Epic, Lyric, Romance", "Scholars at a Perilous Ford."
Others.

French D30

17th Century French Literature:

THE ARISTOCRATIC SOCIETY AND THE SELF IN THE SEVENTEENTH CENTURY

Time: 3-5:30

Instructor: Sylvie Romanowski

Office Address: Kresge 150E

Phone: 491-2772

DESCRIPTION: The works of Corneille, Racine, Lafayette, La Rochefoucauld, Pascal and others were written by and for a relatively small segment of French society, the middle and upper classes, whose leadership lay in the nobility of the court and the monarchy. Identities, self-understanding and motivations for actions were shaped by a type of society based on birth, rank, tradition, group existence and hierarchy, a society shaped by very different assumptions regarding human identity from

those of our modern democratic, technological society. At the same time, other strands were operating in this society: the thrust towards individualism existing since the Renaissance, the growing importance of science and objective knowledge in the post-Copernican and Cartesian universe, as well as strong currents of religious and philosophical pessimism. The 17th century thus lies at the cross-roads of several powerful developments, one of which will be the primary focus in this course, in conjunction with the theme of the Humanities Center: the impact and influence of the aristocratic and courtly structures in shaping the self, as seen through major works of the period.

We will read for background from books placed on reserve, such as N. Elias, *La societe de cour*, A. Scaglione, *Knights at Court*, P. Benichou, *Morales du grand siecle*, S. Greenblatt, *Renaissance Self-Fashioning*, and authors to be chosen from: Corneille, Descartes, Racine, Pascal, Moliere, Lafayette, *La Bruyere* and *La Rochefoucauld*. There will also be a course packet.

Works to be read:

Corneille, *Le Cid*
Racine, *Andromaque*
Descartes, *Discours de la Methode*
Pascal, *Pensees*
Moliere, *Le Misanthrope*
Lafayette, *La Princesse de Cleves*
La Rochefoucauld, *Maximes*

Selections from the course packet will include texts by Chevalier de Mere, Saint-Simon and *La Bruyere*, among others.

ctec@northwestern.edu

[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: February 8, 1994

Spring 1994 Course Descriptions

0457 Italian

Italian A01-3

ELEMENTARY ITALIAN

Concettina Pizzuti, Course Coordinator

Time: MTWTF 9, 10, & 11:00am

Office : Kresge 142

Phone: 467-1987

COURSE DESCRIPTION: This course is the third in a three-quarter course sequence of beginning Italian. The objective of the course is to continue to build basic skills in understanding, speaking, reading and writing Italian through daily practice. This quarter will place particular emphasis on the oral skill. Classes are conducted in Italian except when explanation of grammar or other material necessitates the use of English.

PREREQUISITE: A01-2 or permission of course coordinator.

TEACHING METHOD: Grammar will be taught inductively and practiced in the classroom. Conversation skills will be developed through oral exercises, and "situations".

EVALUATION: Class performance, quizzes, and oral finals.

TEXTS: Prego!, Lazzarino, 1990

Workbook and Lab Manual for Prego!

Italian A02-3

INTERMEDIATE ITALIAN

Concettina Pizzuti, Coordinator

Time: MTWF 10:00, 12:00

Phone: 467-1987

Office: Kresge 142

COURSE DESCRIPTION: The course is designed to build on basic

skills in Italian language through grammar review, cultural and literary readings, and the integration of audio/video material. The 12:00 section will concentrate on THEATRE, as in the two previous quarters.

PREREQUISITE: Italian A02-2 or permission of course coordinator.

TEACHING METHOD: Class time will be divided between oral exercises (students review grammar at home) and the sharpening of conversation skills. Class is conducted in Italian except when explanation of grammar or other material may necessitate the use of English.

EVALUATION: Grades will be based on class participation, quizzes, homework and an oral final.

TEXTS: Merlonghi, *Andiamo Avanti!*, 1992

*An Italian-English/English-Italian dictionary is highly recommended (Garzanti, Collins-Sansoni).

Italian A33/34-3

INTENSIVE ITALIAN

Concettina Pizzuti, Course Coordinator

Time: MTWTF 3-5:00

Office: Kresge 142

Phone: 467-1987

COURSE DESCRIPTION: Italian A33/34 is an intensive program at the elementary and intermediate levels. Designed as an alternate to the A01-A02 sequence, it allows students to complete two years work in three quarters. Students must enroll in both A33 and A34 concurrently and will receive one credit and a grade for each course. The entire year's sequence of A33-1,2,3 and A34-1,2,3 will have to be completed in order to fulfill the language requirement for CAS. Italian A33/34 is not an individualized language course. Students must attend classes as well as carry out some individual laboratory assignments.

A student may complete the language requirement in 3 quarters rather than 6 through this course. Those interested in pursuing advanced courses in Italian will be able to do so by the beginning of their fourth quarter of studies in the

language. A student with previous language training or linguistic ability may go at a faster pace than possible in a normal class situation.

Students not completing the entire 3-quarter sequence can continue in an A01 or A02 program equivalent to their level of achievement.

PREREQUISITE: Italian A33/34-2 or permission of course coordinator.

TEACHING METHOD: Class time will be divided between oral exercises (students review grammar at home), the development of basic conversation skills, and particular emphasis will be placed on oral skill. Grammar will be taught inductively. Video tapes, magazines, slides and recordings will be used to supplement the chosen textbook. Class is conducted in Italian except when explanation of grammar or other material may necessitate the use of English.

EVALUATION: Grade will be based on class performance, presentations, quizzes, a written and oral final.

Credits: Two units per quarter. Completion of this intensive language program with a grade of "C" or better will fulfill the CAS foreign language requirement. P/N allowed, but will not fulfill CAS requirement.

TEXTS: 1. Prego!, Lazzarino, 1990
Workbook and Lab Manual for Prego!
2. Racconti Del Novecento, Olken and Mazzola, 1991

Italian B03
THE CULTURE OF UNIFIED ITALY
Instructor: Karen Pinkus
Time: MWF 11:00
Office: Kresge 126A
Phone: 491-8255

COURSE DESCRIPTION: "The Culture of Unified Italy" is the third in a series of courses offered at the B-level. This course will help to prepare students to do advanced work in Italian literature and culture. We will examine various forms of cultural production from the 20th century in Italy, including

literature, visual arts, fashion, film, and television. The course will end with a questioning of the very concepts of nationalism that have defined Italy throughout the century, especially in light of the defined "tangentopoli" scandals, the new multiculturalism of the Italian peninsula, and the resurgence of a new language of separatism and racism. Each week will be devoted to a different movement or topic, but throughout the quarter we will also read a novel in its entirety: Tomaso di Lampedusa, *Il Gattopardo*, an extremely acute portrait of the transition between a "regional" Italy and a "unified" Italy. Some emphasis will also be placed on developing vocabulary and strengthening grammar.

PREREQUISITES: At least one other course on the B-level in Italian or admission to the Bologna program.

EVALUATION: Class presentations, short quizzes, and oral examination.

Italian C60

20TH CENTURY ITALIAN POETRY (IN ITALIAN)

Time: 10:30-12 Tu-Th

Instructor: Mario Moroni

Office: Kresge 105A

Phone: 491-8271

Office hr.: Tu-Th 1-2

COURSE DESCRIPTION: Twentieth-century Italian poetry in its various manifestations, with its diverse movements, currents, and "isms," is a landscape full of surprises, as the solutions and responses to the artistic and cultural problems which have arisen have been complex and often extraordinary. This course is a survey of major poets and poetic texts of 20th-century Italy. It will not only offer a panoramic view, however, but will also focus on some specific themes conveyed by the poetics of the individual authors. Some of the authors whom we will read are: Gabriele D'Annunzio, Filippo T. Marinetti, Eugenio Montale, Giuseppe Ungaretti, Pier Paolo Pasolini, and Amelia Rosselli. Among other themes we will concentrate on the representations of the poetic self inscribed in the different poems, and address issues such as gender differences, memory, and identity. The course will be based on introductory information on the various authors, close readings of individual poems, followed by the

comprehension of the vocabulary and the interpretation/discussion of the poetic texts. Short compositions about the poems will be assigned as homework. The students will also be asked to write their own poems, according to themes and ideas that will emerge from the discussions. Various media will be used: pictures, slides, and a series of poetry readings on video.

TEACHING METHOD: Readings, group discussions, grammar and vocabulary comprehension.

EVALUATION: Attendance, participation, 3-4 compositions (1-2 pages each), mid-term exam, final paper (4-5 pages).

READING LIST: Twentieth-Century Italian Poetry, Edited by John Picchione and Lawrence R. Smith (at SBX).

ctec@northwestern.edu

[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: February 8, 1994

Spring 1994 Course Descriptions

0459 Portuguese

Vera R. Teixeira

Portuguese A01-3

INTENSIVE ELEMENTARY PORTUGUESE

Time: M-F 1:00

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: A01-2 or permission of instructor.

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 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 Port.

C06, 20th C. BRAZILIAN LITERATURE.

TEXT: Paiva, Tolman, Jensen, Parson Travessia (Part I), Text and workbook, Georgetown University Press.

Vera R. Teixeira

Portuguese C97-0

TOPICS IN LUSO-BRAZILIAN CULTURE AND CIVILIZATION

Time: 3 MWF

Office Address: Kresge 138

Phone: 491-8283

COURSE DESCRIPTION: This course proposes to study the historical and social background of Luso-Brazilian civilization from the Portuguese voyages of discovery to the present. It will examine five centuries of Brazilian history and its progress from a colony to a federative republic. From the historical perspective, the course will focus on a) the settlement and nature of the colonies; b) the peaceful process of independence; c) the monarchy; d) one century of republic. Within the historical context, the course will study specific themes related to: a) the land; b) the people; c) society; e) culture; and f) politics and economics.

PREREQUISITES: None.

TEACHING METHOD: Lectures, class presentations, and class discussions. Classes will be conducted in English.

EVALUATION: 4 short papers (3-5 pages) on selected major themes to be presented for class discussion (25%); a midterm (20%), final examination (30%), and class participation (25%).

READING LIST: The reading list has not been compiled at this time. Readings will include selections from such works as:
David T. Haberly - Three Sad Races: Racial Identity and National Consciousness in Brazilian Literature
Rollie E. Poppino - Brazil: The Land and the People
Donald E. Worcester - Brazil: From Colony to World Power
Bradford E. Burns - A History of Brazil
Alfred Stepan - Democratizing Brazil

All required readings will be English translations of the

Portuguese texts, or of studies originally available in English. Papers may be written in Portuguese, Spanish, or English.

SAMPLE TOPICS:

1. Portugal: the overseas discoveries
2. Brazil: settlement of the original colonies: the Indians, the missionaries, the invasions.
3. Geography: physical and political characteristics
4. Territorial expansion: north-south, east-west
5. The Portuguese language and national unity
6. The northeast: the cradle of the nation

ctec@northwestern.edu

[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: February 8, 1994

Spring 1994 Course Descriptions

0463 Hispanic Studies--Spanish

Renate Robinson, Coordinator
Hispanic Studies A01-3
Elementary Spanish
Time: MTWF 9,10,11,12,1,2
Office Address: 133 Kresge
Phone: 491-8277

Course Description: This is the third quarter of the standard three-quarter introductory Spanish sequence. It meets four days a week in regular class sessions, including approximately one hour in the language laboratory. Emphasis is placed on speaking, reading, writing, and oral comprehension. Students will be presented with audio-visual material to further develop listening and conversation skills.

Prerequisite: A01-2

P/N is not allowed for majors, or to fulfill the foreign language requirement.

Evaluation: Homework, quizzes and examinations, oral interviews, compositions and class participation.

Reading List: Galloway & Labarca Vision y Voz (textbook, workbook, lab book and set of audio tapes), Destinos, Viewers Handbook McGraw Hill. TBA Supplementary Readings

Sonia Garcia
Hispanic Studies A02-2
INTERMEDIATE SPANISH
Time: MTWF 8,9,10,11,12,1,2
Office Address: Kresge 136
Phone: 491-8136

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 system. P/N is not allowed.

EVALUATION: Classroom participation, attendance, oral interviews, compositions, departmental exams, and a video activity.

READING LIST: Kupferschmid & Dorwick. Un paso mas (McGraw-Hill Textbook, Workbook/Lab Manual, Laboratory Tape Program (Norris)

Agnes Lugo-Ortiz

Hispanic Studies A05-6

Freshman Seminar: Culture and Politics in Modern Latin America: the Mexican and Cuban Revolutions

Time: MW 2-3:30

Office Address: 241 Kresge

Phone: 491-8129

COURSE DESCRIPTION: In this seminar we will discuss a sample of the cultural production generated around two of the major revolutionary processes of twentieth-century Latin America: the Mexican Revolution of 1910 and the Cuban Revolution of 1959. Revolutions do not only entail political and economic transformations but intense cultural changes as well. The specificities of these changes will be the subject of our discussions: What kinds of new cultural goods were produced? How did they relate to the various socio-political projects put forward by the revolutionary movements? How did a concern for history (and the interpretation of history) condition part of the literary and artistic production of these periods? What kind of institutional contexts supported and/or restricted cultural activity? The material to be discussed in this course is drawn from the literature, art, music and cinema that emerged from the revolutionary milieu, and it will be analyzed in relation to selected historical studies.

TEACHING METHOD: Introductory lectures and class discussion.

EVALUATION: Two-page weekly reading reports, and two short papers (10 pages each). Class participation.

READING LIST: (selected major works only):

Novels by Mariano Azuela, Rosario Castellanos, Carlos Fuentes, Alejo Carpentier, Miguel Barnet and Reynaldo Arenas; Art: engravings by J.G. Posada and paintings of the Mexican mural movement (Diego Rivera et. al.); Films: Gutierrez Alea's The Last Supper and H. Solas' Lucia; Music: The Mexican revolutionary Corrido and the Cuban "New Song"; Historical readings by J. Katz, L. Perez and J. Benjamin, among others.

BOOKSTORE: To be determined.

Renate Robinson, Coordinator
Hispanic Studies A15-2
ACCELERATED FIRST-YEAR SPANISH
Time: MTWF 9,10,11
Office Address: Kresge 133
Phone: 491-8277

COURSE DESCRIPTION: For students with some previous experience in Spanish. Four class meetings per week plus one hour per week in the language laboratory. Emphasis is placed on speaking, reading, writing, and oral comprehension. Students will be presented with audio-visual material to further develop listening and conversation skills.

PREREQUISITES: A15-1; P/N is strongly discouraged

EVALUATION: Homework, quizzes and examinations, oral interviews, compositions, class participation, and a video activity.

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.

Gonzalo Diaz Migoyo
Spanish B01-2

Introduction to the Literature of Spain (XVI-XVII centuries)
Class: MWF 1:00, 144 Kresge
Office: Kresge 239, TTh 2:00-3:00pm (491-8658)

Course Description

Basic survey of the classical period of Spain's literature-- XVI and XVII centuries or "Siglo de Oro"-- in three of its genres: lyric poetry, prose fiction, and theater. The course follows a chronological order and will focus on representative readings (in Spanish) and literary commentary, with special attention to historical context. Authors and texts read: Garcilaso, Fray Luis de Leon, San Juan de la Cruz, Lazarillo, Don Quijote (selections), Fuenteovejuna, Lope de Vega, Gongora, and Quevedo.

Textbook

A. Sanchez Romeralo & F. Ibarra,
Antologia de autores espanoles, 1, Antiguos
(MacMillan, latest edition)
Norris Bookstore

Teaching Method:

Lectures and discussions IN SPANISH.

Evaluation:

Midterm, final, and class participation.

Prerequisites:

Spanish A02-3, or placement at B level in Placement exam

Lois Barr, Coordinator

Hispanic Studies B03-3

COMPOSITION AND CONVERSATION

9-10:30 TuTh, 10MWF, 11MWF, 2MWF

Office Address: Kresge 136

Office Phone : 1-8136

COURSE DESCRIPTION: SECTIONS 21, 22, 25

B03 is an intermediate level Spanish course designed to improve students' skills in all areas: speaking, listening, reading comprehension, and writing. Conversation and composition centers on current issues of importance in the Hispanic world, and topics are drawn from recent films, novels, essays, and plays. The spring quarter focuses on the

Hispanic community in the United States. Students will examine the media, explore the neighborhoods of this community, and read short selections by and about Latinos.

EVALUATION: Class participation

2 oral presentations

Midterm

4 compositions

Final Exam

READING LIST: Patricia V. Lunn, Investigacion de gramatica
(Norris)

Photocopies (Kresge 235)

FILMS: El Norte

El Mariadu

El gringo viejo

Memorias de subdesarrollo

and others.

Spanish B03- 20

TuTh 9:00-10:30 Section 20

B03 is an intermediate level Spanish course designed to improve students' skills in all areas: speaking, listening, reading, comprehension, and writing. In this section, conversation and composition will center on selected masterpieces of Latin American literature, newspaper readings, and additional materials of cultural relevance.

EVALUATION: Class participation, oral presentations, mid-term, compositions, final exam.

READING LIST: Cinco Maestros (Borges, Garcia Marquez, Cortazar, Donoso, Rulfo); Patricia V. Lunn, Investigacion de gramatica, photocopies (Kresge 236), Films to be announced.

Hispanic Studies B03-3

COMPOSITION AND CONVERSATION

1:00 Sections 23 & 24

The students in these two sections will participate in the production of a one-act play. They will keep a journal and

will write a final evaluation of their experience. The students will be involved in many facets of the production besides acting, directing, costumes, sets, light & sound, videotaping, publicity, music, and stage management. There will be some grammar review, pronunciation tapes from scenes of the play, and improvisation to create a relaxed and cohesive group. As the play will be performed during the eighth week, class members should keep their schedules free of conflicts during the seventh and eighth weeks of the quarter.

EVALUATION: Participation
Presentation of the Play
Journal
Final Evaluation Essay

11:00 Section 26
Hispanic Studies B03-3 (Section 26)
Introduction to Spain
11 MWF
Office Address: Kresge 236
Phone: 491-8249

Course Description: This course will provide an introduction to contemporary Spanish society, culture and politics, with emphasis on the period of Franco's dictatorship, the transition to democracy, and Spain's incorporation into the European community. Special attention is given as well to the development of fluency and accuracy in the speaking, comprehension, and writing of Spanish. The course is conducted entirely in Spanish. It is designed for, but not limited to, students planning to study in Spain.

Prerequisites: Hispanic Studies A02-3 or the equivalent.

Requirements: Active class participation, including leading discussions; four compositions; and a final exam.

Reading and Study from:

Spanish National Television Newscasts
B. Bennassar, Historia de los espanoles, II
Salvador de Madariaga, Spain, a Modern History
De Miguel, Armando. Los espanoles
Gregorio Salvador, Lengua espanola y lenguas de Espana
Pierre Vilar, Historia de Espana

Hispanic Studies B03 Sample syllabus

- 3-IV Introduccion al curso
- 5-IV Geografia de Espana

- 8-IV " "
- 10-IV Telediario (Composicion sobre vision de Espana)
- 12-IV Lenguas de Espana

- 15-IV Guerra Civil
- 17-IV Telediario (Composicion, A)
- 19-IV Guerra Civil

- 22-IV El regimen del Generalismo Francisco Franco
- 24-IV Telediario (Composicion, B)
- 26-IV El regimen del Generalismo Francisco Franco

- 29-IV La transicion a la democracia
- 1-V Telediario (Composicion, A)
- 3-V La transicion a la democracia

- 6-V La estructura politica de la Espana actual
- 8-V Telediario (Composicion, B)
- 10-V Los partidos politicos

- 13-V La economia de la Espana actual
- 15-V Telediario (Composicion, A)
- 17-V Espana y la Comunidad Europea

- 20-V La sociedad espanola
- 22-V Telediario (Composicion, A)
- 24-V La sociedad espanola

- 27-V La Universidad y el sistema escolar
- 29-V Telediario (Composicion, B)
- 31-V Repaso/clausura

Gonzalo Diaz Migoyo

Hispanic Studies C23-0

CERVANTES

Time: 2:00-3:30 Monday & Friday

Office: Kresge 239

Phone: 491-8284

COURSE DESCRIPTION: Reading and commentary of Don Quijote. The first in the genre and still the novelists' novel, Don Quijote is also the best mirror of life in Spain at the beginning of the XVIIth. century. Its main characters have, nonetheless, a universal transcendence, valid for all times, and their adventures are as interesting today for us as they were then. The reading of Don Quijote is also the obligatory cultural exercise of whoever tries to learn about the Hispanic world. We shall read it, then, as much to amuse ourselves as to agonize with the Knight of the Sorrowful Countenance, to learn good Castilian Spanish as much as to learn how to be humane.

PREREQUISITES: A fair knowledge of Spanish, generally the proficiency achieved after B courses in literature, or permission of the instructor.

TEACHING METHOD: Previous reading by students of chapters assigned for each class. Instructor's presentations of pertinent themes. General discussion.

GRADING: Class participation: 25%. Final exam: 35%. Final paper (5-10 pages): 40%.

TEXT: Miguel de Cervantes, Don Quijote, ed. Martin de Riquer [Europa Bookstore]

Joan Ramon Resina

C35-0

The Contemporary Spanish Novel

Time: 11:00 MWF

Office: 231 Kresge

Office Phone: 1-8282

Spanish fiction in the eighties and nineties has turned away from the objectivist documentary style of the nineteen sixties and from the rarefied formalism of the seventies to exploit established narrative forms and popular genres. Renewed interest in the mystery novel, in the detective story, in romance, or in a thoroughly fictionalized historical or intellectual novel has brought authors to the attention of a wide readership through a ludic and self-conscious manipulation of traditional forms in the detached

and at times parodic manner that characterizes postmodern fiction. This course will survey works by some of the most popular authors in the current Spanish literary market.

Grading will be based on the intensity and significance of the student's participation in class discussion, on at least one class presentation, and one term paper.

Humberto Robles

Hispanic Studies C90-0

UNDERGRADUATE SEMINAR:LITERARY REACTION TO THE MEXICAN REVOLUTION

Time: Tuesday 2 - 4 PM

Office Address: 236 Kresge

Phone: 491-8249

E-Mail: hrobles@merle.acns.northwestern.edu

Expected Enrollment: 10

COURSE DESCRIPTION: The course will focus on the evolving interpretations of the Mexican Revolution of 1910 as it is portrayed in outstanding works of fiction of the last 60 years. Students will be advised as to historical and theoretical readings. Moreover, they will be encouraged to explore reactions to the Mexican Revolution as seen in other media: painting (Orozoco, Posada), music (corridos), essay (Paz), etc.

PREREQUISITES: Senior. Reading knowledge of Spanish is required, discussion in English.

TEACHING METHOD: Seminar

EVALUATION: Participation, reports, and a final paper.

READING LIST: (tentative)

AZUELA, Mariano, THE UNDERDOGS (Signet Books)

FUENTES, Carlos, THE DEATH OF ARTEMIO CRUZ (Farrar, Strauss, Giroux)

GARRO, Elena, RECOLLECTIONS OF THINGS TO COME (The University of Texas Press)

REVUELTAS, Jose, HUMAN MOURNING (University of Minnesota Press)

RULFO, Juan, PEDRO PARAMO (Grove Press)

YANEZ, Agustin, THE EDGE OF THE STORM (The University of Texas Press)

OUTSIDE READINGS:

Historical and critical reading will be selected from the writings of: Arendt, Benjamin, Brinton, Hobsbawm, Ehrmann, Paz, Mendoza, Meyer & Sherman, Mullaney, Rutherford, Siqueiros, Walton, and Williams among others.

Spanish C98

Dario Fernandez-Morera

Topics in Literature: Ideas Myth, and History in Spanish Literature

TuTh 10:30-12 144 Kresge

Office: Kresge 244

Phone: 1-8281

COURSE DESCRIPTION:

This class will examine, in translation, a number of texts that illuminate selected topics relevant both to the Spanish sixteenth and seventeenth centuries but to our own. These topics may include: the Myth of the Golden Age; the cultural clash between Europe and the Amerindians; contemporary ideas on philosophy, religion, morality, economics, international law, etc.

TENTATIVE READING LIST:

Selections from Cervantes' Don Quijote; poetry and prose by St. Theresa of Avila and Fray Luis de Leon; writings by the Spanish scholastics and humanists (Vitoria, Domingo de Soto, Juan de Mariana, Juan Luis Vives, etc.); Fuenteovejuna by Lope de Vega; Life is a Dream by Calderon de la Barca; etc.

Joan Ramon Resina

CLS D12-0

Comparative Studies in Genre: The Life and Times of the Modern Subject

Time: Wednesday 2:00

Office:Kresge 231

Phone: 1-8282

This seminar will be organized around the questions of how,

when, and in what Literary forms the modern subject was constituted, challenged, scrutinized, and dismissed. Readings will explore significant moments in this process, and will include Cervantes's Don Quixote, Defoe's Robinson Crusoe, Moli•re's Dom Juan, Ortega y Gasset's The Dehumanization of Art, Mann's Death in Venice, Joyce's Ulysses, Woolf's Mrs.Dalloway, Kafka's The Trial, Perez de Ayala's Berlarmino and Apolonio, and Mendoza's City of Marvels.

Students are expected to contribute significantly to the seminar by actively participating in discussions, making at least one class presentation of twenty minutes to a half hour, and writing a research paper on a freely selected topic related to the issues discussed in the course. The reading of selected recommended materials is suggested in order to develop a firmer basis for the class discussion. Students enrolling in the course should try to read the entire first part of Don Quixote before the first meeting.

ctec@northwestern.edu

[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: February 8, 1994

0467 Slavic Languages and Literature

Michele LaForge

SLAVIC A01-3 (Sec.20)

ELEMENTARY RUSSIAN

Time: MTWThF 9

Office: 325E Kresge

Phone: 491-5636

Expected enrollment: 20

John Kieselhorst

SLAVIC A01-3(Sec.21)

ELEMENTARY RUSSIAN

Time: MTWThF 10

Office: 325E Kresge

Phone: 491-5636

Expected enrollment: 20

Justin Weir

SLAVIC A01-2 (Sec.22)

ELEMENTARY RUSSIAN

Time: MTWThF 11

Office: 325D Kresge

Phone: 491-5636

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

Oleg Proskurin

SLAVIC A02-3(Sec.22)

INTERMEDIATE RUSSIAN

Time: MTWThF 900

Office: 325A Kresge

Phone: 491-3656

Expected enrollment: 20

Lorraine Busch

SLAVIC A02-3 (Sec.21)

INTERMEDIATE RUSSIAN

Time: MTWThF 1000

Office: 325D Kresge

Phone: 491-5636

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

Peter Holman

SLAVIC A06-3

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.

Irwin Weil

SLAVIC B03-3

INTERMEDIATE COMPOSITION AND CONVERSATION

Time: MWF 100

Office 147B Kresge

Phone: 491-8254

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 texts: 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-%.

Carol Avins

SLAVIC B11-2

TWENTIETH-CENTURY RUSSIAN LITERATURE

Time: TTH 130-1200

Office: 124C Kresge

Phone: 491-8252

Expected Enrollment: 50

COURSE DESCRIPTION: This course surveys major works of Russian fiction from the 1940's to the 1980's. The nature and consequences of Stalinism, the pressures on both dissidents and conformists in the 1960's and 1970's, and the direction of post-Soviet society are among the issues that form the background of these novels and stories.

No prerequisites. P/N permitted.

TEACHING METHODOLOGY: Lecture and discussion. The class will be divided into five-member discussion groups, which will meet for part of most class sessions. All students receive a list of discussion questions relating to each reading assignment and are expected to formulate their own questions and approaches before coming to class.

METHODS OF EVALUATION: A short paper (2-3 pages) will be assigned early in the quarter; a five-page paper will be due around mid-term. For the final assignment students may choose whether to write a longer paper (about eight pages) or take a final exam. Participation in discussion is also extremely important in the determination of grades.

PARTIAL LIST OF READINGS:

Boris Pasternak, *Doctor Zhivago*

Aleksandr Solzhenitsyn, *The First Circle*; "Matryona's House"

Andrei Sinyavsky, *The Trial Begins*

Yuri Trifonov, *The House on the Embankment*; "Taking Stock"

Valentin Rasputin, *Farewell to Matyora*

Ludmilla Petrushevskaya, *selected stories*

Venedict Erofeev, *Moscow to the End of the Line*

Petr Holman

SLAVIC B67

CZECH CULTURE: FILM,VISUAL ARTS,MUSIC,AND LITERATURE

Time: T 200-400

Office: 125C Kresge

Phone: 491-8248

COURSE DESCRIPTION: "Prague has no reality", said Franz Werfel... And he was right. It is a place expressing a strange state of mind; a place where in the accretion to the ages the incompatible becomes compatible, where the mysterious mixes with the grotesque, the physical with the metaphysical, a place of paradoxes that joined Czech, German, and Jewish culture and gave rise to a unique art and literature. And the same can be said of the Czech Republic as a whole.

This course will examine the culture legacy of the Czech nation. We will discuss problems of modern Czech literature, visual arts, drama, film, and film-making, first and foremost in the years 1968-89, although we will also consider relevant works from older periods.

The Czech language is not required -- the course is open to all students who want to learn more about Czech culture and enrich their cultural competence.

The format of the course is informal lecture and discussion. Two medium-sized papers are required.

Oleg Proskurin

SLAVIC C03-3

ADVANCED COMPOSITION AND CONVERSATION

Time: MWF 1200

Office: 325A Kresge

Phone: 491-5636

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%.

Irwin Weil
SLAVIC C11-0
DOSTOEVSKY
Time: MWF 100
Office: 147 B
Phone: 491-8254
Expected enrollment: 150

COURSE DESCRIPTION: The primary goal of the course is to cause as many students as possible to open their hearts and their souls to one of the greatest writers Russia or Europe has ever produced, a writer whose work has influenced our development more profoundly than almost any other writer in history, with the possible exception of Shakespear, the Greek Tragedians, and the Biblical authors. Secondary goals include the development of some knowledge about Russian literary tradition, general problems of literary criticism, and how to have fun with serious thought about fundamental human problems.

METHODOLOGY: Lectures exposing my reactions to Dostoevsky, stimulating, I hope, questions and discussion which will lead the students to formulate and sharpen their own reactions to Dostoevsky.

MEANS OF EVALUATION: Exams and/or papers on essay topics relevant to works by Dostoevsky. The students are expected to develop and expose their own ideas and reactions. No prerequisites for the course, the more students from more

varied backgrounds, the better.

READING LIST: Poor Folk plus one other short novel; Notes From the Underground, Crime and Punishment, and The Brothers Karamazov, plus one other long novel (optional).

Sara Burson

SLAVIC C18

19TH CENTURY RUSSIAN COMEDY AND SATIRE

Time: WF 200-330

Phone: 491-5636

Expected Enrollment: 50

COURSE DESCRIPTION: The nature of comedy and satire and the functions of laughter in 19th Century Russian literature. Class format will include some lecture, but will be mainly discussion. Grades will be based on class participation, one ten minute oral presentation, and either two 5-7 page papers or one paper and one exam.

READING LIST: Includes works by Dostoevsky, Gogol, Pushkin, Saltykov and others.

Marvin Kantor

SLAVIC C59-1

19TH CENTURY RUSSIAN PROSE

Time: MW 200

Office: 148B

Phone: 491-8251

Expected Enrollment: 12

COURSE DESCRIPTION: The purpose of this course is to allow students of Russian to read and discuss important shorter works by major Russian 19th-century writers. Authors included are Pushkin, Turgenev, Dostoevsky, Tolstoy and Chekhov. All texts will be read in the original language.

PREREQUISITES: Two and a half years of Russian or the equivalent.

Marvin Kantor

SLAVIC D30-0

SEMINAR IN OLD RUSSIAN LITERATURE

Time: T 300-500

Office: 148B

Phone: 491-8251

COURSE DESCRIPTION: The topics to be discussed are: The Russian Primary Chronicle, Homiletic and Didactic Works, the Lives of Saints, Epics, Military Tales, Ideological Writings, Secular Tales and Poetry.

PREREQUISITES: A reading knowledge of Old Russian.

TEACHING METHODOLOGY: Lecture and discussion.

METHOD OF EVALUATION: One examination and independent work.

TEXTS: Will be assigned in class.

Andrew Wachtel

SLAVIC D36

THE ROLE OF TRANSLATION IN RUSSIAN CULTURE

Time: W 300-500

Office: 124B

Phone: 491-3950

Expected Enrollment: 15

COURSE DESCRIPTION: This course examines the role of translation in the creation of an original Russian literature (primarily poetic) from 18th century to the present. We will consider works in European languages, Russian translations of those works, and original Russian works produced under the influence of or in response to translations. We will also examine theoretically the activity of literary translation, and we will consider the extent to which Russian literary culture can be considered a translation culture. Periods concentrated on include the 18th century, romantism, modernism, and contemporary. Readings in Russian and other European languages.

Carol Avins

SLAVIC D41

20TH-CENTURY RUSSIAN LITERATURE AND CULTURAL CRITICISM

Time: TH 300-500

Office: 124C Kresge

Phone: 491-8252

Expected Enrollment: 15

COURSE DESCRIPTION: This course will explore major trends and texts of literary criticism, literary politics, and general intellectual debate in twentieth-century Russia, with emphasis on the Soviet period.

PREREQUISITES: Familiarity with twentieth-century Russian literature is assumed, as is a reading knowledge of Russian. Graduate students outside of Slavic are welcome, however, and those without Russian will be able to do much of the reading in translation.

TEACHING METHODOLOGY AND EVALUATION:

Class sessions will be largely discussion. Frequent short papers and presentations will be assigned, as well as one long paper to be submitted at the end of the quarter.

PARTIAL LIST OF TOPICS AND READINGS:

Aleksandr Blok, "Intelligentsia and Revolution"; "On the Calling of the Poet"

Russian Formalism: selected writings of Shklovsky, Tynianov, and Eikhenbaum

Viktor Shklovsky, Third Factory

Lev Trotsky, Literature and Revolution

Selections from the major journals, 1920's to the present

Osip Mandelstam, selected essays; "The Noise of Time";

"Fourth Prose"

Nadezhda Mandelstam, selections from memoirs

Socialist Realism: speeches from the 1934 Congress of Soviet Writers and selected party resolutions

Boris Pasternak, Safe Conduct

Andrei Sinyavsky, On Socialist Realism; "The Literary Process in Russia"

Aleksandr Solzhenitsyn, selected nonfiction

Semiotics of culture; selected articles

Joseph Brodsky, selected essays

Current literary scholarship and production: recent articles

ctec@northwestern.edu

[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: February 8, 1994

Spring 1994 Course Descriptions

0471 Sociology

Albert Hunter

Sociology A10

INTRODUCTION TO SOCIOLOGY

Time: TTH 10:30-12:00

Office Address: 1812 Chicago Ave., Rm. 201

Office Phone: 491-3804

Expected Enrollment: 300

COURSE DESCRIPTION: A general introduction to key concepts and ideas needed to understand the obvious, and the hidden and unobvious features of social life, both what holds us together (social order), and what tears us apart (social conflict). The course moves progressively from the micro level of the individual and the self to the macro level of whole societies. Topics of social order include the formation of personal identity and the learning of language and culture to the study of primary groups of friends and families, to bureaucratic organizations, urban communities, and nation states. Topics of social conflict look at social cleavages of gender, race, ethnicity and class, and various dynamic conflicts from deviance to social movements and revolutions.

No prerequisites. P/N allowed.

TEACHING METHODOLOGY: Lectures three days a week, and readings. Discussion sections required.

METHODS OF EVALUATION: Two objective exams, a midterm and a second exam covering material from the midterm to the end of the course (30% each). Two short papers 2-3 pages each applying some concept or idea of the course to a "real life situation" (15% each), participation in sections (10%).

READINGS: A text and reader to be selected.

Raymond Mack
Sociology B01
SOCIAL INEQUALITY - RACE, CLASS, AND POWER
Time: MWF 10:00-11:00
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.

Pamela Brandwein
Sociology B02
SOCIAL PROBLEMS: NORMS AND DEVIANCE
Time: TTH 9:00-10:30
Office Address: 1808 Chicago Ave., Rm. 203
Office Phone: 491-5688
Expected Enrollment: 120

COURSE DESCRIPTION: This course focuses on cultural debates as they have arisen on college campuses. Multicultural education, date rape and affirmative action in college admissions have become central issues in what commentators have called America's "culture wars". We will examine both sides of these debates, exploring how each side attempts to define "the problem" differently. For example, is the problem of date rape overblown, as argued in a controversial new book by Katie Roiphe, or is Roiphe part of a cultural backlash? Is the canon the problem? Or is multiculturalism wrecking education? We will examine the different argumentative strategies and ideological frameworks used on each side of these debates over gender and race. In short, how do social groups compete to define

certain aspects of society as social problems?

No prerequisites. P/N allowed. Discussion section required.

TEACHING METHODOLOGY: There will be two lectures per week, although these meetings will usually consist of interaction and class discussion. Students will also take part in discussion sections.

METHODS OF EVALUATION: Section leaders will supervise and evaluate the individual work of students in their sections. Work required includes reading and class discussion, a midterm essay exam, a final essay exam, and an independent paper.

READINGS: (tentative)

Susan Faludi, Backlash

Katie Roiphe, The Morning After

Peggy Sanday, Fraternity Gang Rape

* A coursepack of collected readings including selections from Allan Bloom's The Closing of the American Mind and Troy Duster's The Diversity Project. The coursepack will also include material to help clarify the idea of a "social problem".

Karl Monsm

Sociology B03

REVOLUTIONS AND SOCIAL CHANGE

Time: TTH 2:30-4:00

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: Exams, 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?"

Jerry Van Hoy

Sociology B07

PROBLEMS OF CITIES

Time: TTH 9:00-10:30

Office Address: 1808 Chicago Ave., Rm. 203

Office Phone: 491-5688

Expected Enrollment: 120

COURSE DESCRIPTION: Problems of urban communities and possible solutions. Spatial, economic, and political trends; private and public decision making; class, race, and family issues. Consequences for adequate public services.

No prerequisites.

TEACHING METHODOLOGY: Lecture and Discussion

METHODS OF EVALUATION: Two in-class exams, a research paper, a field project, and class/discussion section participation.

READINGS:

Alex Kotlowitz, There Are No Children Here.

Course reader available from Dyn-o-mite Copies.

Bruce Carruthers

Sociology B15

ECONOMY AND SOCIETY

Time: MWF 11:00-12:00

Office Address: 1808 Chicago Ave., Rm. 208

Office Phone: 467-1251

Expected Enrollment: 120

COURSE DESCRIPTION: A sociological introduction to economic institutions and processes. We will cover topics like property, prices, markets, informal and illegal economics, consumption and economic inequality and service work.

No prerequisites. P/N allowed.

TEACHING METHODOLOGY: Lecture and discussion

METHODS OF EVALUATION: 2 take-home assignments, final exam, and class participation in discussion sections.

READINGS: To be announced.

Nicola Beisel

Sociology B16

SOCIOLOGY OF SEX ROLES

Time: TTH 10:30-12:00

Office Address: 1810 Chicago Ave., Rm. 311

Office Phone: 467-1250

Expected Enrollment: 180

COURSE DESCRIPTION: This course examines the social construction and maintenance of male and female gender roles, with a focus on sexuality and the family. Topics covered will include body images and eating disorders; power in romantic relationships; teenage pregnancy; masculinity and homophobia; the economic consequences of divorce; and the conflicts over abortion and censorship. Students will be evaluated on the basis of two mid-term exams, a final, and on participation in discussion sections.

No prerequisites. P/N allowed.

TEACHING METHODOLOGY: Lectures will be the main method of exposition.

METHODS OF EVALUATION: Three exams and participation in discussion

sections.

READINGS: To be announced.

Roberto Fernandez

Sociology C02

SOCIOLOGY OF ORGANIZATIONS

Time: TTH 2:30-4:00

Office Address: 1812 Chicago Ave., Rm. 102

Office Phone: 491-2701

Expected Enrollment: 50

COURSE DESCRIPTION: This course introduces students to the sociological analysis of organizations. We focus specifically on various theories of organizations' relationships with their environments. We analyze how organizations respond to and adapt to their environments, and how organizations seek to change their environments.

No prerequisites.

TEACHING METHODOLOGY: Lecture and discussion.

METHODS OF EVALUATION: Short essay (5-10 pages), midterm and final examinations.

READINGS: To be announced.

Roberto Fernandez

Sociology C03

ANALYSIS OF SOCIAL DATA

Time: TTH 10:30-12:00

Office Address: 1812 Chicago Ave., Rm. 102

Office Phone: 491-2701

Expected Enrollment: 50

COURSE DESCRIPTION: This course is intended to be a second course in social science research. The course will concentrate upon the quantitative analysis of data, and shall center around, but not be limited to, survey research.

Prerequisites: Sociology A10-Introduction to Sociology, or

equivalent; and Sociology B26-Sociological Analysis. P/N allowed.

TEACHING METHODOLOGY: Lecture and discussions.

METHODS OF EVALUATION: 3-4 problem sets and a final exam.

READINGS: To be announced.

Joanne Labonte

Sociology C07

SCHOOL AND SOCIETY

Time: TTH 1:00-2:30

Office Address: 1808 Chicago Ave., Rm. 102

Office Phone: 491-2697

Expected Enrollment: 50

COURSE DESCRIPTION: This course will focus on the relationship between formal institutions of education and the broader society, looking at that issue from several different theoretical perspectives. Special attention will be paid to contemporary urban education in America as well as to cross-cultural comparison of education systems.

No prerequisite. P/N allowed.

TEACHING METHODOLOGY: Lecture and discussion.

METHODS OF EVALUATION: Several short papers

READINGS: To Be Announced.

Brett Stockdill

Sociology C09

POLITICAL SOCIOLOGY

Time: T 2:00-5:00

Office Address: 1810 Chicago Ave., Rm. 314

Office Phone: 491-7044

Expected Enrollment: 50

COURSE DESCRIPTION: Sociology C09 is a class for advanced undergraduates interested in analyzing social movements. The course will examine both theoretical and substantive issues in social movement scholarship. Topics include Resource Mobilization theory,

Political Process model, Social Psychology, the Civil Rights movement, the Black Panther party, Black Feminism and AIDS.

Prerequisites: Three sociology courses, including a course on social inequality and a C-level course. Permission of instructor.

TEACHING METHODOLOGY: Lectures, discussions and student presentations.

METHOD OF EVALUATION: Class participation, fieldwork, written assignments, oral presentations, research paper.

READINGS:

Frontiers in Social Movement Theory edited by Aldon Morris and Carol McClurg Mueller

Black Feminist Thought by Patricia Hill Collins

Freedom Summer Doug McAdam

The Invisible Epidemic Gena Corea

Marjorie Schaafsma

Sociology C10

THE FAMILY AND SOCIAL LEARNING

Time: MW 2:00-3:30

Office Address: 1808 Chicago Ave., Rm. 102

Office Phone: 491-2697

Expected Enrollment: 90

COURSE DESCRIPTION: In the class we do not assume any one unitary concept of a "family". We explore a multiplicity of family forms and attempt to understand the effects of larger social forces in creating both families and experiences of individuals engendered within families. The course is divided into three (3) parts. We begin by looking at families in a historical perspective. Larger forces and events have shaped our contemporary experiences in families including: demands of capitalism; anxieties created by World War II; and the emergence of the Welfare State in regulating and subsidizing single motherhood. Second, social categories of race, gender, and class, contribute to different organizations of families, different family values and different experiences for individuals within families. Finally, we examine the emergence of new family forms. "Post modern families" are produced by or become socially visible as a result of larger contemporary social changes. Homeless families, gay and lesbian families and recombined families produced by divorce and subsequent remarriages are emerging family

forms. In acknowledging these multiple family forms and experiences we ask whether there is anything consistently characteristic of or enduring in the social organization of families.

Prerequisites: Either one A or B level sociology course or consent of the instructor.

TEACHING METHODOLOGY: Lectures (Mondays and Wednesdays) and discussions (Fridays); the course will require a fair amount of reading.

METHOD OF EVALUATION: 3 short (5 page) papers, one of which will be a take-home final exam.

READINGS:

Billingsley, Andrew. Climbing Jacob's Ladder
Coontz, Stephanie. The Way We Never Were
Okin, Susan. Justice, Gender and the Family
Stacey, Judith. Brave New Families
Weton, Kath. Families We Choose

Allan Schnaiberg

Sociology C12

SOCIAL BASIS OF ENVIRONMENTAL CHANGE

Time: TTH 10:30-12:00

Office Address: 1808 Chicago Ave., Rm. 103

Office Phone: 491-3202

Expected Enrollment: 50

COURSE DESCRIPTION: A systematic perspective on how claims about the social importance of contemporary environmental problems are raised and contested. The course traces the rise of environmental problems generated by the modern 'treadmill of production', in the context of societal groups and their competing interests. Using materials from both industrial and third world societies, it traces the conflicts around environmental policies, including sustainable development. I cover these processes from the contexts of individual actors, environmental movements, governmental agencies, and transnational corporations.

No formal prerequisites but some prior work in sociology, political science, or environmental science would be helpful.

TEACHING METHODOLOGY: Lectures and group discussions.

METHOD OF EVALUATION: Take-home essay examinations (mid-term and final).

READINGS:

Allan Schnaiberg and Kenneth Gould, Environment and Society: The Enduring Conflict. St. Martin's Press. 1994. [paper]

Phil Brown and Edwin Mikkelson, No Safe Place: Toxic Waste, Leukemia, and Community Action. University of California Press. 1990 [paper]

Thomas K. Rudel, Tropical Deforestation: Small Farmers and Land Clearing in the Ecuadorian Amazon. Columbia University Press. 1993 [paper]

Guy Stuart

Sociology C31

MARKETS, HIERARCHIES AND DEMOCRACY

Time: TTH 1:00-2:30

Office Address: 1808 Chicago Ave., Rm. 104

Office Phone: 491-3358

Expected Enrollment: 50

COURSE DESCRIPTION: The course provides a sociological approach to the following questions: how are economic transactions organized? What makes such transactions possible? And what is the relationship between economic and political decision? Markets, hierarchies and democracies are all institutions for making collective choices about the allocation of public and private goods and services. In what sense are these alternative ways to make collective choice? What is their relationship to each other? What are their similarities and differences? Can we say that one is better than the other?

No prerequisites. P/N not allowed.

TEACHING METHODOLOGY: Lectures and discussion. Students will be required to submit questions about the week's readings the morning before class. These questions will be used to structure discussions.

METHODS OF EVALUATION: 2 short papers (5 to 7 pages), a final exam, and contributions to the class discussions.

READINGS:

Max Weber General Economic History
Alfred D. Chandler The Visible Hand
Douglass North Structure and Change in Economic History
Adam Pizeworski Democracy and the Market

Bernard Beck
Sociology C50

SOCIOLOGY OF THE ARTS

Time: MWF 11:00-12:00

Office Address: 1810 Chicago Ave., Rm. 211

Office Phone: 491-2704

Expected Enrollment: 50

COURSE DESCRIPTION: An exploration of how people organize the activities of art in various times, places, and social circumstances. Creating and maintaining the institutions that define and give meaning to the different fields and media of art and to the larger idea of Art and its associated ideas: artist, artistic, etc. Topics of interest to be covered: art as a kind of work, art as a career, art as a kind of play, art as a sacred activity; reputation, honor and reward: artists, their helpers and their audiences; the conduct of art in the context of the surrounding society.

Prerequisites: P/N allowed. Previous sociology course(s) or consent of instructor.

TEACHING METHODOLOGY: Discussion, individual exercises, group projects.

METHODS OF EVALUATION: Individual term paper and, possibly, one or two short written exercises or presentations. No examinations.

READINGS:

Howard S. Becker, Art Worlds, U. of California Press (paper)
Stephen Benedict (ed.), Public Money and the Muse, Norton (paper)

Karl Monsma
Sociology C76

LAW, NORMS AND POWER

Time: M 12:30-3:30

Office Address: 1812 Chicago Ave., Rm. 302

Office Phone: 491-2741

Expected Enrollment: 25

COURSE DESCRIPTION: This course explores ways in which laws and more informal social rules (also known as social norms) are related to the exercise of power by some people and social groups over others. Some of the topics we will cover include social reciprocity and power, norm and exchange in business relations, gender norms and power in intimate relationships, punishment and social control, and the bases of social power in plural legal systems (such as colonial legal systems). We will also discuss forms of resistance against dominant norms. Examples will be drawn from a wide variety of times and places. The course should be especially useful for students interested in legal issues, social theory, or comparative and historical sociology.

Prerequisites: Permission of instructor. P/N allowed.

TEACHING METHODOLOGY: Discussion and some lectures.

METHOD OF EVALUATION: Two papers and class participation.

READINGS:

Pierre Bourdieu, "Structures, Habitus, Power: Basis for a Theory of Symbolic Power"

Peter Blau, Exchange and Power in Social Life (selections)

Arthur Stinchcombe, "Organizing Information Outside the Firm: Contracts as Hierarchical Documents"

Karl Monsma, "Contracts or Exchange?: Principal Agents on a Nineteenth-century Ranching Frontier"

Douglas Hay, "Property, Authority and the Criminal Law"

Michel Foucault, Discipline and Punish (selections)

Barrington Moore Jr., Injustice: The Social Bases OF Obedience and Revolt (selections)

James C. Scott, Weapons of the Weak (selections)

Allan Schnaiberg (with Adam Weinberg)

Sociology C80

JUNIOR TUTORIAL: ECOPOPULISM: MAKING A LOCAL DIFFERENCE IN A

TRANSITIONAL ECONOMY

Time: W 3:00-5:00 (or to be arranged)

Office Address: 1808 Chicago Ave., Rm. 103

Office Phone: 491-3202

Expected Enrollment: 7

COURSE DESCRIPTION: The tutorial will explore ways in which we can act to "make a difference" in helping to preserve the natural environment. The modern era of environmental activism is often characterized by the belief that we should "think globally and act locally", and through this create meaningful social change. Yet this

model of action is taking place in a world where economic and political changes are occurring at a transitional level. Students will evaluate the paths by which social groups in Evanston and surrounding communities are acting on environmental issues. Topics may include: curbside recycling, "green" businesses, socially responsible investing, public information campaigns, and other local environmental movements activities.

Prerequisite: Some prior course work in Sociology, Political Science

or History on either environmental issues or social movements. Current enrollment in Sociology C12 would also fulfill this requirement. Some special provisions for enrollment may be made in consultation with the instructor

TEACHING METHODOLOGY: Seminar discussion format. Group and individual meetings with students each week, focussed on their field projects.

METHOD OF EVALUATION: Research report.

READINGS: (tentative)

Andrew Szasz, Ecopopulism. University of Minnesota Press.

Manoi Sanghvi

Sociology C94

DECISION MAKING

Time: T 2:00-5:00

Office Address: 1808 Chicago Ave., Rm. 104

Office Phone: 491-3358

Expected Enrollment: 15

COURSE DESCRIPTION: This seminar uses an inter-disciplinary approach to an examination of decision making under uncertainty using the global oil industry as context. The course will review the history of the oil industry and OPEC. The role of major governments in shaping this history, the actions of multinational oil companies, and the responses of the consumers. This will be followed by a review of the current state of the industry and the technological, political, economic, and environmental uncertainties.

No prerequisites but a course in economics, political sciences, international studies, and/or sociology would be useful. Students are encouraged to meet with the professor prior to registration.

TEACHING METHODOLOGY: Field trips and lectures.

METHOD OF EVALUATION: Class presentations, brief papers, class participation.

READINGS:

Daniel Yergin, "The Prize: The Epic Quest for Oil, Money, and Power", Simon & Schuster, New York, (1991).

Additional readings furnished at the beginning of class.

Donald Brown
Sociology C94

THE LAW AND SOCIAL CHANGE

Time: W 11:00-2:00

Office Address: 1812 Chicago Avenue, Rm. 102

Office Phone: 491-2701

Expected Enrollment: 15

COURSE DESCRIPTION: A comparative analysis of the role of the law in obtaining civil rights and social change in the United States vis-a-vis South Africa.

No prerequisites. P/N allowed.

TEACHING METHODOLOGY: Class discussion.

METHODS OF EVALUATION: 30% participation in class discussions and

field trip. Two (2) major papers with 70% of grade.

READINGS:

Anthony Marx, *Lessons of Struggle*, 1992, Oxford University Press
Derrick Bell, *And We are Not Saved*, paperback, Basic Books, Inc.

ctec@northwestern.edu

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

[Northwestern University](#)

Last Updated: February 8, 1994

Spring 1994 Course Descriptions

0471 Statistics

Daniel B. Hall

Statistics B02-0

INTRODUCTION TO STATISTICS

Time: MWF 12-1

Office Address: 2006 Sheridan Road

Phone: 491-5770

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.

TEACHING METHOD: Three lectures per week.

EVALUATION: Weekly quizzes, two midterms 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: 10:30-12:00 TTh

Office Address: 2006 Sheridan Road

Phone: 491-2700

Expected Enrollment: 40

COURSE DESCRIPTION: Statistics is the science of data. This science involves collecting, summarizing, organizing, analyzing, and interpreting data. Statistics is also the art of making numerical conjectures about puzzling questions. This course will serve as an introduction to the useful field of statistics; it does not require calculus and makes minimal use of mathematics. Some computation to solve real data problems will be involved, but the emphasis of the course is on understanding the concepts presented.

Topics to be discussed are design of experiments, summarization of data, correlation, regression, probability and chance, survey sampling, estimation, and tests of significance.

PREREQUISITES: High school algebra.

TEACHING METHOD: 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.

Bruce D. Spencer
Statistics, B03-0
STATISTICS AND PUBLIC POLICY
Time: TTh 9-10:30 Dis W 9-10
Office Address: 2006 Sheridan Road
Phone: 491-5810
Expected Enrollment: 50

COURSE DESCRIPTION: Basic statistical concepts and techniques introduced through a series of case studies of interesting public policy issues. The cases illustrate various kinds of data collection methods with their own strengths and weaknesses. Emphasis on uses of statistics in everyday situations, such as interpreting news reports. Course makes minimal use of mathematics.

PREREQUISITES: None.

TEACHING METHOD: Two lectures per week.

EVALUATION: Homework, exams, possibly a paper.

TEXT: David S. Moore, Statistics: Concepts and Controversies, 3rd ed., Freeman.

Jill Glassman

Statistics, B10

INTRODUCTORY STATISTICS FOR THE SOCIAL SCIENCES

Time: MTW 1-2, Disc Th or F

Office Address: 2006 Sheridan Road

Phone: 491-4550

Expected Enrollment: 150-200

COURSE DESCRIPTION: This is an introductory course in statistics. Basic concepts useful in more advanced courses in the social sciences will be defined in mathematical terms, although gaining a broader sense of their meanings will be emphasized. Applications of the concepts to various fields will be examined during TA sections by working through many examples. A problem session will be held once a week in addition to the lectures. Time and place will be announced in class.

PREREQUISITES: No formal prerequisites. However, an understanding of basic math concepts at the pre-calculus level is helpful.

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

TEXT: Statistical Concepts with Applications to Business and Economics by R.W. Madsen and M.L. Moeschberger (Second Edition).

Ajit C. Tamhane

Industrial Engineering and Management Sciences

Statistics C20-2 (IE C04)

STATISTICAL METHODS

Time: MWF 10

Room: LR 4

Office: MLSF 4085

Phone: 491-3577

Expected Enrollment: 30

COURSE DESCRIPTION: Multiple regression; analysis of variance; design and analysis of single factor and multifactor experiments; nonparametric methods.

PREREQUISITES: Stat C20-1 or IE C03 or equivalent.

TEACHING METHOD: Lecture

EVALUATION: 20% homework, 20% project, 20% midterm, 40% final.

TEXTS:

Probability and Statistics for Engineering and Sciences, by Jay Devore, Publisher: Brooks/Cole.

Minitab Handbook, by B.F. Ryan, B.L. Joiner and T.A. Ryan, Second Edition (Revised Printing: Includes Release 6 & 7 Commands, Publisher: PWS Kent.

Sandy L. Zabell
Statistics, C52-0

NONPARAMETRIC STATISTICAL METHODS

Time: TTh 10:30-12

Office Address: 2006 Sheridan Road

Phone: 491-5752

Expected Enrollment: 10

COURSE DESCRIPTION: A survey of non parametric methods, with emphasis on their theoretical rationale, basic properties, and typical applications. Sign, Mann-Whitney, Wilcoxon signed rank, rank correlation, Kruskal-Wallis, and Friedman tests.

PREREQUISITES: Statistics C20-2 or equivalent.

TEACHING METHOD: Lectures.

EVALUATION: Problem sets, midterm and final examination.

TEXT To be announced.

Leland Wilkinson

Laszlo Engelman

Statistics, C-59-0

STATISTICAL COMPUTING

Time: TTh 9-10:30

Office Address: SYSTAT, Inc. 1800 Sherman Avenue

Phone: 864-5670 or 491-3974

Expected Enrollment: 20

COURSE DESCRIPTION: This course will survey the major statistical computing packages. The focus will be on evaluating strengths and weaknesses of each package to guide intelligent choices for specific data analysis problems. Computing accuracy, data management, graphics, and user interfaces will be discussed.

PREREQUISITES: Introductory statistics course, familiarity with at least one computing environment (Macintosh, DOS, Windows, or UNIX).

TEACHING METHOD: Two lectures per week; each 1.5 hours long.

EVALUATION: 30% Homework, 70% Final project.

TEXT: Ronald A. Thisted, Elements of Statistical Computing. Chapman and Hall, 1988.

Paul J. Lavrakas

Statistics C59-0

CHICAGO AREA SURVEY RESEARCH PRACTICUM

Time: Tuesdays, 6:30-9:30 p.m.

Office Address: NU Survey Lab, 625 Haven, Evanston Campus

Phone: 491-8759

Expected Enrollment: 15

COURSE DESCRIPTION: This course provides extensive "hands-on" experience for advanced students interested in learning about the planning, implementation, and analysis of a large-scale scientific survey of the general public. The course will be taught in conjunction with the 1994 Chicago Area Survey Project (CASP-94), a multi-issue telephone survey of the adult populations of Cook, DuPage and Lake counties, conducted annually by the NU Survey Lab since 1990. Additionally, students will gain new insights on a variety of urban problems and other social issues due to the substantive

nature of the data that are collected. (This course is part of the core curriculum in the Urban Studies major.)

PREREQUISITES: Junior or Senior status or Graduate Students (who may enroll for graduate credit through Comm Studies E25 Special Topics)

TEACHING METHODOLOGY: In addition to a weekly class seminar, students will engage in interviewing, questionnaire editing, interview validation, and data processing/analysis activities at the NU Survey Lab. The seminar will be a lecture/discussion format. Somewhat flexible schedules will be arranged for the "field work" in which students will take part, averaging about five hours per week.

METHODS OF EVALUATION: The quality and quantity of participation in the field work assignments will account for 45% of the final grade. A few short written assignments and one longer one will make up 35% of the final grade, with the remaining 20% based on the student's participation in the weekly seminar. (Graduate students taking part in the class for graduate credit will be assigned an additional paper on "CASP-94 & Total Survey Error".)

READINGS: Fowler, F. J., Survey Research Methods, 2nd Edition, Sage, 1993; Fowler, J. & Mangione, T.W., Standardized Survey Interviewing, Sage, 1990. Lavrakas, P. J., Telephone Survey Methods, 2nd Edition, Sage, 1993.

Thomas Severini
Statistics, C-59

STATISTICAL INFERENCE

Time: TTh 2:30-4

Office Address: 2006 Sheridan Road

Phone: 467-1254

Expected Enrollment: 15

COURSE DESCRIPTION: This course will cover the basic theory of model-based statistical inference. Topics covered will include point estimation, interval estimation, hypothesis testing, and large-sample theory. The focus will be on general principles of statistical inference and their application to relatively simple models, such as the normal theory regression model.

PREREQUISITES: A course in elementary probability theory and some knowledge of how statistical methods are applied in practice.

Teaching Method: Two Lectures per week.

Evaluation: 20% Homework, 30% Midterm exam, 50% Final Exam

Text: S. D. Silvey, Statistical Inference (Published by Chapman and Hall).

Shelby Haberman
Statistics, D55

ADVANCED ANALYSIS OF QUALITATIVE DATA

Time: TTh 1-2:30

Office Address: 2006 Sheridan Road

Phone: 491-5081

Expected Enrollment: 10

COURSE DESCRIPTION: This course provides a general survey of statistical methods for qualitative data. The class emphasizes log-linear models. Topics include log-linear models with fixed scores, multinomial response models, incomplete contingency tables, and symmetry models. Alternatives to log-linear models are examined such as probit and latent-class models. Adjustment methods based on log-linear models are introduced.

Maximum likelihood is generally employed to estimate parameters for the log-linear models considered. To examine model validity, likelihood-ratio and Pearson chi-square statistics and adjusted, standardized, and generalized residuals are employed. For computation of maximum likelihood estimates, the Newton-Raphson and Deming-Stephan algorithms are used. The parameters in log-linear models are interpreted, and procedures are introduced for construction of asymptotic confidence intervals for parameters.

PREREQUISITES: The course assumes a prior knowledge of statistics comparable to that of a student who has completed Statistics C20-2 or IE/MS C04. It is assumed that the student has had Statistics C55 or an equivalent course. The student is assumed to be comfortable with multivariate

calculus.

TEACHING METHOD: Lectures twice weekly.

EVALUATION: Homework assignments and final exam.

TEXT: Haberman, S.J. (1978-1979), Analysis of Qualitative Data, New York:Academic Press.

Ajit C. Tamhane

Statistics, D61-0

GENERALIZED LINEAR MODELS

Time: TBA

Office Address: 2006 Sheridan Road

Phone: 491-3974

Expected Enrollment: 10

COURSE DESCRIPTION: This course will cover the theory of generalized linear models with applications to multiple regression, logit and probit models, log-linear models, survival data and longitudinal data problems. GLIM package will be used for analyzing diverse data sets.

PREREQUISITES: Statistics C50 or an equivalent course.

TEACHING METHOD: Lectures.

EVALUATION: Homeworks.

TEXT: None.

ctec@northwestern.edu

[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: February 8, 1994

Spring 1994 Course Descriptions

0480 Women's Studies

Susan Manning

Comp. Lit. Studies C12-0

STUDIES IN DRAMA: THE NEW FEMALE CANON

Time: MW 2:30-4

COURSE DESCRIPTION: The few decades have seen the emergence of a group of female playwrights and theatre artists whose works have received international acclaim - from England, Caryl Churchill; from France, Simone Bernusa and Ariane Mouchkine; from Italy, Franca Rame; from Germany, Pina Bausch; and from the United States, Irene Fornes, Ntozake Shange, Meredith Monk and Yvonne Rainer. How have these female auteurs reinvented the dialectic between realism and anti-realism that has defined modern theatre and drama since the late nineteenth century? What new working methods have they evolved? And how have their works informed-and been informed by- the development of feminist performance theory?

Julia Stern

English C78

AMERICAN WOMEN'S WRITING 1

COURSE DESCRIPTION: This course will examine American women's writing from the Puritan period through the 1850's. By beginning with an autobiographical genre, the Indian captivity narrative, and ending with another true story of indentured servitude and eventual freedom, Harriet Wilson's *Our Nig*, we will explore the changing historical circumstances that led women to write. American women's writing, constructed around unexpected crossings of race, class, and gender, highlights issues that the work of white male writers pushed to the margins. Texts will be chosen from the following list: Anne Bradstreet, "Some verses upon the burning of my house," Mary Rowlandson "Narrative of her Captivity and Restoration" 1682, Sarah Kemble Knight, "The Journal of Madam Knight," Hannah Foster, *The Coquette*, 1797,

Catherine Maria Sedgwick Hope Leslie, 1827, Susan Warner, The Wide, Wide World, Harriet Beecher Stowe, Uncle Tom's Cabin, 1852, Harriet Wilson, Our Nig, 1859.

Regular attendance and attendance at the first class is mandatory.

TEACHING METHOD: Discussion. Evaluation method(s): class participation, two take home exams, final paper. All texts are available at Great Expectations.

Tracy Davis

Theatre E46

STUDIES IN THEATRE: FEMINIST PERFORMANCE THEORY

Mondays (check with instructor to confirm time)

Office Phone: 491-3138

COURSE DESCRIPTION: Class discussions will introduce major feminist theorists of performance, feminist reception aesthetics, and the challenge of translating a written playtext into a feminist performance. Readings will likely include Dolan, Butler, Donkin and Clement, Garber, and Case, as well as live and/or video performances. Much emphasis will be given to students' projects and research interests. Laboratory work and applications of theory are encouraged.

Please consult with the instructor in advance of registration.

Micheal Sherry

History C92-22: Topics in History

RESEARCH IN LESBIAN AND GAY HISTORY OF THE UNITED STATES

Time: Wed 2-5

Office Address: Harris 214

Phone: 491-7191

Enrollment: Limited to 14

COURSE DESCRIPTION: This seminar is for students who wish to pursue research in recent lesbian and gay history of the United States. Some common readings will be initially explored, but most of the quarter will be spent by students on individual (or collective) research projects, which will be chosen from a list I suggest or, on occasion, developed by

students themselves.

Mandatory attendance at first class. No P/N option.
Admission is by permission of instructor only. Preference will be given to students who have successfully completed Sherry's History C91, Lesbian and Gay History of the United States, but consideration will also be given to students who have, through other courses, developed sufficient historical background to undertake independent research.

TEACHING METHOD: discussion and supervised research. Grade based primarily on a research paper (maximum probable length, 20 pages.)

TENTATIVE READING LIST:

Abelove, et al, Lesbian and Gay Studies Reader (selections)
D'Emilio, Making Trouble: Essays on Gay History, Politics, and the University (selections)
Fuss, ed., Inside/Out: Lesbian Theories, Gay Theories (selections)
Shilts, Conduct Unbecoming: Lesbians and Gays in the U.S. Military, Vietnam to the Persian Gulf

Hilarie Lieb

Economics A01

SEX ROLES IN THE AMERICAN ECONOMY

Time: T TH 1-2:30

Office Address: 820 Davis room 516

Office Phone: 491-8222

COURSE DESCRIPTION: During the past 25 years, significant increases in the percentage of women in the work force and changes in the type of work women do have had a major impact on our economy. The course will look at the evolution of women in the work place and its effect on the well being of both women and men. Three economic paradigms will be used to analyze the work decisions, both market and non-market, made by women and men. Included in these analyses will be the impact of sociological and psychological factors on these choices. Special attention will be paid to the race of race both within and across gender in terms of economic outcomes. Some specific areas of study include: the comparable worth debate, the glass ceiling controversy, Case Study: Rosie the Riveter, the feminization of poverty, economic returns to

education and labor market discrimination.

TEACHING METHOD AND EVALUTION: Lectures, class discussions and formal student presentations. Grades will be based upon written assignments, formal presentations, and class participation.

READING LIST: Feiner, ed., Race and Gender in the American Economy
selected articles

Marva Butler-White
Women's Studies C75-1
INTERNSHIPS IN WOMEN'S STUDIES
Time: Wednesdays 6:30-8:30 p.m.
Office Address: 2000 Sheridan Rd.
Office Phone: 491-7360
Expected Enrollment: 10

COURSE DESCRIPTION: This course is designed to provide an opportunity for students interested in social services and advocacy for women a chance to examine the effects of feminist theory in an agency environment. Students will gain a perspective in organizational structure and program development through field research and practical work experience. Students are expected to work a minimum of eight hours pr week in a supervised field placement. In addition, they will meet regularly for lectures, activities, and discussions. The goal is to identify dynamics within organizations that may not be consistent with the feminist point of view. Prospective students should contact the instructor, or Women's Studies (491-5871) during Winter quarter to secure a field placement for Spring.

Joan Perkin
History C94-0
WOMEN AND WORK IN TWENTIETH-CENTURY BRITIAN AND THE UNITED STATES
Time: Tuesdays, 2:30-4:30
Office Address: Harris 305
Phone: 497-1966/866-6938
Expected enrollment: 15

COURSE DESCRIPTION: The major driving force of the women's movement has been the belief that women should have economic and emotional independence. How best to achieve this has been a matter for struggle and debate throughout the twentieth century in both Britain and America.

Women's work, both in and out of the home, has changed greatly during the past century but is still in need of wholesale social re-evaluation. Equal pay, and more flexible forms of organization both in the workplace and in terms of domestic arrangements, are urgent priorities for all women, especially those who want to have children without sacrificing the dignity and security derived from paid work outside the home.

How much have women's lives changed during the last century? Why, despite Equal Pay Acts and Sex Discrimination Acts, is women's employment largely concentrated in a small number of industries and confined to a range of jobs described as 'women's work'. How much have the experiences of British and American women differed? How can we deal with the current backlash against women's emancipation?

PREREQUISITES: SENIORS ONLY. Linkage courses, meant to prepare graduates for the outside world, are given by people with experience of life outside academe. Joan Perkin has worked in the (British) Civil Service and in industrial relations, has been a magistrate, and also engaged in a wide variety of voluntary activities from pre-school playgroups to party politics, and is now a full-time author in women's history, also teaching in the Women's Studies Program. She is a member of the Fawcett Society, originally the suffragist wing of the Suffrage Movement, now fighting for complete equality for women.

TEACHING METHOD: One two-hour seminar per week.

EVALUATION: Participation in discussion, two essays, and a final exam.

READING LIST: Required to purchase:

Eds, Veronica Beechey & Elizabeth Whitelegg, Women in Britain Today, Open University Press, 1986, Susan Fauldi, Backlash, Crown 1991, and to read books on Reserve, such as Alice

Kessler-Harris, *Out to Work*, and *A Woman's Wage*, University of Kentucky Press, 1990; Betty Friedan, *The Feminine Mystique*

Barbara Fultner

Philosophy C96-0

FEMINIST THEORIES: CRITIQUE, METHODOLOGY, AND PRACTICE

Time: MW 2:30-4

Office Address: 1818 Hinman

Office Phone: 491-3656

Expected Enrollment: 25

COURSE DESCRIPTION: This course has two major themes, one theoretical, the other practical. The theoretical theme concerns the assessment of feminist critiques of academic research. The practical theme addresses the role of such critiques in the actual political practice of feminists. Recent years have seen a burgeoning of feminist contributions in a number of research areas. In general, they point out the ways in which women's experience or roles have been occluded. Sometimes this is intended to further the field in question. However, the critique can be more radical and far-reaching, questioning whether the field is characterized by an inherent male bias and urging that its methodologies, if not the discipline itself, be abandoned. This course will examine specific examples of feminist critiques in the fields of ethics, psychology, and epistemology with a view to determining which of the two above categories specific feminist contributions fall into (or whether the categories are useful themselves). The second main theme of the course concerns the fruitfulness of feminist critiques of methodology for advancing feminism. Here we will address the relationship of feminist academic contributions relative to feminist political practice, the question of which kind of critiques is more likely to further feminist political aims, how critiques of methodology have contributed to women's identity formation, etc. .

Prerequisite: One course in women's studies or philosophy or instructor's permission.

READINGS: TBA

Joan Perkin

History C94-0

WOMEN AND WORK IN TWENTIETH-CENTURY BRITAIN AND THE UNITED STATES

Time: T 2:30-4:30

Office Address: Harris 305

Office Phone: 497-1966

Expected Enrollment: 15

COURSE DESCRIPTION: The major driving force of the women's movement has been the belief that women should have economic and emotional independence. How best to achieve this has been a matter for struggle and debate throughout the twentieth century in both Britain and America.

Women's work, both in and out of the home, has changed greatly during the past century but is still in need of wholesale social re-evaluation. Equal pay, and more flexible forms of organization both in the workplace and in terms of domestic arrangement, are urgent priorities for all women, especially those who want to have children without sacrificing the dignity and security derived from paid work outside the home.

How much have women's lives changed during the last century? Why, despite Equal Pay Acts and Sex Discrimination Acts, is women's employment largely concentrated in a small number of industries and confined to a range of jobs described as 'women's work'. How much have the experiences of British and American women differed? How can we deal with the current backlash against women's emancipation?

Prerequisites: Seniors only.

TEACHING METHOD: One two-hour seminar per week.

EVALUATION: Participation in discussion, two essays, and a final exam.

READINGS:

Eds., Veronica Beechey & Elizabeth Whitelegg, Women in Britain Today

Susan Faludi, Backlash

Alice Kessler-Harris, Out to Work & A Woman's Wage

Betty Friedan, The Feminine Mystique

Frances Freeman Paden
Women's Studies B31-0
FEMINISMS: VOICES AND VISIONS
Time: T-Th 1:00-3:00
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 other B level courses.

PREREQUISITES: None.

TEACHING METHOD: Lecture, Performance, Discussion.

EVALUATION: Midterms, Informal and Formal Writing, Discussion.

TENTATIVE READING LIST:

Audre Lorde, *Zami, A New Spelling of My Name*
Charlotte Perkins Gilman, *The Yellow Wallpaper*
Virginia Woolf, *A Room of One's Own*
Maxine Hong Kingston, *Woman Warrior*
Toni Morrison, *The Bluest Eye*
Ntozake Shange, *For Colored Girls.....*
Sandra Cisneros, *from Woman Hollering Creek*
A packet of reading prepared by the instructor

Sara Schastok
Art History C89
HINDU GODDESSES: DEFINING THE DIVINE FEMININE IN INDIA

Time: Th 2-5
Office Address: 325A Kresge
Office Phone: 467-2790

COURSE DESCRIPTION: Images of the divine are an integral part of the Hindu tradition of religious myth and visual imagery. As is true of other deities within Hinduism, goddess images may be representations of the Ultimate One, or they may be secondary manifestations of some other deity who occupies that supreme role. The diverse roles played by goddesses and the religious/social questions their images embody provide a means for defining connections between art and society.

In this seminar, we will explore the range of Hindu visions of the feminine. We will focus on Indic traditions that visualize the Supreme in female form and attempt to explore those images and related myths that express Hindu thinking about gender roles and relationships.

PREREQUISITES: Background in art history, Indian religions or women's studies.

TEACHING METHODS: Seminar

METHOD OF EVALUATION: Participation in discussions, research paper.

READING LIST: TBA

Hollis Clayson

Women's Studies C98-2 (crosslisted with Art History)

RESEARCH SEMINAR IN WOMEN'S STUDIES

Time: TBA

Office Address: 208 Kresge

Office Phone: 491-8025/3230

Maximum Enrollment: 12

COURSE DESCRIPTION: The course will provide the headquarters, both intellectual and practical, for Women's Studies Certificate students writing Senior Theses.

PREREQUISITES: WMST C98-1,2 in Fall and Winter quarters, 1993/4. Consent of the instructor is required.

TEACHING METHOD: Group will meet regularly to take turns presenting and critiquing one another's work-in-progress.

EVALUATION: Class participation, and written evidence of work on thesis.

Susan A. Lee

CPSY 230-C51

TOWARDS A PSYCHOLOGY OF WOMEN: TOPICS IN COUNSELING
PSYCHOLOGY

Time: T 9-12

COURSE DESCRIPTION: This course reviews the literature on female development and psychology focusing specifically on the issues of identity and self-esteem in the context of contemporary society.

TEACHING METHODS: Lecture, discussion, small group research projects.

Evaluation: Grades will be based on class participation, written assignments, mid-term exam, and final exam.

ctec@northwestern.edu

[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: February 8, 1994

0482 Integrated Arts Program

Les Hinderyckx

Integrated Arts B91-1

MODES OF THEATRE

Office Address: 1979 Sheridan Rd. Room 218

Phone: 491-3167

Expected Enrollment: 20

COURSE DESCRIPTION

Students are introduced to the modes of theatre through a series of studio exercises and assignments. The concentration is on the living presence of the actor/performer in interaction with the audience. Three fundamental concepts are addressed: (1) Body and Gesture - concentration, observation, sensory awareness, focused energy and the variables of movement; (2) Voice and Text - experiencing the variables of voice and speech, analysis of text and the play of language as a cue for the actor; (3) Scene - the concepts of scenic interplay, solo and group performance, the use of units and objectives. Exercises to be drawn from plays and poems. The final week of the quarter will consist of performances ten to fifteen minutes in length, to be graded, involving two or more performers, incorporating concepts from the three units of study.

No P/N option.

PREREQUISITIES: A90 ART PROCESS or permission of the instructor. No other previous theatre study is expected.

TEACHING METHODOLOGY: The course will utilize a studio/discussion format including both lecture/demonstration and student performances.

EXALUATION: Familiarity with readings: studio assignments: final performance.

READINGS:

Acting: The First Six Lessons, Richard Boleslavsky
The Empty Space, Peter Brook
The Spoon River Anthology, Edgar Lee Masters
Plays by various modern American and European playwrights.

Lorraine Peltz, Michael Leja
Integrated Arts B91-2

MODES OF ART

Office Address: Kresge 254/216
Phone: 491-7788/7346
Expected Enrollment: 20

COURSE DESCRIPTION

An introduction to visual representation in which students learn about the processes and possibilities of visual communication through both comparative analysis of images and through creative work in the studio. The course begins with the structural elements of visual form (line, color, space) and progresses to perennial artistic themes (the human figure, nature, authority, cultural others). The place of invention and convention in the production of art will also be addressed. For all topics treated, analytical and creative approaches will be explored simultaneously. The course requires six hours of class time per week, plus assignments. No P/N option.

PREREQUISITES: A90 ART PROCESS or permission of instructors. No previous art experience is expected.

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

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

READINGS AND SUPPLIES:

Berger, Ways of Seeing
Xeroxed course packet
Assorted studio materials, for work in a variety of media

Johannes Birringer
Integrated Arts Program C90-2
TOWARDS A THEORY OF THE ARTS
Office: 1979 Sheridan Road
Phone: 491-3232, 491-3171
Expected Enrollment: 20

COURSE DESCRIPTION: This course is intended to serve as a 'keystone' in tandem with the previous course, C90-1 Integrated Arts: Performance Seminar, in order to provide a period of reflection and analytical expansion to the creative collaboration of the previous quarter.

Our goal is not only to investigate the theoretical implications of the Integrated Arts paradigm of artist/media/artwork/audience and to examine the classical and Enlightenment foundations of aesthetics, but to develop a critical process through which the function of aesthetics in Western art ideologies and institutions of knowledge can be exposed. Our process will cut across the traditional boundaries of art-forms/media and move toward a post-colonial perspective on the Western organisation of aesthetic cognition.

REQUIRED READINGS:

Aristotle, The Pocket Aristotle (ed. J. Kaplan)
Burgin, Victor, The End of Art Theory
Ferguson, Russell, et al (eds), Out There: Marginalization and Contemporary Culture
Foster, Hal, ed., The Anti-Aesthetic
Minh-ha, Trinh T., Woman, Native, Other
Nietzsche, Friedrich, On the Genealogy of Morals
Wallis, Brian, ed., Art after Modernism: Rethinking Representation

Additional excerpts from Plato, Rousseau, Diderot, Kant, Hegel, Wittgenstein, Benjamin, Barthes, Derrida, Foucault, de Laurentis, Morris, Spivak, and Hooks will be made available.

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

Last Updated: February 8, 1994

Spring 1994 Course Descriptions

0495 International Studies

Benjamin Lee

International Studies C90-0

Public Spheres and Public Cultures

Time: W 2:00-5:00PM

Office Address: University Hall #20

Office Phone: 491-7980

Expected Enrollment: 15

Course Description: This course will examine the relations between cultural form and public, with a special emphasis on recent work in print and media. Works in the Frankfurt School tradition that will be discussed include Habermas' Structural transformation of the Public Sphere, Negt and Kluge on the proletarian public sphere, and Cohen and Arato on civil society. French influenced works will include portions of Derrida's Grammatology, Jonathan Goldberg's Writing Matter, and Michael Warner's Letters of the Republic. Students will be expected to give a presentation and prepare a paper.

Must be a junior or a senior. Permission required from the IS department.

Teaching Method: Seminar

Ian Robinson

International Studies, B01-3

Introduction to World Systems

Time: TTH 2:30-4:00

Office Address: University Hall #20

Office Phone: 491-7980

Expected Enrollment: 120

Course Description: This course is divided into four parts. Part 1 examines the systems of domestic and global political economic organization that competed in the 19th century, and

were destroyed or transformed by the cataclysm of the First World War: monarchical authoritarianism and limited-suffrage democracy. Part 2 examines the domestic political economic systems that took their place -full-suffrage democracy, fascism, and communism - and the intense competition for global dominance in what became known as the Cold War - the focus of Part 3. Finally, Part 4 examines the dynamics of the first few years of the "new world order" that succeeded the collapse of communism in the Soviet Union and Eastern Europe, and its dramatic modification in China and Vietnam.

Throughout the course, we will attempt to trace the cycle of causation from the economic consequences of the international system for various regions and classes of people in particular countries, to the resulting changes in the character of the domestic political systems in those countries, to the foreign economic and political policies pursued by those countries, to the character of the global system.

No Prerequisites.

Teaching Method: Lecture-discussion. An 8-10 page paper reviewing three books in lieu of a midterm and a final exam.

Amnon Finkelstein

International Studies, C90-21

Approaches to the Study of Peace and Conflict

Time: T 2:30-5:30

Office Address: University Hall #20

Office Phone: 491-7980

Expected Enrollment: 25

Course Description: This seminar course will survey and analyze diverse approaches to the study of international peace and conflict. The purpose of this segmented course, however, is not to arrive at a single 'correct' solution, or inculcate an agnostic pluralism. Its goal is rather to define the terms and specify the conditions which make one or another of these approaches useful for understanding international relations, history, political economy, cultural and political anthropology, communication and Feminist theory. The reading for each segment of the course will describe analysis of case studies and issues such as: the cold war international system, hegemonic 'stability' in the third world, nationalism, communications and empire, women's

rights as human rights, globalization and the new global information order.

Must be a Junior or Senior. One INTL B01 course required. International Studies experience recommended.

Teaching Method: Seminar. One 25 page research paper and a class presentation required.

Books:

Grant, Rebecca & K. Newland: Gender & International Relations.

Reich, Robert: Work of Nations.

Robertson, Roland: Globalization.

Schurmann, Franz: The Logic of World Power.

ctec@northwestern.edu

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

[Northwestern University](#)

Last Updated: February 8, 1994

Spring 1994 Course Descriptions

0605 Performance Studies

Paul Edwards, Supervisor

General Speech A03

ANALYSIS AND PERFORMANCE OF LITERATURE

(3 sections, each taught by a different instructor)

Office Address: 1979 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)

Steven Totland

Performance Studies, B10-1

PERFORMANCE OF POETRY

Office Address: 1979 Sheridan Rd.

Phone: 491-3171

Expected Enrollment: 20

COURSE DESCRIPTION: The central goal of this course is to help the student to reach an experiential understanding of poetry through the act of 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 performance of poetry. The course includes written analysis, class discussion, and solo and group performance.

PREREQUISITE: A03. Open to P/N to all but departmental majors.

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, one graded performance. each 5-10 minutes in length, Three analytical papers (two 3-5 pages, one 10-12 pages). Active and informed participation in class discussion. Attendance is mandatory.

Njoki McElroy

Performance Studies C09-2

PERFORMANCE OF BLACK LITERATURE: FOLKLORE IN THE BLACK NOVEL

Office Address: 1979 Sheridan Rd. Rm. 219

Phone: 491-3171, 491-3232

Expected Enrollment: 2 sections, 20 each

COURSE DESCRIPTION: The goals of this course are to reach a better understanding of the aesthetics, cultural experiences, and literary conventions of the Black fiction writer. The specific focus will be an examination of the folklore conventions found in Black fiction.

PREREQUISITES: None

TEACHING METHOD: The first class is a thought-provoking lecture and slide presentation which provides the student with a diaspora view of the literature. Students are assigned reports and three oral performances. Class participation, discussion and critiques are paramount to the teaching goals of the course.

EVALUATION: Students are evaluated by their participation in class discussion, performances, and the class production project for the department performance hour.

READINGS REQUIRED:

Their Eyes Were Watching God, Zora Neale Hurston
Cane, Jean Toomer
The Bluest Eye, Toni Morrison

Suggested:

Mumbo Jumbo, Ismael Reed
Sula, Toni Morrison
Go Tell it on the Mountain, James Baldwin
Invisible Man, Ralph Ellison

Margaret Thompson Drewal

Performance Studies C11

PERFORMANCE IN EVERYDAY LIFE

Office Address: Theatre and Interpretation Center #219

Phone: 491-3232/3171

COURSE DESCRIPTION: Conceptual view of human beings as performers. Dramatism and the perspective of life as performance.

REQUIREMENTS: Each week a group of students will lead critical discussions of the required texts and selected readings on aspects of performance in everyday life. In addition, students will document their own performance in everyday life. Thus, each student will keep a journal of his/her own practice of everyday life that employs and integrates ideas from the readings. Students must make explicit reference in their texts to specific readings. This journal will be submitted for a grade at mid-term and again at the last class. It will be graded based on the student's

ability to write self-reflexively about his/her own practice of everyday life and to integrate the reading materials

Finally, for undergraduates only, a take-home exam will be given the last week of class. This will be an essay exam of 10 pages, typewritten and double-spaced.

Graduate students will submit a research paper on some aspect of performance in everyday life after consultation with the instructor. This research will be presented to the class as a whole in conjunction with the most appropriate weekly topic.

GRADING:

50% Journal
20% Class presentation
20% Final Examination or Research Paper
10% Attendance and class participation.

REQUIRED TEXTS-

Csikszentmihalyi. 1990. Flow: The Psychology of Optimal Experience.
Fiske. Reading the Popular.
Fiske. Interpreting Popular Culture.
Goffman. 1959. The Presentation of Self in Everyday Life.
Halttunen. 1982. Confidence Men and Painted Women: A Study of Middle-Class Culture in America, 1830-1870.
Hedbigge. 1979. Subculture: The Meaning of Style.
Hochschild. 1983. The Managed Heart: Commercialization of Human Feeling.
Tannen. 1989. Talking Voices.

-Texts subject to change.

Dwight Conquergood
Performance Studies C16
Folklore and Oral Traditions: Urban Festivity
Office Address: 1979 Sheridan Road
Office Phone: 491-3259, 491-3171
Expected Enrollment: 25

COURSE DESCRIPTION: This course will introduce students to field research in folk traditions and performance practices by focusing on urban festivals, celebrations, spectacles, exhibitions, and other displays of civic, ethnic, and neighborhood identity. We will approach the city as theatre, asking always, How does Chicago perform its multi-cultural identity? Consolidate or contest ethnic identities and neighborhood boundaries through performance? Reconstruct history and chart the future through performance? How are issues of ethnicity, diversity, and civility negotiated in performance? And how do marginal, underground, and/or transgressive performance practices--such as those of street preachers, streetwalkers, street gangs, and so forth--articulate with officially sanctioned civic displays of urbanity?

TEACHING METHODOLOGIES: Lecture and discussion. Student participation will increase as the quarter proceeds and after some key issues, terms, methods have been set forth.

Paul Edwards

Performance Studies C21-0

PERFORMING THE AMERICAN FIFTIES

T 2-4, Th 2-5

Office Address: Theatre/Interpretation Center (1979 South Campus Dr.) Rm. 216

Phone: 491-3171, 491-3268

DESCRIPTION: The course grows from the belief that the experience of performance aids us in the description and criticism of narrative fiction. It examines selected American literature and films dealing with the period from the end of World War II to the death of John F. Kennedy, with a special emphasis on the "paranoia" theme in American popular culture.

METHODS OF EVALUATION: A combination of analytical essays and performance activities, plus a mandatory final exam. Students are responsible for actively participating in all aspects of class activity. Attendance is mandatory.

PREREQUISITES: At least one b-level Performance Studies class with a performance-of-literature emphasis.

REQUIRED READING:

John Barth, *The End of the Road*
Gwendolyn Brooks, *Maud Martha* and selected poems
William S. Burroughs, *Naked Lunch* (selections)
John Cheever, *The Stories of John Cheever* (selections)
Betty Friedan, *The Feminine Mystique* (selections)
Shirley Jackson, *We Have Always Lived in the Castle*
Grace Metalious, *Peyton Place* (selections)

REQUIRED VIEWING:

Invaders from Mars (1953)
Invasion of the Body Snatchers (1956)
The Atomic Cafe (1982)
Psycho (1960)
Salt of the Earth (1953)
A Raisin in the Sun (1961)
The World, the Flesh, and the Devil (1959)
The Manchurian Candidate (1962)

Paul Edwards

Performance Studies C24-2

PRESENTATIONAL AESTHETICS

T Th 12-2

Office Address: Theatre/Interpretation Center (1979 South Campus Dr.) Rm. 216

Phone: 491-3171, 491-3268

COURSE DESCRIPTION: The course explores the conventions and practice of chamber theatre and related presentational staging modes. A group of students who have begun to develop adaptations of prose fiction in 605 D14 will stage these adaptations. Other students will appear as actors in these scenes, and will collaborate in the development of the adaptations. Each student will complete a term paper documenting some aspect of the adaptation and rehearsal process.

PREREQUISITES: Permission of instructor. All directors must

have taken 605 D14 during the past two academic years. All actors must have taken at least one of the following courses: 605 B24, 605 C24-1, or 605 D14.

METHODS OF EVALUATION: Performance, discussion, and criticism of performance. One term paper, drawing upon participant-observer documentation of the rehearsal process.

REQUIRED READING:

Reading packet of selected essays and literary texts
Susan Letzler Cole, *Directors in Rehearsal: A Hidden World*

Johannes Birringer

Performance Studies C26-1,2

PERFORMANCE ART

Office Address: 1979 Sheridan Rd., Rm 219

Phone: 491-3232, 491-3171

Expected Enrollment: 20

COURSE DESCRIPTION: Our exploration of performance art as an emerging practice will initially focus on the cultural situations of the 1960s in which performances and happenings became allied with Fluxus, pop, kinetic, conceptual art and with video. We shall return to the historical avant-garde and the development of performance and media theories in this century before examining the more recent impact of alternative visions (e.g. feminist, gay/lesbian, multicultural) on the idea of performance.

PREREQUISITES: Juniors and Seniors; open to others upon the approval of the instructor.

TEACHING METHOD: This is the laboratory workshop, with the major portion of class time spent on demonstration, performance analysis, and student participation in both structured and unstructured interaction.

EVALUATION: Everyone is responsible for readings and discussions. There will be a flexible range of options of critical projects, research papers, and short performances in

any combination of media. Class participation, research presentation and an objective midterm exam are required.

READINGS: Rose Lee Goldberg, *Performance Art, From Futurism to the Present*, (NY: Harry N. Abrams, Inc., 1988); Henry M. Sayre, *The Object of Performance* (Chicago: University of Chicago Press, 1989); Margot Lovejoy, *Postmodern Currents, Art and Artists in the Age of Electronic Media* (Ann Arbor: UMI Research Press, 1989); Johannes Birringer, *Theatre, Theory, Postmodernism* (Bloomington: Indiana UP, 1991); O'Brien/Little, eds., *Reimagining America: The Arts of Social Change* (Philadelphia: New Society Publ., 1990); Lucy R. Lippard, *Mixed Blessings: New Art in a Multicultural America* (New York: Pantheon, 1990); Jill Dolan, *The Feminist Spectator as Critic* (Ann Arbor: U of Michigan Press, 1988).

In addition to these texts, excerpts of theoretical writings from Benjamin to Trinh Minh-ha will be made available. Slides and videotapes will be included in the laboratory.

Paul Edwards

Performance Studies

Junior Tutorial

THE POSTWAR "MESSAGE MOVIE": HOLLYWOOD'S REPRESENTATION OF PROBLEMS IN AMERICAN SOCIETY, 1945-63

F 2-5:30

Office Address: Theatre/Interpretation Center
(1979 Sheridan Rd.)

Room 216

Phone: 491-3171, 491-3268

ENROLLMENT: 5-8 juniors who are taking concurrently, or who have taken, the C-level performance course "Performing the American Fifties" (PFST 605 C21). The tutorial is not a performance course. Students will research and develop special topics papers relating to issues arising from the larger class.

DESCRIPTION. Since C21 deals with five or six films, in addition to the literary texts which the students perform, the tutorial will further contextualize the film-viewing for interested students. The tutorial will meet weekly with 5-8 juniors, to view and discuss nine films. One of the themes

we will trace is the meaning of "community" which each film constructs, through its representation of a solution to a social problem. Each tutorial member will develop a term paper (suggested length: 15-20 pages) based on one or more of the films. The papers will be presented to the group for discussion and comments during the final class meetings.

REQUIRED VIEWING.

WORKING WOMEN, WORKING MEN:

Mildred Pierce (1945, d. Michael Curtiz; 109 m.)

The Best Years of Our Lives (1946, D. William Wyler; 172 m.)

COMMUNITY IN THE WESTERN:

High Noon (1952; d. Fred Zinneman; 84 m.)

Rio Bravo (1959, d. Howard Hawks; 141 m.)

BREAKING THE LAW:

Rebel Without a Cause (1955, d. Nicholas Ray; 111 m.)

The Defiant Ones (1958, d. Stanley Kramer; 97 m.)

THE TARGETS OF COMEDY:

Sunset Boulevard (1950, d. Billy Wilder; 110 m.)

Lover Come Back (1961, d. Delbert Mann; 107 m.)

THE END:

On the Beach (1959, d. Stanley Kramer; 133 m.)

REQUIRED READING. List to be developed for each paper from the C21 bibliography and other appropriate sources, by consultation with the instructor.

ctec@northwestern.edu

[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: February 8, 1994

Spring 1994 Course Descriptions

0610 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

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.

Angela Normoyle

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.

Scott Deatherage
Communication Studies 610-B90
FORENSICS
Office: 1809 Chicago Avenue
Phone: 491-7916

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 Goodnight
Communication Studies 610-C12
MODERN RHETORICAL THEORY
Address: 1815 Chicago Avenue
Phone: 491-7530

COURSE DESCRIPTION: At the base of all contemporary theories and practices of communication is the rhetorical tradition. The late 20th Century preoccupation with communications is explained and grounded by an in-depth exploration of rhetoric as an art of cultural production. Key texts from the Renaissance, Enlightenment, Modernity and Post-Modernity are chosen for study. The course examines human communication as

a continuing variety of projects renewed or abandoned by successive generations.

Tom Farrell

Communication Studies 610-C25-3

RHETORICAL HISTORY OF THE UNITED STATES

Office Address: 1815 Chicago Avenue.

Office Phone: 491-7530

Expected Enrollment: 35

COURSE DESCRIPTION: This course offers an interpretive survey of the dominant rhetorical issues, styles, controversies and ideologies during the period of American history ranging from the late Progressive era (1912) to the post-war era (1950). Special attention is paid to the rhetoric of World War I, the Twenties, and The New Deal. Students will read and critique representative primary documents from each period.

TEACHING METHOD: Lectures from instructor; discussion with students.

METHOD OF EVALUATION: 3 short essays, term project & final examination (essay).

COURSE PREREQUISITES: A02, B15 or instructor permission.

READING: Great Issues in American History, 1864-1969, R. Hofstadter; 20 Years at Hull House, Jane Adams In Our Time; Ernest Hemingway; Let Us Now Praise Famous Men, James Agee & Walker Evans; V Was for Victory, John Morton Blum.

Michael E. Roloff

Communication Studies 610-C44

INTERPERSONAL CONFLICT

Office Address: Harris Hall, Room 21

Phone: 491-7532

COURSE DESCRIPTION: This course is focused on processes observed in interpersonal disputes. Causes of conflict and methods of resolution will be discussed. Sources of information will include research and theory drawn from communication, social psychology, and sociology. The course

will include general models of conflict as well as material related to disagreements in specific contexts such as friendship, dating, and marriage. The primary method of teaching will be lecture and students are encouraged to ask questions and offer examples.

PREREQUISITES: Students should have completed B-01 "Introduction to Research Methods" and one of the following: B-40 "Theories of Interpersonal Communication", B-05 "Theories of Persuasion", or C-63 "Bargaining and Negotiation".

TEACHING METHOD: Students should request delays on assignments in advance of the due date. Justifications for the delay should be provided. Any instance of academic dishonesty results in automatic failure of the entire course. This is not negotiable. Please do not call me at home except in severe emergencies. A necessary but not sufficient condition for passing the course is the completion of all assignments. Although students may wish to share classnotes, the instructor in no way forces it. While class attendance is not required, the nature of the exams makes it strongly advisable. I will not repeat class lectures and I will not hand out my lecture notes. Voluntary extra credit may be available during this quarter. If so, I will announce it during class and those who wish to participate may do so. This extra credit takes the form of participation in research projects. Choosing not to do extra credit will not be punished.

EVALUATION: 50% of the student's grade will come from 2 one-hour short answer exams. Each exam will contain both application and recall questions although the percentage of each will probably vary. The student's grade will be determined by taking the highest point total obtained on the exam and going down percentiles: 93% = A; 90% = A-; 87% = B+; 83% = B; 80% = B-; 77% = C+; 73% = C; 70% = C-; 60% = D. The remaining 50% of the grade will come from a major paper.

READINGS: Because there is not an adequate book for this course you will not be forced to buy one. However, this means that class attendance is essential for doing well on the exams. In addition, students will need to meet with me during my office hours in order to gather more in-depth information about the theory they wish to employ for their

paper.

Mark T. Palmer

Communication Studies 610-C45

THEORIES OF NONVERBAL COMMUNICATION

Office Address: Harris Hall, Room 2

Phone: 491-7532

Expected Enrollment: 25

COURSE DESCRIPTION: This course is designed to familiarize upper division undergraduates and graduate students with the major research literature in nonverbal communication. The course organizes material from a variety of disciplines into a theory development framework, progressing from observational treatment of nonverbal phenomena to complex causal models of nonverbal communication behavior.

PREREQUISITES: B01-1 Research Methods in Communication Studies;

B40 Theories of Interpersonal Communication.

TEACHING METHODOLOGY: Class sessions will combine informal lectures and discussion (as size permits).

EVALUATION: Grades will be determined by examinations and other opportunities (size permitting).

Andrew Rojecki

Communication Studies 610-C70

CURRENT PERSPECTIVES IN MASS COMMUNICATION RESEARCH

Office Address: Harris Hall, Room 22

Phone: 491-2850

Expected Enrollment: 20

COURSE DESCRIPTION: This course provides an introduction to various theories of media effects. We will explore how media affect our social institutions, influence individual attitudes and behavior, and shape American culture.

PREREQUISITES: B70 Theories of Mass Communication.

TEACHING METHOD AND EVALUATION: Readings and class discussions, midterm and final exams.

Irving J. Rein
Communication Studies 610-C76
THE RHETORIC OF POPULAR CRITICISM
Office address: 1815 Chicago Avenue, Room 201
Phone: 491-7530
Expected Enrollment: 20

COURSE DESCRIPTION: This course examines popular critics and their effects on mass audiences. The student responds to popular critics in a wide range of activities and areas - assignments include overnight reviews - book reviews - and interviews with a performer.

PREREQUISITES: B75 The Rhetoric of Contemporary Culture

TEACHING METHOD: The class is conducted as a writing workshop. Students are expected to discuss their critiques before the class and instructor.

EVALUATION: The grade is based on the papers and students' discussion.

READINGS: Readings vary as to specific papers being written.

Irving J. Rein
Communication Studies 610-C77
THE RHETORIC OF CULTURAL GENRES
Office Address: 1815 Chicago Avenue, Room 201
Phone: 491-7530
Expected Enrollment: 40

COURSE DESCRIPTION: Specific cultural forms are examined from a rhetorical perspective. Topics will vary from year to year, e.g., film, comedy, popular music, news, docudrama, the novel. This year's topic is Hollywood film.

PREREQUISITES: B75

TEACHING METHOD: The course will be taught in a workshop format.

EVALUATION: Grading will be based on one paper, a final project, and participation in class discussions.

READINGS: The readings will vary each year according to topic.

Kathleen Galvin

Communication Studies 610-C82

FAMILY COMMUNICATION

Office Address: Harris Hall, Room 6

Phone: 491-5822

Expected Enrollment: 25

COURSE DESCRIPTION: An overview of the family from a communication system perspective. Focus is placed on topics such as multigenerational patterns, intimacy, conflict, decision-making, enrichment. A wide range of family forms will be discussed.

TEACHING METHOD: Lecture - discussion approach. Some use of simulation/role play.

EVALUATION: Take home midterm, book reviews, final paper/project.

READINGS: Galvin & Brommell: Family Communication: Cohesion & Change; some original articles and chapters.

Mark T. Palmer

Communication Studies 610-C95

RESEARCH PRACTICUM IN INTERPERSONAL COMMUNICATION

Office Address: Harris Hall, Room 2

Phone: 491-7532

COURSE DESCRIPTION: The Research Practicum provides students with the opportunity to assist professors in their interpersonal communication research projects. Students will learn first-hand the rationale and procedures that produce the findings and theories they learn about in their classes. Participants will attend all research meetings with principal investigators and graduate students, perform necessary tasks and be acknowledged in the final research product.

ctec@northwestern.edu

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

Last Updated: February 8, 1994

Spring 1994 Course Descriptions

0615 Radio/ Television/ Film

Jim Schwoch

Radio/TV/Film C98 Symposium: Satellites

Office Telephone: 491-7315

Time: MW 1-3pm

Office Address: 313 Annie May Swift Hall

Open to all juniors, seniors, and graduate students. Consent of instructor required for enrollment.

The course explores the development of satellites and their various uses. Of special interest is the interplay between technology and culture in the development and uses of satellites. Classes will be conducted through lectures, discussions, and screenings of relevant materials. The readings will be two books and a relevant photocopy packet of articles. Additional materials may be on reserve.

There are no exams. Students will be expected to complete two or three short written papers on various aspects of satellites (such as types, launch facilities, and services) and a longer research paper. Graduate students will be expected to do additional readings and are encouraged to consult with the instructor on ways in which their coursework might related to their research projects.

This is the first offering of this class. The instructor has relevant research and teaching experience in broadcast history and international studies.

Michelle Citron

Radio/TV/Film B15 Media Literacy

Lecture: MW 1-3pm

Lab: M 1-4pm or M 6-9pm

Office Telephone: 491-7315

Office Address: 211 Annie May Swift

Open to all sophomore, junior and senior students who are not RTVF majors.

The information highway. Violence on TV. Representation of gender. Media literacy means having the skills to be educated consumers and critics of the media. This course is a production/criticism course for non-majors which provides a hands-on as well as theoretical introduction to the grammar of both still and moving images. The course will examine photography, film, television, radio and computer graphics in various manifestations of advertising, narrative fiction, documentary, and art.

The student's grade for this course will be based upon a midterm exam, a final exam, production assignments, and lab exercises. These production assignments and lab exercises will include 35mm still photography, computer image manipulation, and media image manipulation. Exercises are designed with technology that is accessible to the beginning student.

No prerequisites. P/N registration is permitted. A permission card must be obtained from the Department of Radio/TV/Film, Room 212 Annie May Swift, 1905 Sheridan Road.

Larry Lichty
Radio/TV/Film C22
Film Genre -- 1960s: Television and Pop Culture
Office Telephone: 491-2244
Office Address: 207 Annie May Swift

The subject of this course is television entertainment, film documentary, and motion pictures during the 1960s. Special attention to be given to the relationship of TV to the other media and popular culture of the 1960s including the music and recording industry, radio, as well as various fads and movements.

The impact of civil rights, poverty, the Vietnam war, the baby boom and the legacy of the 1950s will be considered.

A major term paper, and several shorter papers will be required.

Permission of instructor required. Admittance based on proper preparation to do individual research in the area which might be included but is not limited to previous course work in film, broadcasting, American culture and/or social history.

Larry Lichty

Radio/TV/Film C42 Program Planning and Programming

Tu and Th 1 - 2:50pm

Office Telephone: 491-2244

Office Address: 207 Annie May Swift

Starting with a basic analysis of various types of electronic media programs the purpose of this course is to study and prepare programs for television and cable. Further, the programming of the electronic media will be considered including strategies, scheduling, and evaluation.

Topics will include: the program planning process; preparation of pilots; program types, ideas, and descriptions; titles, openings and closings; program structure and appeals, programming for radio, programming for television, programming for cable, and public broadcasting. There are lecture/discussion on these and additional topics as well as required reading in a text and trade publications.

However, the primary work of the course is preparing seven(7) written assignments on topics such as description and analysis of program, titles, unit analysis, structure, and appeals. The major assignment for the course is the preparation of a program proposal.

Permission of instructor required; permission based on proper preparation for this course including--but not limited to-- study in media structure, broadcasting history, and audience analysis.

ctec@northwestern.edu

[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: February 8, 1994

Spring 1994 Course Descriptions

0630 Theater

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.

PREREQUISITES: None

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.

PREREQUISITES: None

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.

PREREQUISITES: None

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.

PREREQUISITES: None.

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.

Debbie Giordano

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.

PREREQUISITES: None

TEACHING METHOD: Participation

EVALUATION: Attendance

READINGS: Vocabulary lists provided

Kim Rubinstein/Staff

Theatre, 0630, A40-2

THEATRE IN CONTEXT

Office: Thea/Interp Ctr., 218

Phone: 491-3167

Expected enrollment: 100

COURSE DESCRIPTION: A study of fundamental theatre concepts integrating the areas of dramatic literature, theatre history, voice, movement and production activities in a total theatre approach. Course organization includes master lectures, intensive discussion, performance labs, and production crew assignments.

Fall: Concentration on Tragedy.

PREREQUISITES: None.

TEACHING METHOD: Lecture/discussion.

EVALUATION: Two papers, quizzes and final exam.

READINGS: Plays and Criticism. Texts to be determined later.

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.

Billy Siegenfeld
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.

Jon Darling
Theatre 0630, B40-2
STAGECRAFT: SCENERY
Office: Thea/Interp Ctr., 210
Phone: 491-3121

COURSE DESCRIPTION: The process of realizing the stage design from the theatre technician's point of view. Emphasis is on the craft and technology used in mounting a theatrical production.

Winter: The principles and tools used in the construction, rigging, and handling of scenery for the stage.

PREREQUISITES: Sophomore standing or permission of instructor. Participation in department productions.

EVALUATION: 2 quizzes, 2 tests, 2 projects.

READING: Gillette, Stage Scenery

Karen Cox
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.

Angie Cox
Theatre 0630, B41-2
STAGECRAFT: SCENERY
Office: Thea/Interp Ctr., 210
Phone: 491-3121

COURSE DESCRIPTION: The process of realizing the stage design from the theatre technician's point of view. Emphasis is on the craft and technology used in mounting a theatrical production.

Winter: The principles and tools used in the construction, rigging, and handling of scenery for the stage.

PREREQUISITES: Sophomore standing or permission of

instructor. Participation in department productions.

EVALUATION: 2 quizzes, 2 tests, 2 projects.

READING: Gillette, Stage Scenery

Jodi Karjala

Theatre 0630, B41-2

DESIGN PROCESS: COSTUME DESIGN

Office: Thea/Interp Ctr.

Phone: 491-3389

Expected enrollment: 20

COURSE DESCRIPTION: A lecture and projects course which will study the design process in Stage Costuming. It begins with the reading of the play, interpretation of the characters and will discuss the designer's relationship to the director, the actor and the costume shop. It involves period research, sketching techniques, color theory and will result in a series of costume sketches. Participation in departmental productions is required.

PREREQUISITE: Permission of the instructor.

EVALUATION: Class participation and projects portfolio.

TEXT: None.

Bill Bassett

Theatre, 0630, B41-3

DESIGN PROCESS: LIGHTING DESIGN I

Office: Thea/Interp Ctr., Room 228

Phone: 491-3119

Enrollment maximum: 16

COURSE DESCRIPTION: The process of scenery, lighting, and costume design from initial reading of the script to production realization approached from the stage designer's point of view. Emphasis is on the creative process used in developing the physical elements of a theatrical production. Theoretical and practical approaches are studied, along with the responsibilities of the theatrical designer.

Spring: Lights. To familiarize the non-design student with the language and responsibilities of the lighting designer and to provide design students with a foundation of knowledge in preparation for advanced course work.

PREREQUISITES: Permission of the instructor. Participation in departmental productions.

TEACHING METHOD: Lecture/discussion.

EVALUATION: Midterm project and final project. Attendance. Participation in departmental productions. Student growth.

David Downs - section 21

Bud Beyer - section 22

Dawn Mora - section 23

Sheila Saperstein - section 24

Mary Poole - section 25

Theatre 0630, B43-2

ACTING II: PRINCIPLES OF CHARACTERIZATION

Office: Thea/Interp Ctr.

COURSE DESCRIPTION: (This is a general description. Please see individual instructor for more details.) This is a basic course in acting techniques concentrating on the creation of a dramatic characterization. It is intended for majors and non-majors who have a strong interest in acting and a desire to further their knowledge and technique. It is the second quarter of a three-quarter sequence and is prerequisite to the final quarter. This quarter deals with the process of forging the raw materials of character into a usable stage characterization. Emphasis is on the creation of a playable character through the use of analysis, subtext, creation of proper environment, and character biography and relationships.

PREREQUISITES: B43-1 or the equivalent. Permission of the instructor is required.

TEACHING METHOD: Classroom exercises and individual character assignments. Individual assignments are prepared for presentation in class for criticism and evaluation. Individual student initiative is required. Each student

keeps a journal and several analysis papers are prepared.
There is a final practical assignment.

EVALUATION: Students are graded on demonstrated ability to master and use the techniques covered in class. Progress is more important than native talent, but certain levels of achievement are expected.

James Coakley
Theatre 630, B44-2
DEVELOPMENT OF CONTEMPORARY DRAMA
Office: Thea/Interp
Phone: 492-3157
Expected enrollment: 30

COURSE DESCRIPTION: This is an historical/theatrical/literary survey of the modern drama, 1870-1920. Studies - naturalism, the Irish dramatic movement, early and late O'Neill, the later Brecht, and other post-World War II continental dramatics.

PREREQUISITES: None (B44-1 is not a prerequisite.)

TEACHING METHOD: Lecture/discussion.

EVALUATION: One quiz, a midterm and a final. All weighted evenly.

READINGS: Selected texts will be assigned.

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.

Billy Siegenfeld
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.

Robin Lakes
Theatre, 0630, C33
DANCE & MUSIC: STUDIES IN COLLABORATION
Office: MWM Dance Ctr.
Phone: 491-7395

COURSE DESCRIPTION: Exploration of elements of collaboration of music and dance.

PREREQUISITES: Beginning Choreography or Music Composition or consent of instructor.

TEACHING METHOD: Lecture/Studio.

EVALUATION: Creative projects, written exam, class participation.

Robin Lakes

Theatre, 0630, C34

ADVANCED CHOREOGRAPHIC STUDY

Office: MWM Dance Ctr.

Phone: 491-3147

Expected Enrollment: 15

COURSE DESCRIPTION: Study of the advanced concepts of the art and craft of choreography including abstraction, style, music, group work, theatrical elements.

PREREQUISITES: Beginning choreography and consent of instructor.

TEACHING METHOD: Lecture/Studio.

EVALUATION: Based on work produced in each class, understanding and execution of the craft of choreography, creativity, participation in discussion, attitude and effort.

READING: Blom, Lynne and Tarin Chaplin, *The Intimate Act of Choreography* (Pittsburgh: University of Pittsburgh Press.)

Ann Woodworth - section 20

Bud Beyer - section 21

Dawn Mora - section 22

Les Hinderyckx - section 23

Theatre 0630, C41-2

ACTING III: ANALYSIS AND PERFORMANCE

COURSE DESCRIPTION: Winter: Study of Shakespearean drama from the point of view of the actor. Language as a cue for character, situation, dramatic conflict. Scene study from comedies, histories, tragedies. For majors and non-majors.

PREREQUISITES; B43-1,2,3 or equivalent.

TEACHING METHOD: Lecture and scene work presented for teacher and class evaluation. Written assignments: analyses of character and scene, prosodic analysis as clues to actor interpretation.

EVALUATION: In-class work, papers, final exam, final presentation.

Joseph Appelt

Theatre 0630, C42-1

STAGE LIGHTING II

Office: Thea/Interp Ctr., Phone: 491-3119

COURSE DESCRIPTION: An in-depth lecture-laboratory-critique of the art and practice of lighting design for the Theatre. Fall: Introduction to the medium of light, methodologies and elements of lighting design, composition and orchestration.

PREREQUISITES: 0630 B41-3, or 0630 B40-1, or permission of instructor. Participation in department productions.

Sam Ball

Theatre 0630, C43-3

SCENE DESIGN II

Office: Thea/Interp, 210

Phone: 491-3137

Expected enrollment: 10

COURSE DESCRIPTION: A lecture-critique course with student participation in the planning and execution of the scenery and properties of Theatre Center productions. Theatrical forms and multi-scenic productions studied.

PREREQUISITES: No prerequisites.

EVALUATION: Project submissions and class participation.

TEXT: None

Linda Roethke
Theatre 0630, C44-2
COSTUME DESIGN II
Office: Thea/Interp, 217
Phone: 491-3389

COURSE DESCRIPTION: A lecture and projects course to develop sound principles in Costume Design for the stage. It will explore the dramatic form of comedy and musical comedy. The design process will include research, color theory, transparent rendering techniques, and design and characterization concepts. Participation in departmental productions required.

PREREQUISITE: Junior standing, B41-2, C42-1 or permission of instructor.

EVALUATION: Grades will be determined by the quality of and the improvement demonstrated in project work.

TEXT: None.

Rives Collins
Theatre, 0630, C48-2
CREATIVE DRAMA
Office: Thea/Interp Ctr., Room 214
Phone: 491-3163
Expected enrollment: 8-10

COURSE DESCRIPTION: This is an advanced course in the investigation of improvised drama as an educational and recreational medium for those who wish to develop their knowledge and leadership abilities in this area. It involves (a) comparison of the philosophies, approaches, and teaching strategies of leading British and American authorities on creative drama; (b) in-depth study of the theory and methods of British drama educator, Dorothy Heathcote; (c) consideration of concepts relating drama to other art forms; (d) use of thematic approach in relating drama to other curricular areas, particularly language arts and social enrichment materials; (f) practical experience in leading a group of children in creative drama session.

PREREQUISITE: C48-1 or its equivalent.

TEACHING METHOD: Lecture-discussion, analysis of films and videotapes, peer teaching, laboratory teaching.

EVALUATION: Class participation, lesson preparation and teaching, written analysis of own teaching, final exam.

David Downs - section 20

Ann Woodworth - section 21

Dominic Missimi - section 22

Mary Poole - section 23

Theatre 0630, C49-2

ACTING IV: PROBLEMS IN STYLE

Office: Thea/Interp Ctr.

Expected enrollment: 16 per class

COURSE DESCRIPTION: (This is a general description. Please see the individual instructor for more details.) This is an advanced course in Acting concentrating on various styles and playwrights. Each instructor is free to choose the areas of study for each quarter. Normally, the second quarter deals with contemporary playwrights.

PREREQUISITES: C41 or its equivalent. Permission of the instructor is required, and all students must be declared Theatre majors.

TEACHING METHOD: Advanced scene work presented for teacher and class evaluation.

EVALUATION: In-class work, preparation and discussion.

READING LIST: Instructors' option

Craig Kinzer-Section 20

Theatre, 0630, C51-0

STAGING CONTEMPORARY DRAMA--BRECHT

Phone: 491-3182 OR 491-3170

Expected enrollment: 10

COURSE DESCRIPTION: An in-depth study of the directorial and performance issues posed by the theatre of Bertold Brecht. Primary focus will be on the director's tasks in staging Brecht's plays, in the context of Brecht's own dramatic theories; critical responses to his work in Europe and America; significant professional productions; and the historical context of theatre and the arts in Germany after WWI. Considerable time will be devoted to examining the problem of implementing Brecht's theories of 'alienation' using contemporary, Stanislavski-trained performers.

PREREQUISITE: C40-1,2 or Permission of Instructor

TEACHING METHOD: 1 hour lecture and 4 hours of laboratory work per week.

Lectures will cover significant issues of art history, Brechtian dramaturgy and scenography, and production history. Laboratory sessions will be devoted to acting workshops and scene presentations.

EVALUATION: Scene presentations; analytical and dramaturgical material related to scene work; Final examination; attendance; participation in class lectures and discussions.

READING LIST: As assigned.

Sam Ball

Theatre, 0630, C55-0

SCENE PAINTING

Office: Thea/Interp Ctr.

Phone: 491-3137

Expected enrollment: 8

COURSE DESCRIPTION: Advanced study in scenic artists techniques and procedures. Projects in color use for the stage. Work will follow approaches established by professional scenic artists. Field trips to scenic supply houses in Chicago area. Lab fee for materials. Must supply own brushes.

PREREQUISITE: Permission of instructor.

TEACHING METHOD: Practical projects.

EVALUATION: In-class critique.

TEXT: TBA

Joseph Tilford
Theatre 0630, C56-2
GRAPHIC ARTS FOR THE STAGE DESIGNER
Office: Thea/Interp Ctr.,
Phone: 491-3143
Expected enrollment: 15

COURSE DESCRIPTION: Emphasis on two dimensional rendering and drawing techniques used by a theatre designer to translate ideas into a visual format. Also, color theory and costume rendering. Students will work in a variety of media and styles. Class includes additional sessions in figure drawing.

PREREQUISITE: Permission of Instructor.

TEACHING METHOD: Project/critique. Studio Art Class.

EVALUATION: Grades based on projects submitted during quarter.

READINGS: None; but research capabilities are needed and used.

Sandra L. Richards
Theatre 0630, C65
The Development of American Theatre
Office: Theatre/Interpretation Center; African- Amer. Studies
Time: M, W 2-3:30 p.m.
Phone: 491-4557; 491-7958 message machine
Expected Enrollment: 25

COURSE DESCRIPTION: Survey of American theatre history and drama. Texts are selected in order to 1) investigate the development of realism, which has constituted the dominant mode of American playwriting; 2) explore alternatives like

expressionism, agit prop or magical realism; 3) expand the canon, thereby more accurately reflecting the artistry and cultural diversity of the field.

PREREQUISITES: Upperclass standing.

TEACHING METHOD: Lecture and discussion in two hour segments meeting twice weekly.

EVALUATION: Required reading, papers, etc: One short paper required at mid-term and another, longer paper will constitute the final. Depending on local theatre repertoires, attendance and review of one production will also be expected.

READING LIST: Likely to include the following authors: Anna Cora Mowatt, Dion Boucicault, James Herne, Eugene O'Neill, Langston Hughes, Arthur Miller, Tennessee Williams, Clifford Odets, Lorraine Hansberry, Amiri Baraka, Sam Shepard, Luis Valdez, Megan Terry, Maria Irene Fornes, Jessica Hagedorn, David Henry Hwang, and August Wilson.

ctec@northwestern.edu

[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: February 8, 1994

Spring 1994 Course Descriptions

0727 Electrical Engineering & Computer Science

Bruce Holmer

Electrical Engineering and Computer Science, A10

INTRODUCTION TO COMPUTER PROGRAMMING

Time: 9:00-9:50am MTWF

Office Address: McCormick 1006

Office Phone: 491-4118

Expected Enrollment: 108

COURSE DESCRIPTION: Introduction to programming practice using a modern programming language. Analysis and formulation of problems for computer solution. Systematic design, construction and testing of programs. Substantial programming assignments.

PREREQUISITES: NONE

TEACHING METHOD: Lectures, exams, programming assignments and homework.

READINGS: Miller and Quilici, "Joy of C," 2nd ed., Wiley Pub.

STAFF

Electrical Engineering and Computer Science, A20

INTRODUCTION TO COMPUTERS

Time: 9:00-9:50am MWF Sec. 20; 10:00-10:50am MWF Sec. 21;
11:00-11:50am MW Sec. 22; 1:00-1:50pm MW Sec. 23; 7:00-8:30pm
MW Sec. 24; 7:00-8:30pm TTH Sec. 25

Office Address: McCormick 3667

Office Phone: 491-3338

Expected Enrollment: 150; 25 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 wordprocessors, databases and spreadsheets. We also discuss the some of the ways in which information technology is impacting today's society.

PREREQUISITES: Not open to students who have taken 727-A01 or 727-A10 or equivalent.

TEACHING METHOD: Lectures - discussion. Exams and weekly programming assignments

READINGS: 1) Tchao et. al., "Approaching Macintosh: A Guide to Learning Macintosh Software", 2nd ed., Addison-Wesley. 2) Dan Shafer, "The Complete Book of HyperTalk 2", 1990, Addison-Wesley.

Alan Sahakian

Electrical Engineering and Computer Science, A40

INTRODUCTION TO ELECTRICAL ENGINEERING AND COMPUTER SCIENCE

Time: 10:00-10:50am MTWF

Office Address: McCormick 3846

Office Phone: 491-7007

Enrollment: 35

COURSE DESCRIPTION: Introduction to various aspects of electrical engineering and computer science. Illustration of the breadth of this discipline and its applications to our modern technological society. Application electrical engineering and computer science principles illustrated by examples from the computer industry, telecommunications and controls, electronic and optical devices, software development and maintenance, and artificial intelligence. Note: May be taken by freshmen only.

PREREQUISITE: NONE

TEACHING METHOD: Up to 9 individual faculty provide self-contained course segments consisting of a combination of lectures, audio-visual material, lab tours, and industry tours. Student grades are based upon a term paper/project discussing the detail one of the course topics.

READINGS: Selected literature from journals and professional societies.

Alan Sahakian

Electrical Engineering and Computer Science, B01

FUNDAMENTALS OF COMPUTER ORGANIZATION

Time: 1:00-1:50pm MTWF

Office Address: McCormick 3846

Office Phone: 491-7007

Expected Enrollment: 75

COURSE DESCRIPTION: Principles of hardware design. Number systems and Boolean algebra. Logic gates. Design of Combinational circuits and simplification. Decoders, multiplexers, adders and other MSI circuits. Timing diagrams. Memory elements and flip-flop. Sequential logic. Excitation tables. Registers, counters, and design of other digital circuits. Basic computer operations. I/O and communication.

PREREQUISITES: 727-A01, A10 or equivalent.

TEACHING METHOD: Lectures, hardware labs and programming assignments. Homework, quizzes, midterm and final exam.

READINGS: M. Morris Mano, "Computer Engineering: Hardware Design", 1988, Addison-Wesley.

Lawrence Birnbaum

Electrical Engineering and Computer Science, B11

FUNDAMENTALS OF COMPUTER PROGRAMMING II

Time: 10:00-10:50am MWF

Office Address: ILS 327

Office Phone: 491-3500

Expected Enrollment: 25

COURSE DESCRIPTION: Continuation of EECS A11. Students will be introduced to key concepts in software design and systems programming. Topics include object-oriented programming (in C + +), design of interpreters and compilers, and register machines. Required for majors in Computer Science.

PREREQUISITE: 727-A11

TEACHING METHOD: Lecture and programming assignments, exams, final

READINGS: 1) Abelson & Sussman, "Structure and Interpretation of Computer Programs", McGraw-Hill. 2) Borland C ++ software, student version. 3) B. Stroustrup, "The C ++ Programming Language", Addison-Wesley.

Lawrence Henschen

Electrical Engineering and Computer Science, B30

INTRODUCTION TO SOFTWARE ENGINEERING

Time: 10:00-10:50am MTWF

Office Address: McCormick 3667

Office Phone: 491-3338

Expected Enrollment: 48

COURSE DESCRIPTION: Advanced material on program design and debugging. Methodologies for the design and implementation of larger programs. Object-oriented concepts and programming in C + +.

PREREQUISITES: 727-A01, 727-A10, 727-A11 or any introduction to programming or passing grad in McCormick programming proficiency exam.

TEACHING METHOD: Lecture, assignments and exams

READINGS: Miller, "Advanced Programming: Design and Structure Using PASCAL", Addison-Wesley, 1986.

James Van Ness

Electrical Engineering and Computer Science, B41

CIRCUITS I

Time: 9:00-9:50 MTWF

Office Address: McCormick 3850

Office Phone: 491-7108

Expected Enrollment: 105

COURSE DESCRIPTION: Circuit analysis using Krichoff's, law nodal and mesh methods, and network theorems. The resistance network is considered first, followed by the transient circuit, and then sinusoidal analysis.

PREREQUISITES: Physics A35-2 and concurrent registration in Math B21. Note: Students must receive at least a C in B41 to register for B42.

TEACHING METHOD: Lectures, discussion section and Lab. Mid-term and final exams, homework problems.

READINGS: Hayt & Kemmerly, "Engineering Circuit Analysis", Fourth Edition, McGraw-Hill.

Arthur Butz

Electrical Engineering and Computer Science, B43

SIGNALS AND SYSTEMS

Time: 9:00-9:50am MTWF

Office Address: McCormick 1643

Office Phone: 491-3269

Expected Enrollment: 30

COURSE DESCRIPTION: Comprehensive introduction to basic tools for analysis of signals in linear systems. A background in the fundamentals of AC circuits and differential equations assumed. Convolution integral and linear time-invariant systems, frequency domain analysis using Fourier and Laplace transform techniques; and elements of discrete-time signal and system analysis.

PREREQUISITES: 727-B42 (C or better)

TEACHING METHOD: Lectures, weekly homework; mid-term and final exam.

READINGS: Ziemer, Tranter & Fannin, "Signals and Systems," 3rd ed., MacMillan.

Martin Plonus

Electrical Engineering and Computer Science, B70

APPLICATIONS OF ELECTRONIC DEVICES

Time: 10:00-10:50am MTWF

Office Address: McCormick 2696

Office Phone: 491-3445

Expected Enrollment: 77

COURSE DESCRIPTION: DC and AC networks, rectifiers, transistor amplifiers, digital electronics, microprocessors.

PREREQUISITES: 435-B14-2 And 447-A35-2 or equivalents. Not open to students majoring in Electrical Engineering.

TEACHING METHOD: Lectures, one 3 hour lab per week. Weekly homework assignments and discussions of homework. 1 or 2 exams, final, graded homework and graded laboratory.

READINGS: Smith, "Electronics: Circuits and Devices", 3rd Ed., Wiley.

Martin Plonus

Electrical Engineering and Computer Science, C02

PROBABILISTIC SYSTEMS AND RANDOM SIGNALS

Time: 1:00-1:50pm MTWF

Office Address: McCormick 2696

Office Phone: 491-3445

Expected Enrollment: 50

COURSE DESCRIPTION: Basic concepts of probability theory, random variables, moments; introduction to random processes, correlation function and power spectra.

PREREQUISITES: 727-B42 and Math B15

TEACHING METHOD: Lecture, homework problems, exams and final.

READINGS: P.Z. Peebles, Jr., "Probability, Random Variables, and Random Signal Principles", McGraw-Hill.

Max Epstein

Electrical Engineering and Computer Science, C06

ELECTRONIC CIRCUITS

Time: 2:00-2:50pm MTWF

Office Address: McCormick 2697

Office Phone: 491-5444

Expected Enrollment: 48

COURSE DESCRIPTION: Single-stage RET and BJT amplifier configurations; multi-stage amplifiers and feedback;

frequency response of amplifiers; differential amplifiers and active loads; elementary operational and amplifier circuits.

PREREQUISITES: 727-B42 (C or better), 727-B50.

TEACHING METHOD: Lecture, presentation and discussion.
Final, mid-term, homework

READINGS: Burns and Bond, "Principles of Electronic Circuits," West.

Aggelos Katsaggelos

Electrical Engineering and Computer Science, C07

COMMUNICATIONS

Time: 1:00-1:50pm MTWF

Office Address: McCormick 3860

Office Phone: 491-7164

Expected Enrollment: 30

COURSE DESCRIPTION: Analysis of analog communications systems including modulation, transmission and demodulating of AM, FM and TV systems. Design issues, channel distortion and loss, bandwidth limitations, and additive noise are examined.

PREREQUISITES: 727-C02 (no exceptions)

TEACHING METHOD: Lectures and problem sets. Exams, final and homework.

READINGS:

A. B. Carlson, "Communication Systems", 3rd ed., McGraw-Hill,

Horace Yuen

Electrical Engineering and Computer Science, C10

MATHEMATICAL FOUNDATIONS OF COMPUTER SCIENCE

Time: 1:00-1:50pm MTWF

Office Address: McCormick 3624

Office Phone: 491-7335

Expected Enrollment: 30

COURSE DESCRIPTION: An introduction to the basic concepts of

finite and structural mathematics and their relation to computer science. Sets, axiomatic systems, the propositional and predicate calculi, and graph theory. Application areas drawn from sequential machines, formal grammars, and software design.

PREREQUISITES: 727-A10 or A11 and MATH-B14-3. Graduate credit will not be given to EECS majors.

TEACHING METHOD: Lectures, homework and exams

READINGS: Ross and Wright, "Discrete Mathematics," 3rd ed., Prentice-Hall.

Gilbert Krulee

Electrical Engineering and Computer Science, C14

APPLIED ARTIFICIAL INTELLIGENCE

Time: 4:45-6:00pm TTH

Office Address: McCormick 1026

Office Phone: 491-3084

Expected Enrollment: 30

COURSE DESCRIPTION: Applications that include intelligent capability for relieving the user of routine aspects of problem solving. Computer-aided design; intelligent interfaces; decision support systems.

PREREQUISITE:

TEACHING METHOD: Lecture, assignments and exams

READINGS: TBA

Gordon Murphy

Electrical Engineering and Computer Science, C16

MINI-MICROCOMPUTERS AND REAL-TIME APPLICATIONS

Time: 6:30-9:00pm T

Office Address: McCormick 2645

Office Phone: 491-7258

Expected Enrollment: 48

COURSE DESCRIPTION: Basic computer architecture. Low-level

program development tools, mini/micro organization, and software development. There will be lab experience to reinforce classroom topics. Not for Computer Science, Computer Studies or Electrical Engineering majors.

PREREQUISITES: 727-A10 - There are at least three different categories in the student makeup of this class: 1) Masters of Engineering Management (MEM); 2) Masters of Manufacturing Engineering (MME); 3) Other engineering and non-engineering students with engineering backgrounds who want to learn about how computers work.

Electrical Engineering and Computer Science-major students cannot receive credit for this course. A student cannot obtain credit for both 727-C16 and 727-B01 or for both 727-C16 and 727-C46. (McCormick School rules). Since B01 is a prerequisite for B05, students who have taken or plan to take B05 should not take C16.

TEACHING METHOD: Lectures and lab assignments. Exams, midterm and final.

READINGS: TBA

Philip Woest

Electrical Engineering and Computer Science, C17

DATA-MANAGEMENT AND INFORMATION PROCESSING

Time: 12:00-12:50pm MTWF

Office Address: McCormick 3857

Office Phone: 491-7141

Expected Enrollment: 50

COURSE DESCRIPTION: Data representation, file and record organization, linear and 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 data bases.

PREREQUISITES: 727-A10 or equivalent. Not for Computer Science or Computer Studies majors.

TEACHING METHOD: Lecture, discussion, homework, exams and final.

READINGS: Mary Loomis, "Data Management and File Structures", 2nd ed., Prentice-Hall.

Der-Tsai Lee

Electrical Engineering and Computer Science, C22-2

COMPILER CONSTRUCTION

Time: 11:00-12:15pm MW

Office Address: McCormick 4387

Office Phone: 491-5007

Expected Enrollment: 20

COURSE DESCRIPTION: Overview of compilers and context-free languages, top-down parsing, LL(1) parser construction, translation grammars, implementation of lexical analyzer, parser and translator, compiler optimization, error handling and recovery.

PREREQUISITES: 727-C11 and concurrent registration in 727-C20.

TEACHING METHOD: Lecture, assignments and final.

READINGS: Pyster, "Compiler Design & Construction", Van Nostrand Reinhold Pub., 1988 edition.

Scott Jordan

Electrical Engineering and Computer Science, C33

INTRODUCTION TO COMMUNICATION NETWORKS

Time: 10:00-10:50am MWF

Office Address: McCormick 4386

Office Phone: 467-1243

Expected Enrollment: 30

COURSE DESCRIPTION: Network architectures, models, protocols, routing, flow control, and services. Queueing models for network performance analysis.

PREREQUISITE: Basic probability theory, 727-C02, Math-C30 and IEEMS-C02 or equivalent, or consent of instructor.

TEACHING METHOD: Lecture, homework assignments, exams and final

READINGS: TBA

Majid Sarrafzadeh

Electrical Engineering and Computer Science, C36

DESIGN & ANALYSIS OF ALGORITHMS

Time: 4:45-6:00pm MW

Office Address: McCormick 3859

Office Phone: 491-7378

Expected Enrollment: 40

COURSE DESCRIPTION: Analysis techniques: solving recurrence equations. Classes of algorithm design techniques: divide and conquer, the greedy method, backtracking, branch-and-bound, and dynamic programming. Sorting and selection algorithms, order statistics, heaps and priority queues.

PREREQUISITES: 727-C10 and 727-C11

TEACHING METHOD: Lecture, homework, midterm and final. assignments

READINGS: Cormen, Leiserson, & Rivest, "Introduction to Algorithms", McGraw-Hill.

Gordon Murphy

Electrical Engineering and Computer Science, C41

DESIGN OF REAL-TIME DIGITAL SYSTEM

Time: 2:00-2:50pm MWF

Office Address: McCormick 2645

Office Phone: 491-7258

Expected Enrollment: 20

COURSE DESCRIPTION: Design of digital systems for automatic control and automatic manufacturing. Numerical control, microprocessor-based control, and robotics.

PREREQUISITES: 727-B01 and 727-C53, or 727-C46

TEACHING METHOD: Lectures and project, with student presentations. Midterm examination, final examination, and

project.

READINGS: Bennett, "Real-Time Computer Control,"
Prentice-Hall.

Kenneth Forbus

Electrical Engineering and Computer Science, C44

DESIGN OF COMPUTER PROBLEM SOLVERS

Time: 10:00-11:15am TTH

Office Address: ILS-1890 Maple

Office Phone: 491-3500

Expected Enrollment: 30

COURSE DESCRIPTION: Principles and practice of organizing
and building artificial intelligence reasoning systems.
Pattern-directed rule systems, truth-maintenance systems, and
constraint languages.

PREREQUISITES: 727-C25-1 (or equivalent Lisp experience) and
C48.

TEACHING METHOD: Lecture, assignments, exams and final

READINGS: Guy Steele, "Common Lisp," Digital Press

Wei-Chung Lin

Electrical Engineering and Computer Science, C51

INTRODUCTION TO COMPUTER GRAPHICS

Time: 4:00-5:30pm TTH

Office Address: McCormick 1028

Office Phone: 491-7390

Expected Enrollment: 55

COURSE DESCRIPTION: Mathematical, software, and hardware
requirements for computer graphics systems. Data structures
and programming languages. Random and raster displays.
Graphic applications and introduction to current research.

PREREQUISITES: 727-C11

TEACHING METHOD: Lecture/discussion, with project
assignments to illustrate graphical programming techniques.

Exams and project assignments.

READINGS: D. Hearn and M. P. Baker, "Computer Graphics",
Prentice-Hall, 1986.

Eric Schwabe

Electrical Engineering and Computer Science, C52

APPLIED COMBINATORICS

Time: 3:00-4:15pm MW

Office Address: McCormick L489

Office Phone: 467-2297

Expected Enrollment: 25

COURSE DESCRIPTION: Fundamental problems in combinatorics
including selection, arrangements, counting method,
generating functions, and graph focusing on applications to
science and engineering.

PREREQUISITE: 727-C10

TEACHING METHOD: Lecture, exam and final

READINGS: Tucker, "Applied Combinatorics," Wiley

Gordon Murphy

Electrical Engineering and Computer Science, C53

DIGITAL ELECTRONIC CIRCUITS AND SYSTEMS

Time: 11:00-11:50am MWF

Office Address: McCormick 3846

Office Phone: 491-7007

Expected Enrollment: 48

COURSE DESCRIPTION: Digital electronic logic families,
comparators, analog-to-digital converters, digital-to-analog
converters, combinational systems, sequential systems, solid-
state memory, large-scale integrated circuits, and the design
of electronic systems. Experimental project included.

PREREQUISITE: 727-C06. No credit for EE graduate students

TEACHING METHOD: Lectures will be presented regularly, but
questions and discussion are strongly encouraged. Solutions
to various problems will be explained at appropriate times

during the quarter. Midterm, final, homework, and laboratory performance.

READINGS: Burns & Bond, "Principles of Electronic Circuits", West Publishing.

Zenonas Rekasius

Electrical Engineering and Computer Science, C60

INTRODUCTION TO FEEDBACK SYSTEMS

Time: 10:00-10:50am MWF

Office Address: McCormick 1714

Office Phone: 491-7125

Expected Enrollment: 64

COURSE DESCRIPTION: Linear feedback control systems, their physical behavior, dynamical analysis, and stability. Laplace transform, frequency spectrum, and root locus methods. Introduction to system design and compensation.

PREREQUISITES: 727-B42 (C or Better) and Math B21.

TEACHING METHOD: Three lectures and 1 lab per week. Midterm 20%

Homework 20%, Lab reports 20% and Final 40%

READINGS: Kuo, "Automatic Control System", 6th ed., Prentice-Hall.

Zenonas Rekasius

Electrical Engineering and Computer Science, C75

NONLINEAR PROBLEMS IN ENGINEERING

Time: 1:00-1:50pm MWF

Office Address: McCormick 1035

Office Phone: 491-7125

Expected Enrollment: 30

COURSE DESCRIPTION: Analysis of nonlinear circuits and mechanical systems using phase-plane and analytical methods; singularities, stability of equilibrium, periodic solution and limit cycles, switched circuits, perturbation theory, and numerical solutions.

PREREQUISITES:

TEACHING METHOD: Lecture, assignments, exam and final

READINGS: TBA

Prem Kumar

Electrical Engineering and Computer Science, C85

OPTOELECTRONICS

Time: 2:00-2:50pm MWF

Office Address: McCormick B621

Office Phone: 491-4128

Expected Enrollment: 30

COURSE DESCRIPTION: Devices for optical communications, coherent and incoherent sources, semiconductor diode lasers, internal and electro-optic modulation, coherent and incoherent detection, optical fibers, fiber interconnects, integrated optics, and optical communication systems.

PREREQUISITES: 727-C81

TEACHING METHOD: Lectures and homework assignment. Midterm and final.

READINGS: Course notes will be distributed.

PRIMARY REFERENCE: A. Yariv, "Optical Electronics", 4th ed., Holt, Rinehart & Winston.

Technical Literature: "Laser Focus and Photonics Spectra", these are laser related magazines.

Allen Taflove

Electrical Engineering and Computer Science, C86

COMPUTATIONAL ELECTROMAGNETIC

Time: 1:00-1:50pm MW

Office Address: McCormick 3573

Office Phone: 491-4127

Expected Enrollment: 20

COURSE DESCRIPTION: Numerical approaches for modeling the interaction of electromagnetic waves with complex structures, integral equation formulation of scattering, method of moments, differential equation formulation, time-domain solution, 2-D and 3-D problems.

PREREQUISITES: 727-C08 and 727-C28

TEACHING METHOD: Lecture, exam, take-home computer programming assignments and final.

READINGS: Draft course notes, journal articles.

Chris Clifton

Electrical Engineering and Computer Science, C94-2

SOFTWARE PROJECT MANAGEMENT AND DEVELOPMENT

Time: 3:00-4:15pm MW

Office Address: McCormick 1004

Office Phone: 491-7642

Expected Enrollment: 25

COURSE DESCRIPTION: Software development and management methodologies. Programming management teams such as chief programmer team, specialist team, and democratic team; software development processes such as requirements, specifications, system design, modularization, coding detailed design, testing, documentation and other topics such as group communication. Students are provided with experience in team design, implementation, and overall management and development of a specific large software system, which is expected to be completed in two quarters.

PREREQUISITES: 727-C43-1 or equivalent programming experience.

TEACHING METHOD: Lecture, discussion, programming, exams and completed software project.

READINGS: Richard Fairley, "Software Engineering Concepts", McGraw-Hill.

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

Prem Kumar

Electrical Engineering And Computer Science, C98

ELECTRICAL ENGINEERING DESIGN

Time: 12:00-12:50 MWF

Office Address: McCormick B621

Office Phone: 491-4128

Expected Enrollment: 36

COURSE DESCRIPTION: This course is designed to give seniors in electrical engineering an exposure to modern problems and design techniques in distinct topic areas.

PREREQUISITES: Seniors only.

TEACHING METHOD: Lectures, labs, midterm and Final

READINGS: TBA

STAFF

Electrical Engineering And Computer Science, C99

PROJECTS

Office Address: McCormick 2736

Office Phone: 491-5410

Expected Enrollment: 25

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: February 8, 1994

Industrial Engineering & Management Sciences

Gordon Hazen

Industrial Engineering and Management Sciences

C03 STATISTICS I

Time: MWF 10:00

M 3-5:00

Room: M351

Office: MLSF 3081

Phone: 491-5673

Expected Enrollment: 60

COURSE DESCRIPTION: Descriptive statistics; observational and experimental studies; confidence interval estimation; hypothesis testing; categorical data; simple linear regression and correlation.

PREREQUISITES: Math B15 and IE/MS C02 or an equivalent course in probability.

TEACHING METHOD: Lecture.

EVALUATION: Homework, midterm, and final.

TEXTS: PROBABILITY AND STATISTICS FOR ENGINEERING & SCIENCES, by Jay Devore.

Ajit C. Tamhane

Industrial Engineering and Management Sciences

C04 STATISTICS II

Time: MWF 10:00-11:00, LAB. Th 3:00-5:00

Room: L318

Office: MLSF 4085

Phone: 491-3577

Expected Enrollment: 40

COURSE DESCRIPTION: Multiple regression; analysis of variance; design and analysis of single factor and

multifactor experiments; nonparametric methods. MINITAB statistical package will be used.

PREREQUISITES: IE C03 or an equivalent course in statistics.

TEACHING METHOD: Three hours of lectures supplemented by two hours of problem session each week.

EVALUATION: Homework, 20%; Project, 20%; Midterm, 20%; Final, 40%. P/N option is allowed.

TEXT:

- 1) PROBABILITY & STATISTICS FOR ENGINEERING & THE SCIENCES, by Jay Devore, Dellan/MacMillan.
- 2) "MINITAB HANDBOOK," by Ryan, Joiner and Ryan, Publisher: PWS-Kent.

TBA

Industrial Engineering and Management Sciences

C13 DETERMINISTIC MODELS AND OPTIMIZATION

Time: MWF 11:00, M 3:00-5:00 (Lab)

Room: L318

Office: MLSF

Phone:

Expected Enrollment: 40

COURSE DESCRIPTION: Formulation and solution of applicable optimization models, including linear, network, integer, dynamic and nonlinear programs. Algorithmic methods and efficient use of computers.

PREREQUISITES: 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.

Maria Rieders

Industrial Engineering and Management Sciences

C15 STOCHASTIC MODELING AND SIMULATION

Time: MWF 1:00, W 3-5:00

Room:

Office: MLSB 3021

Phone: 491-5674

Expected Enrollment: 50

COURSE DESCRIPTION: An integrated approach to stochastic modeling, analysis and simulation of systems. Analytical tools include the Poisson process, Markov chains, and probabilistic approximations with emphasis on queueing systems and networks. Concepts of discrete event simulation, including output analysis, are employed for analyzing complex systems.

PREREQUISITES: Calculus-based probability (IE C02 or equivalent).

EVALUATION: Based on homework, quizzes, midterm, and final, and a group project.

TEACHING METHOD: Three one-hour lectures and one two-hour lab session per week. The lab session will be used for problem solving, case studies, and quizzes.

TEXT: INTRODUCTION TO STOCHASTIC PROCESSES, by Hillier and Lieberman, and additional reading material.

Gustave J. Rath

Industrial Engineering and Management Sciences

C21 HUMAN FACTORS ENGINEERING

Time: T 6:30-9:30

Room: LR 5

Office: MLSF 1021

Phone: 491-3668

Expected Enrollment: 100

COURSE DESCRIPTION: The applied psychology of work and

skilled operation. Design of machines compatible with human operators, human ability to process information, learning and performance of skilled movements, limitations of human perceptual ability, environmental effects on work, human factors issues in accident prevention.

PREREQUISITES: First class mandatory.

TEACHING METHOD: Individual work, write an 80-page manual, and do a human factors design.

TEXT: HUMAN FACTORS IN ENGINEERING AND DESIGN, by Sanders and McCormick, McGraw-Hill, 1993.

Gustave J. Rath
Industrial Engineering and Management Sciences
C22 INDUSTRIAL PSYCHOLOGY
Time: W 6:30-9:30
Room:
Office: MLSF 1021
Phone: 491-3668
Expected Enrollment: 150

COURSE DESCRIPTION: Psychological issues and problems faced by supervisors in industry and government. Issues include supervision, testing, hiring, EEO worker morale, working environment, office and plant relations; techniques and solutions currently in use will be reviewed. Leadership communication, organization, safety, and human factors are also covered.

PREREQUISITES: Course intended for advanced undergrad, grad, Human Development, NROTC and Civil Eng-Industrial Hygiene students. Also an elective in IE/MS required list. Permission of instructor required. Must attend first class.

TEACHING METHOD: Reading text and listening to lectures by visitors from industry.

EVALUATION: Weekly quizzes and a small two-page Newsletter.

TEXT: PSYCHOLOGY APPLIED TO WORK, by Paul Muchinsky.

Allan Drebin

Industrial Engineering and Management Sciences

C24-2 ENGINEERING MANAGEMENT II

(taught jointly with D23 ACCOUNTING ISSUES FOR ENGINEERS)

Time: W 6:30-9:30

Room:

Office: 5-186 Leverone

Estimated Enrollment: 60 (C24-2)

30 (D23)

COURSE DESCRIPTION: The fundamentals of financial and cost accounting for managers of manufacturing, engineering and of other technology based functions.

PREREQUISITES: This sequence of courses is open to regular and advanced undergraduate students in the Technological Institute. C24-1 is not a prerequisite. Open to IE and CE Contruction Management seniors only. Taught jointly with IE D23.

TEACHING METHOD: The course will consist of weekly lecture-discussion sessions as well as homework problems to illustrate concepts.

EVALUATION: Grade for the course will be based on a mid-term examination and a final examination. The examinations will be oriented primarily toward problem solving exercises.

TEXT: 1) FINANCIAL ACCOUNTING, by Eskew and Jensen.
2) MANAGERIAL ACCOUNTING, by Hilton.

Arthur P. Hurter

Industrial Engineering and Management Sciences

C27 ECONOMICS FOR ENGINEERING II

Time: TTh 10:30-12:00

Room: L318

Expected Enrollment: 40

Office: MLSF 4033

Phone: 491-3414

COURSE DESCRIPTION: This course deals with the economics of the business firms. The theory of cost and production is presented in both traditional and linear programming or activity analysis formats. Stock-Flow production functions

are introduced to tie together production, equipment investment, and replacement decisions. The course concludes with analysis of capacity expansion and facility location.

PREREQUISITE: C26 or equivalent.

TEACHING METHOD: Lecture and discussion.

EVALUATION: Two midterm exams and a final exam.

TEXTBOOK:

Donald Frey and Philip Jones
Industrial Engineering and Management Sciences
C36-2 (20) (21) IE DESIGN PROJECT
Time: T 12:00
Room: (20) L318, (21) LR7
Expected Enrollment: 20 each section
Office: Frey: MLSF 1017, Jones: MLSF 2009
Phone: Frey: 491-3326, Jones: 491-3747

COURSE DESCRIPTION: This is a senior design course in which complex, open-ended decision problems from selected fields of industrial engineering will be addressed through small team projects. Students will be exposed to the full spectrum of the systems analysis approach starting with problem formulation (establishment of objectives and criteria), analysis and synthesis of alternative solutions, feasibility studies (including realistic constraints, such as economic, safety, aesthetic, social, etc.) various tradeoffs, testing and evaluation. The projects will require integration and application of techniques from operations research, production, economics, statistics, and computers. Each team will submit a written report and make an oral presentation outlining the proposed design solution.

PREREQUISITE: IE C36-1 and senior standing.

TEACHING METHOD: Each team will meet weekly with the instructor to discuss progress. Students are also expected to meet regularly with their project sponsor. The entire focus of the course will be on successfully carrying out the project as proposed in C36-1.

EVALUATION: Grades will be based on the written and oral presentation of the final project report. The grade will take into account the extent of independent work (i.e., without the help of the faculty advisor), degree of novelty and creativity of the solution and its suitability to the actual problem and the opinion of the client for the study.

TEXTBOOK: None.

Charles W.N. Thompson
Industrial Engineering and Management Sciences
C40 FIELD PROJECT METHODS
Time: TTh 3:30-5:00
Room: L320
Office: MSLF 1055
Phone: 491-3667
Expected Enrollment: 25

COURSE DESCRIPTION: Examination of bases for useful theories of organizational behavior and requirements for successful planning and control of organizations and their components, including project teams and the design of systems.

PREREQUISITES: No formal prerequisites. Recommended for students with strong interest in organization, and field research, and system projects.

EVALUATION: Weekly written assignments, other written and oral work, final report on a field research or design project.

TEACHING METHOD: Lectures and discussion of individual student projects.

READINGS: Recommended text is by Emory and Cooper, BUSINESS RESEARCH METHODS. Course material and selected readings will be provided; other assigned readings will be on library reserve.

Allan Drebin
Industrial Engineering and Management Sciences
D23 ACCOUNTING ISSUES FOR ENGINEERS
(taught jointly with C24-2 Engineering Management II)

Time: W 6:30-9:30

Room:

Office: 5-186 Leverone

Estimated Enrollment: 60 (C24-2)

30 (D23)

COURSE DESCRIPTION: The fundamentals of financial and cost accounting for managers of manufacturing, engineering and of other technology based functions.

PREREQUISITES: This sequence of courses is open to regular and advanced graduate students in the Technological Institute. C24-1 is not a prerequisite. Taught jointly with IE C24-2.

TEACHING METHOD: The course will consist of weekly lecture-discussion sessions as well as homework problems to illustrate concepts.

EVALUATION: Grade for the course will be based on a mid-term examination and a final examination. The examinations will be oriented primarily toward problem solving exercises.

TEXT: 1) FINANCIAL ACCOUNTING, by Eskew and Jensen.

2) MANAGERIAL ACCOUNTING, by Hilton.

Charles W. N. Thompson

Industrial Engineering and Management Sciences

D32 SYSTEMS ENGINEERING

Time: M 6:30-9:30

Room: L316

Office: MLSF 1055

Phone: 491-3667

Expected Enrollment: 30

COURSE DESCRIPTION: The course is directed to the special problems and methods applicable to the processes for the design and development of complex and/or high technology systems, including design requirements for production and operational use. Examples include space and defense systems, commercial and industrial construction and systems projects, and comparable programs.

Focus will be on the technical problems and technical

methods, as distinguished from the closely related systems or project management areas. The relation of systems engineering to other technical disciplines and functions and the phases of the process will introduce a discussion of key steps, including requirements analysis, detailed design, and others.

PREREQUISITES: Graduate standing. Undergraduates require permission for the instructor.

EVALUATION: Reports on outside reading, short papers, and work on individual and/or group projects will provide the basis for grading. There will be no final exam.

TEACHING METHOD: Lectures and discussion of individual student projects.

TEXT: MANAGING BUSINESS & ENGINEERING PROJECTS: CONCEPTS & IMPLEMENTATION, by J.M. Nicholas.

Collette Coullard
Industrial Engineering and Management Sciences
D52 COMBINATORIAL OPTIMIZATION
Time: TTh 2:30-4:00
Room: A110
Office: MLSB 3087
Phone: 491-3077
Expected Enrollment: 30

COURSE DESCRIPTION: Efficient methods and min-max results for combinatorial optimization problems including minimum spanning trees, shortest paths, maximum flows, minimum cost flows, matchings; polyhedral combinatorics; complexity theory. Course project will involve implementing a network optimization algorithm.

PREREQUISITES: A course in linear programming (IE D50 or equivalent).

EVALUATION: Approximately four homework assignments and a course project.

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

TEXT: Manuscript of "Coimbinatorial Optimization," by Cook, Cunningham, Pulleyblank, and Schrijver, which will be available at CopyCat.

Mark Van Oyen
Industrial Engineering and Management Sciences
D60-2 STOCHASTIC MODELS
Time: MWF 3:00
Room: L320
Office: MLSF 2083
Phone: 491-7008
Expected Enrollment: 30

COURSE DESCRIPTION: Markov processes, renewal theory, and regenerative processes. Applications are presented in queueing models of manufacturing and communications systems with emphasis on algorithmic issues. The course attempts to develop probabilistic intuition without sacrificing precision in definitions and concepts.

PREREQUISITES: D60-1

EVALUATION: Homework, mid-term, and final examination.

TEACHING METHOD: Three hours of lecture per week.

TEXT: STOCHASTIC PROCESSES, by Sheldon Ross.

Mark Van Oyen
Industrial Engineering and Management Sciences
D68 STOCHASTIC CONTROL
Time: MW 1:00-2:30
Room: 2381
Office: MLSF 2083
Phone: 491-7008
Expected Enrollment: 30

COURSE DESCRIPTION: A combination of theory and applications in the optimal control of Markov chains. Topics include stochastic dynamic programming, Markov decision processes, finite and infinite horizon problems, continuous and discrete time problems, and selected applications in operations research, production control, communication networks, and

equipment replacement.

PREREQUISITES: Concurrent registration in D60-2 or EECS D23; otherwise permission of instructor.

EVALUATION: Grade based on homework, problems, and examinations.

TEACHING METHOD: Three hours of lecture per week.

TEXT: DYNAMIC PROGRAMMING, by Dimitri P. Bertsekas.

Wallace Hopp
Industrial Engineering and Management Sciences
D71 PRODUCTION AND MATERIALS MANAGEMENT
Time: MTh 1:00-3:00
Room: LR7
Office: MLSF 4083
Phone: 491-3669
Expected Enrollment: 60

COURSE DESCRIPTION: This is a course on the basic concepts and techniques of operations management, as relevant in the 1990's. The foundation of the course is a system of manufacturing "laws" which are the basis for Factory Physics. These laws relate the various measures of plant performance, such as throughput, cycle time, work-in-process, variability, and quality, in a consistent manner and provide a framework for evaluating classical operations management techniques as well as evolving new strategies. Both concepts and methods are illustrated via a combination of computer simulations and real-life case studies.

PREREQUISITES: A keen logical mind is essential. Basic probability and statistics is helpful.

EVALUATION: Grades will be based on a case study (20%), a midterm examination (35%), a final examination (35%), and class participation (10%).

TEACHING METHOD: Two class meetings per week consisting of a combination of lecture and class discussion. Students will form study groups (4 students per group) to work jointly on the case studies.

TEXT: FACTORY PHYSICS: THE FOUNDATIONS OF MANUFACTURING MANAGEMENT, by W.J. Hopp and M.L. Spearman, draft manuscript copy available at Copy Cat.

Yehuda Bassol

Industrial Engineering and Management Science

D80-2 PRODUCTION AND ECONOMICS II

Time: TTh 9:00-10:30

Room: L318

Office: MLSF 1085

Phone: 491-5538

Expected Enrollment: 30

COURSE DESCRIPTION: An introduction to production systems design and control. In the course we discuss in plant operations as well as external operations mainly in the logistic area. Topics include production scheduling, dispatching policies, inventory control, production planning and distribution. Utilizes both deterministic and stochastic methods from operations research.

OBJECTIVES: To acquaint the student with both classical and modern approaches to production and inventory and distribution control.

Course Structure:

1. The Production Problem
2. Aggregate Production Planning
3. Inventory Control
4. Distribution Systems
5. Supply Chain Management
6. Materials Requirements Planning
7. Capacity and Lead Time Management
8. Priority Control and Dispatching
9. Scheduling
10. Just in Time Techniques
11. Flexible Manufacturing Systems

PREREQUISITES: D50-1, D60-1, and D80-1.

EVALUATION: Grades will be based on homework assignments, mid-term exam and a final project.

TEACHING METHOD: Two one and one-half hour meetings per week.

TEXT: None, reading will be distributed throughout the quarter.

Albert H. Rubenstein

Industrial Engineering and Management Sciences

E11 INTEGRATION OF ENGINEERING AND TECHNOLOGY MANAGEMENT

Time: Th 6:30-9:30

Room: L320

Office: MLSF 1049

Phone: 491-3680

Expected Enrollment: 30

COURSE DESCRIPTION: Organizational, economic, and human relations aspects of managing technology including research, development, product and process design, technical service and interaction of technical functions with production, finance, and marketing.

PREREQUISITE: Permission of instructor except for Master of Engineering Management students.

TEACHING METHOD: Seminar format. Readings, lectures, discussions and written homework.

EVALUATION: Grade based on weekly written homework problem. No exams.

TEXTBOOK: MANAGING TECHNOLOGY IN THE DECENTRALIZED FIRM, by Albert H. Rubenstein, John Wiley and Sons, 1989.

ctec@northwestern.edu

[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: February 8, 1994

Materials Science

Thomas O. Mason

Materials Science and Engineering, 750-B01 (21)

PRINCIPLES AND PROPERTIES OF MATERIALS

Office Address: Room 3037 MLSB

Phone: 491-3198

Expected Enrollment: 40

COURSE DESCRIPTION: Introduction to atomic and molecular organization in solids, with emphasis on structure-property relations in ceramics, electronic materials, metals, and polymers. Single-phase and multi-phase materials. Elastic properties, plasticity, fracture, conductivity, phase equilibria.

PREREQUISITES: Chem A02 and Phys A35-1.

TEACHING METHODOLOGY: Three lectures and one problem session per week. The problem sessions will be devoted largely to questions and discussions of homework problems. Practical examples will be used to highlight different materials issues whenever possible. Students will use interactive PC-software to supplement the text.

METHOD OF EVALUATION: Course grades will be determined from homework (20%), two midterm examinations (25% each), and a final (30%).

TEXT: W.D. Callister, Materials Science and Engineering, Wiley (1994) (Third Edition).

"MSE" Software Disk, Wiley (1994).

Kenneth R. Shull

Materials Science and Engineering, 750-B01

PRINCIPLES AND PROPERTIES OF MATERIALS

Office Address: 3051 MLSB
Phone: 467-1752
Expected Enrollment: 40

COURSE DESCRIPTION: Introduction to atomic and molecular organization in solids, with emphasis on structure-property relations in ceramics, electronic materials, metals, and polymers. single-phase and multiphase materials. Elastic properties, plasticity, fracture, conductivity, phase equilibria.

PREREQUISITES: Chem A02 and Phys A35-1.

TEACHING METHODOLOGY: Three lectures and one problem session per week. The problem sessions will be devoted largely to questions and discussions of homework problems. Practical examples will be used to highlight different materials issues whenever possible. Students will use interactive PC software to supplement the text.

METHOD OF EVALUATION: Course grades will be determined from homeworks (20%), two midterm examinations (25% each), and a final (30%).

TEXT: W.D. Callister, Materials Science and Engineering, Wiley (1994) (Third Edition). "MSE" Software Disk, Wiley (1994). (Comes with textbook - specify ISBN 0471-03127-5).

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 METHODOLOGY: 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, (Van NosReinhold, NY) (2nd Edition).

READING LIST: P.C. 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).

Katherine T. Faber

Materials Science and Engineering, 750-C33

SPECIAL TOPICS IN MATERIALS SCIENCE AND ENGINEERING:

COMPOSITE MATERIALS

Office Address: 3033 MLSB

Phone: 491-2444

Expected Enrollment: 20

COURSE DESCRIPTION: Introduction to ceramic-, metal-, and polymer-matrix composites for structural applications. Reinforcements such as particles, whiskers and fibers, their processing and properties are examined. Fabrication of whisker and fiber composites in the solid state and by reaction-based methods is treated. The role of the reinforcement-matrix interface is emphasized, particularly as it relates to ambient and elevated temperature mechanical properties.

GRADING: 1/3 homework problems, 1/3 midterm exam and 1/3 final design project.

RECOMMENDED BACKGROUND: 750-C16-1, 2 and 750-C32, or equivalent.

TEXT: None, selected texts on composite materials will be used for reference.

J.R. Weertman

Materials Science and Engineering, 750-C51-2

INTRODUCTORY PHYSICS OF MATERIALS

Office Address: 1139 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: L. Solymar and D. Walsh, Lectures on the Electrical Properties of Materials, 5th Edition.

D. Lynn Johnson

Materials Science and Engineering, 750-C85

STEREOLOGY

Office Address: 3019 MLSB

Phone: 491-3584

Expected Enrollment: 15

COURSE DESCRIPTION: Practical aspects of stereology, the study of three-dimensional structures of specimens by examinations of two-dimensional images, are emphasized. The mathematical foundations are considered as required for understanding procedures, designing measurement schemes, and interpreting the data. Automated and manual methods are explored, with discussion of the strength and weaknesses of both. The students will acquire practical experience through examination and measurement of selected specimens. Correlations between microstructures, as quantified through stereological measurements, and physical and mechanical properties will be explored.

TEACHING METHODOLOGY: Three lectures per week. Informal laboratory exercises, with student working at their own convenience, will be held.

EVALUATION: Midterm Exam	30%
Homework	10%
Laboratory reports	20%
Final Exam	40%

TEXTBOOK: John C. Russ, Practical Stereology.

B. Crist

Materials Science and Engineering, 750-C95

SPECIAL TOPICS IN MATERIALS SCIENCE AND ENGINEERING: POLYMER PROCESSING AND PROPERTIES

Office Address: 4019 MLSF

Phone: 491-3279

Expected Enrollment: 10

COURSE DESCRIPTION: Commercial processing of thermoplastics and liquid crystalline polymers is addressed with emphasis on molecular orientation and morphology, which combine to determine the physical properties of the product. The course will review some aspects of fluid flow, and introduce experimental methods for measuring physical microstructure in polymer solids.

GRADING: 35% homework problems, 40% midterm exams and 25% term paper.

RECOMMENDED BACKGROUND: 750-C31 or equivalent.

TEXT: None. Lecture notes will be supplemented by reading from selected texts and research articles.

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.

Monica Olvera
Materials Science and Engineering, 750-D05
PHYSICS OF MATERIALS I
Office Address: 4011 MLSB
Phone: 491-7801
Expected Enrollment: 30

COURSE DESCRIPTION: This course will present basic concepts of the quantum theory of solids. Topics include: structures, diffraction, bonding in solids, properties of free-electron metals, thermal properties, and band theory.

PREREQUISITES: 750-C51-1 or equivalent.

TEACHING METHODOLOGY: The course will involve three hours of lectures per week, homework problems and discussion. There will be a mid-term and a final exam.

TEXT: Ashcroft and Mermin, Solid State Physics, Saunders Company (1976).

RECOMMENDED READING: C. Kittel, Introduction to Solid State Physics, Wiley (1986).

M.A. Omar, Elementary Solid State Physics, Addison-Wesley (1975).

Scott Barnett
Materials Science and Engineering, 750-D15
SELECTED TOPICS IN SOLID STATE: THIN FILM PHYSICS
Office Address: 4037 MLSB
Phone: 491-2447
Expected Enrollment: 10

COURSE DESCRIPTION: Recent advances in surface and interface

physics related to the formation and properties of thin films. Topics to be discussed will include: techniques for vapor and vacuum deposition of thin films, nucleation mechanisms, epitaxial growth mechanisms, defects, film structure and morphology, superlattices, basic film properties, and characterization techniques.

PREREQUISITES: MSc C80 and MSc C55, or consent of instructor.

TEACHING METHODOLOGY: The course will involve three hours of lecture/discussion per week. Students will prepare a term paper and give an oral presentation.

READING MATERIALS: M. Ohring, Materials Science of Thin Films, (Academic, New York, 1992).

Bruce W. Wessels

Materials Science and Engineering, 750-D52

SELECTED TOPICS IN THE SOLID STATE: OPTICAL PROPERTIES OF SOLIDS

Office Address: 4039 MLSB

Phone: 491-3219

Expected Enrollment: 10

COURSE DESCRIPTION: This course will present an intermediate treatment of the optical properties of semiconductors and insulators. Topics to be discussed include: absorption and dispersion, radiative transitions, non-radiative recombination, stimulated emission, photoelectric and photovoltaic effects, semiconductor heterostructures and their properties, non-linear optical material properties and waveguides.

PREREQUISITES: MSc D03 or EE/CS C81 or MSc D05 or permission of instructor.

TEACHING METHODOLOGY: The course will involve three hours of lectures per week. There will be two hourly exams and a term paper.

TEXTBOOK: Optical Processes in Semiconductors, J.I. Pankove (Dover 1976).

RECOMMENDED: Introduction to Semiconductor Optics, N. Peyghambarian, S.W. Koch, and A. Mysyrowicz (Prentice Hall 1993).

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.

Vinayak P. Dravid
Materials Science and Engineering, 750-E10
ANALYTICAL ELECTRON MICROSCOPY
Office Address: 3013 MLSB
Phone: 467-1363
Expected Enrollment: 15

COURSE DESCRIPTION: Various signals generated by the

electron-specimen interactions in electron microscope are discussed. Special emphasis is placed on x-ray emission spectrometry (XES), electron energy loss spectrometry (EELS), convergent beam electron diffraction (CBED) and scanning transmission electron microscopy (STEM). The course will briefly review the physics of analytical signal generation and then concentrate on analysis of data. Throughout the course, attention will be given to the practical details with numerous applications/examples of the techniques to problems of materials science. Advanced techniques in XES, CBED, EELS, and STEM will be introduced.

TEACHING METHODOLOGY: There will be two 75 minute lectures per week supplemented by 6 hands-on laboratory sessions in the quarter.

METHOD OF EVALUATION: Two quizzes 20% each, 30% for the final quiz and 30% for laboratory reports. In addition, one laboratory project report may be included in sufficient interest is generated.

TEXT: D.B. Williams, Practical Analytical Electron Microscopy in Materials Science, Philips Publ. (Mahwah, NJ, 1985).

READING MATERIAL: Additional reading material includes selected papers and review articles.

PREREQUISITES: Introductory course on TEM, with background in crystallography, defects and elementary topics in materials science. However, please contact me if you are interested and do not know if you fulfill the prerequisite(s).

ctec@northwestern.edu

[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: February 8, 1994

0765 Biomedical Engineering

Robert A. Linsenmeier

Biomedical Engineering Department, 0765-C03/D03

SYSTEMS PHYSIOLOGY

Time: Lectures: MWF 3-4 p.m.

Discussions: sec 20, M 4 p.m., sec 21, W 2 p.m.

Grad. Disc.: sec 22, W 4:30-6 p.m. --

Office Address: Tech E374

Phone: 491-3043

Expected Enrollment: 75

COURSE DESCRIPTION: Renal, gastrointestinal, endocrine and metabolic physiology. Human physiology from a systems viewpoint with emphasis on the quantitative aspects at organ and whole animal levels.

PREREQUISITES: Junior standing or consent of instructor. Background in basic biology, chemistry, and mathematics is required. A course in biochemistry is recommended (409 B10-1 is adequate biochemistry).

TEACHING METHODOLOGY: Three one-hour lectures per week plus one one-hour discussion section. Some homework problems will involve a computer simulation of human systems.

EVALUATION: Students will be evaluated on homework, midterm & final examinations.

TEXT: L. Sherwood, Human Physiology: From Cells to Systems, 2nd edition, West Publishing, St. Paul, 1993.

-- D03 - section 22 is for grad students only, and must be taken (by grads) in addition to either section 20 or 21.

Biomedical Engineering Department, 0765-C15

APPLICATION OF GENETIC ENGINEERING TO IMMUNOCHEMISTRY

Time: MWF 5-6 p.m.

Office Address: Tech E267

Phone: 491-5585

Expected Enrollment: 35

COURSE DESCRIPTION: This course will introduce the idea of genetic engineering. The structures of antibodies and related biological macromolecules will then be examined in detail. Some experimental methods will be demonstrated, so that students may get a feeling of how biotechnology is achieved. If interested students can do these experiments themselves. Discussion of current knowledge of AIDS (acquired immune deficiency syndrome).

PREREQUISITES: None. P/N not allowed.

TEACHING METHODOLOGY: This course is designed as a seminar with introductory lectures to cover the basic ideas, meeting three hours per week.

EVALUATION: Each student will be assigned to read several original literature articles and be required to present the findings in these articles to the class. A term paper will be written by every student on the assigned subject. The final grade will depend on the presentation and the term paper.

READING LIST: Current journal articles.

Max Epstein

Biomedical Engineering Department, 0765-C27

MAGNETIC RESONANCE IMAGING

Time: MW 11 a.m.-12:15 p.m.

Office Address: Tech 2697

Phone: 491-5444

Expected Enrollment: 25

COURSE DESCRIPTION: Physical principles of nuclear magnetic resonance. Two dimensional Fourier analysis. Clinical applications of magnetic resonance imaging.

PREREQUISITES: Physics-A35-3

TEACHING METHODOLOGY: 2 exams, 2 mid-terms, and a final exam.

EVALUATION: Grades will be based on exams and final.

READING LIST: Stewart W. Young, Magnetic Resonance Imaging, Basic Principles, Raven Press, NY, 2nd edition, 1988.

Kevin Healy

Biomedical Engineering Department, 0765-C44

BIOLOGICAL PERFORMANCE OF MATERIALS

Time: TTh 4-5:30 p.m.

Place: Tech B397

Office Address: Ward 10-019, Chicago Campus

Phone: (312)503-4735

Expected Enrollment: 20

COURSE DESCRIPTION: This course will introduce the student to the problems associated with the selection and function of the biomedical materials. The course highlights structure-property relationships of biomedical materials with particular emphasis on the influence of material surfaces in mediating the biological performance of the materials.

Lecture topics will include structure-property relationships of materials, physical chemistry of surfaces and interfaces, protein structure and function, protein adsorption to materials, and cell behavior. Applications of the concepts developed include: blood-contacting materials compatibility, soft and hard tissue materials interactions, tissue engineering, and biotechnology.

PREREQUISITES: 0765-C43 Materials & Medical Devices or introductory materials science course.

TEACHING METHODOLOGY: This is an 11-week course meeting twice per week for one and one-half hours of lecture.

EVALUATION: The students are required to take a mid-term examination, prepare an analytical paper, and present a one-hour seminar on a topic relevant to the course.

TEXT: A. W. Adamson, Physical Chemistry of Surfaces, 5th edition, J. Wiley & Sons, New York, 1990.

J. D. Andrade (ed.), Surface and Interfacial Aspects of Biomedical Polymers, Vols. I & II, Plenum Press, New York, 1985.

L. L. Hench and E. C. Ethridge, Biomaterials: An Interfacial Approach, Academic Press, New York, 1982.

Scott L. Delp

Biomedical Engineering Department, 0765-C66

BIOMECHANICS OF MOVEMENT

Time: TTh 8:30-10 a.m.

Office Address: Tech E336; Rehabilitation Institute of Chicago, Room 1406

Phone: 467-1030, (312)908-8860

Expected Enrollment: 30

COURSE DESCRIPTION: Engineering mechanics applied to analyze human movement including: models of muscle and tendon, kinematics of joints, and dynamics of multi-joint movement. Applications of biomechanics in sports, rehabilitation and orthopaedics will be demonstrated.

PREREQUISITES: Statics and Dynamics.

TEACHING METHODOLOGY: Lectures, demonstrations.

EVALUATION: Written exams, graded homework, research paper.

TEXT: T.A. McMahon, Muscles, Reflexes and Locomotion, Princeton University Press, Princeton, NJ, 1984.

Natacha DePaola

Biomedical Engineering Department, 0765-C95-21

TRANSPORT IN THE VASCULAR CIRCULATION

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

Place: Tech B397

Office: Tech E334

Phone: 491-2946

Expected Enrollment: 20

COURSE DESCRIPTION: This course discusses the principles of convective diffusion in liquids and mass transport through membranes applied to the vascular circulation. Topics include: microhydrodynamics of macromolecules and particles, Brownian motion, blood rheology, transport in blood, cell membrane physiology and mass transport across vascular cell membranes. The equations of mass, momentum, energy and solute conservation will be reviewed. Examples from vascular research that investigate the effect of fluid forces on cell function, blood cells and vessel wall interactions, mass transport to the arterial wall, and the mechanisms of flow mediated signal transduction in cells will also be discussed.

PREREQUISITES: Fluid mechanics and/or mass transfer.

Lyle F. Mockros
Biomedical Engineering Department, 0765-C95-22

ARTIFICIAL ORGANS

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

Place: Tech 1395

Office: Tech E280

Phone: 491-3172

Expected Enrollment: 30

COURSE DESCRIPTION: Engineering aspects of artificial organ design. Artificial kidneys, lungs, hearts, and pancreases. Extracorporeal cellular immunotherapy.

PREREQUISITES: BME C02-Systems Physiology

David M. Kelso
Biomedical Engineering Department, 0765-C95-23

BIOSTATISTICS FOR EXPERIMENTERS

Time: MWF 9-10 a.m.

Place: Tech B396

Office Address: Tech E384

Phone: 467-2167

Expected Enrollment: 25

COURSE DESCRIPTION: Design and analysis of experiments to develop models, test efficacy and optimize performance. Both

empirical and mechanistic model building will be covered along with analysis of variance, response surface methods, factorial designs and other techniques for conducting biomedical research and product development.

PREREQUISITES: First course in statistics which includes sampling distributions, descriptive statistics, confidence intervals, hypothesis testing and linear regression. Knowledge of matrix algebra and spreadsheet programming such as Excel or 1-2-3 is also essential.

EVALUATION: Grades will be based on homework, mid-term and final examinations.

TEXT: G.E.P. Box, W.G. Hunter and J.S. Hunter, Statistics for Experimenters.

Additional readings will be provided by the instructor.

David J. Mogul

Biomedical Engineering Department, 0765-C95-24

INTRODUCTION TO BIOSTATISTICS

Time: MWF 10-11 a.m.

Place: Tech B397

Office Address: Tech E354

Phone: 491-3536

Expected Enrollment: 25

COURSE DESCRIPTION: Basic statistical concepts will be presented with emphasis on their relevance to biological and medical investigations. These introductory concepts include: data organization and presentation; basic probability concepts; probability distributions; sampling distributions; estimation and confidence intervals; basic hypothesis testing; simple linear regression and correlation; analysis of variance. This new course is to be subsequently numbered as B-level to reflect its introductory material.

PREREQUISITES: Math B14-1.

EVALUATION: Grades will be based on homework, mid-term and final examinations.

TEXT: W.W. Daniel, Biostatistics: A Foundation for Analysis

in the Health Sciences.

Lina Massone

Biomedical Engineering Department, 0765-C95-25

THEORY AND CONTROL OF PHYSICAL SYSTEMS

Time: TTh 11 a.m.-12:30 p.m.

Place: Tech B397

Office Address: Tech 1573

Phone: 491-7297

Expected Enrollment: 30

COURSE DESCRIPTION: The objective of this course is to introduce students to linear control system analysis of regulatory mechanisms from a biological perspective. Course contents include the following: mathematical foundations, transfer functions, mathematical modeling of physical systems, state-variable analysis of linear dynamical systems, and stability of linear control systems.

PREREQUISITES: Math B21 or equivalent or graduate standing.

TEACHING METHODOLOGY: Lecture.

EVALUATION: Midterm and final exams.

TEXT: Benjamin C. Kuo, Automatic Control Systems, Prentice Hall, 1991.

David Kelso

Biomedical Engineering Department, 0765-C95-26

BIOCHEMICAL SENSORS

Time: MWF 1-2 p.m.

Office Address: Tech E384

Phone: 467-2167

Expected Enrollment: 30

COURSE DESCRIPTION: Sensors which measure levels of biochemicals are surveyed in this course. It focuses primarily on the fundamentals of converting chemical activity

into electrical or optical signals. This includes amperometric and potentiometric electrochemical sensors and a number of optical technologies such as absorbance, fluorescence, TIR and SPO. In addition, the materials used for fabrication and methods of characterizing performance are also covered. Actual devices for measuring blood gases, electrolytes, hemoglobin, glucose, drugs and other bioactive compounds are presented as applications of the basic science.

PREREQUISITES: Background in basic physics and chemistry is required. Biochemistry is recommended.

TEACHING METHODOLOGY: Three one-hour lectures per week. Use of library data bases and journals will also be emphasized.

EVALUATION: Grades will be based on mid-term and final examinations plus a report which examines a particular device in detail.

TEXT: J. Janata, Principles of Chemical Sensors, 1989. Additional readings will be provided by the instructor.

ctec@northwestern.edu

[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: February 8, 1994