

Spring 1996 Course Descriptions

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 - [Medill School of Journalism](#)
 - [College of Arts and Sciences](#)
 - [School of Music](#)
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Last Updated: February 7, 1996

School of Education and Social Policy

- [0200 - Education and Social Policy](#)
 - [0235 - Masters of Science in Education and Social Policy](#)
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[Course Descriptions](#), [Evanston Campus Registration](#)
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Last Updated: February 7, 1996

0325 - Editorial

John Reque

Editorial B01-0

BASIC WRITING

Time: Tues 9-10:20 a.m.

Three-hour evening lab once a week.

Office Address: Fisk 108B

e-mail: j-reque@northwestern.edu

Phone: 491-2063

Expected enrollment: 90

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

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

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

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

Dick Schwarzlose

Editorial C02-0

HISTORY OF MASS COMMUNICATIONS

Time: MW 3-5pm

Office Address: Fisk 204B

Phone: 491-2066

Expected enrollment: 30 per section

COURSE DESCRIPTION: A survey of the history of print and broadcast journalism -- its institutions, practices, principles and ethics -- primarily in the United States. The course also

emphasizes contemporary media issues and their historical development. **MAIN OBJECTIVES:** First, to provide an understanding of journalism's history in the United States; second, to encourage students to discuss some of the issues confronting journalism today; and third, to conduct research and make judgments about a journalism topic of the student's choosing.

PREREQUISITES: Sophomore standing. P/N not allowed.

EVALUATION: The students final grade is based on three exams and a brief research project.

READING LIST: G.J. Baldasty, The Commercialization of News in the Nineteenth Century.
J.L. Baughman, The Republic of Mass Culture. Small packet of readings to purchase.

Mary Ann Weston

Editorial C02-0

HISTORY OF MASS COMMUNICATIONS

Time: TTH 9-11am

Office Address: Fisk 204C

Phone: 491-4635

Expected enrollment: 30

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

PREREQUISITES: Sophomore standing. P/N not allowed.

EVALUATION: The student's final grade is based on three exams, and a research project.

READING LIST: G.J. Baldasty, The Commercialization of News in the Nineteenth Century.
J.L. Baughman, The Republic of Mass Culture.
Other readings to be announced.

Bob McClory

Editorial C20-1

NEWSWRITING

Time: TTH 9-noon

Office Address: Fisk 304D
Phone: 491.3952
e-mail: r-mcclory@northwestern.edu
Expected enrollment: 15

COURSE DESCRIPTION: Newswriting introduces students to the fundamentals of reporting with emphasis on news writing. Students should learn how to gather, verify, organize and present news for a mass audience.

PREREQUISITES: Basic Writing (Editorial B01-0)

EVALUATION: Grade based on ability to write clear news and feature stories, involving reporting, interviewing, research, etc. Progress is crucial and much depends on quality of work at end of quarter.

REQUIRED TEXTS: Reporting for the Print Media (5th Edition), Fred Fedler.
AP Style Book.

Mary Ann Weston

Editorial C20-1

NEWSWRITING

Time: TTH 1-4

Office Address: Fisk 204C

Phone: 491.4635

e-mail: m-a-weston@northwestern.edu

Expected enrollment: 15

COURSE DESCRIPTION: Newswriting introduces students to the fundamentals of reporting with emphasis on news writing on deadline. Students should learn how to gather, verify, organize and present news for a mass audience.

PREREQUISITES: Basic Writing (Editorial B01-0)

EVALUATION: Grade based on ability to write clear news and feature stories, involving observation, interviewing, and researching documents from a variety of sources. Progress is crucial and much depends on quality of work at end of quarter.

REQUIRED TEXTS: Writing and Reporting News, Carol Rich.
AP Style Book.

David Nelson

Editorial C20-1

NEWSWRITING

Time: TTH 9 - 12

Office Address: Fisk 204D

Phone: 491.2087

e-mail: d-nelson@northwestern.edu

Expected enrollment: 15

COURSE DESCRIPTION: Newswriting introduces students to the fundamentals of reporting with emphasis on news writing. Students should learn how to gather, verify, organize and present news for a mass audience.

PREREQUISITES: Basic Writing (Editorial B01-0)

EVALUATION: Grade based on ability to write clear news and feature stories, involving reporting, interviewing, research, etc. Progress is crucial and much depends on quality of work at end of quarter.

REQUIRED TEXTS: NY Times

AP Stylebook

handouts

Marda Dunsky

Editorial C21-1

COPY EDITING

Time: M & F afternoons w/3-hr. W lab

Office Address: Fisk B16-A

Phone: 491-5904

e-mail: m-dunsky@northwestern.edu

Expected enrollment: 45

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

PREREQUISITES: B01 Basic Writing, C20 Newswriting.

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

- REQUIRED STUFF:** 1. B. Ryan and M. O'Donnell, "The Editor's Toolbox."
2. B. Ryan, "The Editor's Exercise Pack."
3. A 1996 almanac. Recommended: The World Almanac and Book of Facts 1996.
4. The Associated Press Stylebook and Libel Manual.
5. Webster's New World Dictionary (Warner paperback edition)
6. pica ruler
7. photo-sizing wheel

- RECOMMENDED:** 1. T. Harrower, "The Newspaper Designer's Handbook."
2. The Chicago Tribune's Chicagoland Map (Rand McNally).
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Trossman/Ylisela

Editorial C24-0

INVESTIGATIVE JOURNALISM

Time: F 9-noon

Office Address: Fisk B5

Phone: 708-491-7580

e-mail: m-trossman@northwestern.edu, j-ylisela@northwestern.edu expected enrollment: 20
(maximum)

COURSE DESCRIPTION: Examines the news media in their reformist role in public affairs reporting. Emphasizes the techniques of investigative journalism, and understanding the relationships that develop between crusading reporters and government officials. Covers the following topics: (1) The historical roots of "muckraking" journalism in the United States; (2) The societal forces that contributed to the resurgence of investigative reporting in the early 1970s; (3) The nature and techniques of contemporary investigative stories, including (a) the various decision-making factors that arise in their selection and preparation; and (b) the use of documents, interviewing, data bases and other methods of investigative reporting; (4) The effects of investigative reporting on public opinion, and government policymaking. In sum, the course will explore the historical sources, contemporary methods and societal impact of investigative reporting and other reform-minded journalistic enterprises.

PREREQUISITES: Junior or Senior Standing

EVALUATION: Class attendance and participation, critical review of a muckraking article from journals published between 1900-1910, investigative reporting story pitch, team reporting project.

REQUIRED TEXT: (subject to change) 1. Gaines, "Investigative Reporting for Print and Broadcast"
2. Ullmann and Colbert (eds.) "The Reporter's Handbook"

Ellen M. Bush

Editorial C26

LAW AND ETHICS OF JOURNALISM

Time: 10am to noon, M and W

Office Address: Fisk B-7

Phone: (708) 491-5661

e-mail: emb294@northwestern.edu

Expected enrollment: 30

COURSE DESCRIPTION: Examines the legal rights and responsibilities of the news media in the United States, and grapples with the ethical problems of contemporary journalism. Through legal and moral reasoning, explores the ethical, constitutional, statutory and judicial principles that are vital to a free and responsible media. Law discussion focuses on prior restraint, reporter's privilege, free press - fair trial controversies, defamation and invasion of privacy. Examines landmark court cases and discusses their societal significance and practical effects on journalists. Questions on the following topics will be discussed: the First and Fourteenth Amendments to the Constitution, media censorship, legal and ethical dilemmas and the legal rights of journalists to gather information.

PREREQUISITES: Teaching Media program, senior standing.

EVALUATION: 2 papers; final exam; class attendance & participation.

REQUIRED TEXTS: 1. Holsinger, Ralph L. and Dilts, Jon Paul, Media Law, Third Edition, New York: McGraw-Hill, 1994.

2. Christians, Clifford G. et al., Media Ethics, Fourth Edition, New York: Longman, 1995.

3. Lewis, Anthony, "Make No Law: The Sullivan Case and the First Amendment," New York: Random House, 1991.

David Protes

Editorial C26

LAW AND ETHICS OF JOURNALISM

Office Address: Fisk 204-A

Phone: (708) 491-2065

e-mail: d-protes@northwestern.edu

COURSE DESCRIPTION: Examines the legal rights and responsibilities of the news media in the United States, and grapples with the ethical problems of contemporary journalism. Through legal and moral reasoning, explores the ethical, constitutional, statutory and judicial principles that are vital to a free and responsible media. Law discussion focuses on prior restraint, reporter's privilege, free press - fair trial controversies, defamation and invasion of privacy. Examines landmark court cases and

discusses their societal significance and practical effects on journalists. Questions on the following topics will be discussed: the First and Fourteenth Amendments to the Constitution, media censorship, legal and ethical dilemmas and the legal rights of journalists to gather information.

PREREQUISITES: A quarter of Teaching Media.

EVALUATION: Examinations, an ethics paper, attendance AND class participation.

REQUIRED TEXTS: 1. Holsinger, Ralph L. and Dilts, Jon Paul, Media Law, Third Edition, New York: McGraw-Hill, 1994.
2. Christians, Clifford G. et al., Media Ethics, Fourth Edition, New York: Longman, 1995.

Neil Chase

Editorial C28

NEWSPAPERS TODAY AND TOMORROW

Time: Tuesday, 1-4pm and T, W, or Th 6-9pm Office Address: Fisk B18

Phone: 467-3153

Expected enrollment: 45

COURSE DESCRIPTION: This course is designed to help students succeed in newsroom careers over the next decade. A student equipped with strong writing and editing skills who is also competent in the new methods of news publishing will be valuable in newsrooms of the present and future. Students will report one or more stories, creating complete packages that include stories, photos, graphics and other story-telling tools. They will tell those stories using a variety of methods: Newspaper pages, magazine pages, Internet (World Wide Web) pages, CD-ROM presentations, fax newsletters, online bulletin boards and other new media. Visual communication skills will be emphasized. Students will also study the management issues involved in these new media techniques.

PREREQUISITES: Teaching media. P/N not allowed for journalism students.

EVALUATION: Finished work, in the form of stories published in several different ways, will form a large part of the grade. Participation, discussion, ability to meet deadlines, ability to work as a team member and attention to detail will be important factors.

Ava Greenwell

Editorial C60-1

BROADCAST WRITING

Time: TH 1-5:30pm (One 4-hour lab per week) Office Address: Fisk 212

Phone: 467-2579

e-mail: a-greenwell@northwestern.edu

Expected enrollment: 15 per section

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

PREREQUISITES: Junior standing. C20-1 Newswriting.

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

REQUIRED TEXT: Air Words by John Hewitt

Ava Greenwell

Editorial C62-1

TELEVISION NEWS EDITING

Time: W 1-5:30 and TH 10-12 (One 2-hour lecture and one 4 1/2-hour lab per week)

Office Address: Fisk Hall #212

Phone: 467.2579

e-mail: a-greenwell@northwestern.edu

Expected enrollment: 15

COURSE DESCRIPTION: Preparing TV news programs from news wire, CNN Newsource video (satellite feed), and Dynatech NEWSTAR II newsroom computer system. Emphasis on how to translate editorial decision-making into a journalistically sound television news program. Excellent newswriting skills will be combined with more complex production techniques. "Live" news programs at end of each session will be critiqued. Two-Hour lectures will focus on reporting skills.

PREREQUISITE: C60, Broadcast Writing. Students must be scheduled for C62-2 (TTV) fall 1996.

REQUIREMENTS: Read a national and a local newspaper every day and listen and watch as much radio and television broadcast news -- local and network -- as possible. Specific television news programs will be assigned throughout the quarter for analysis.

EVALUATION: Quizzes, 10%; Homework, 20%; Lab, 50%; Final, 20%.

REQUIRED TEXTBOOK: Air Words by John Hewitt

Bob McClory

Editorial C80-1

MAGAZINE WRITING

Time: TTH 1-3pm

Office Address: Fisk 304D

Phone: 491.3952

e-mail: r-mcclory@northwestern.edu

Expected enrollment: 20

COURSE DESCRIPTION: Exposes students to the world of magazine- style feature writing and helps develop skills in reporting, writing and editing. Emphasis on gathering information, interviewing and thinking clearly.

PREQUISITES: Teaching Media, senior standing or permission of instructor.

EVALUATION: Students produce four major stories, the last of which is a 2,500-3,500 magazine piece designed for a specific publication. Grade depends on quality of work, improvement and effort demonstrated in course.

REQUIRED TEXTS: None. Articles supplied by instructor.

Charles Whitaker

Editorial C81

MAGAZINE EDITING

Time: MW 1-3pm

Office Address: Fisk 304C

Phone: 491-3014

e-mail: c-whitaker@northwestern.edu

Expected enrollment: 15

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

PREREQUISITES: Senior standing. C20-2 Teaching Media. Knowledge of newswriting, copyediting, and style.

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

REQUIRED TEXTS: J. William Click and Russell N. Baird, "Magazine Editing & Production;" handouts in class, dictionary, stylebook, grammar or writing handbook.

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Last Updated: February 1, 1996

College of Arts and Sciences

- [0400 Freshman Seminars](#)
- [0403 Anthropology](#)
- [0404 African-American Studies](#)
- [0405 Art History](#)
- [0406 Art Theory and Practice](#)
- [0407 Astronomy](#)
- [0409 Biological Sciences](#)
- [0410 Center for the Humanities](#)
- [0411 Chemistry](#)
- [0413-0415 Classics](#)
- [0416 Comparative Literary Studies](#)
- [0417 Economics](#)
- [0418 American Culture Program](#)
- [0419 English](#)
- [0421 Geography](#)
- [0422 Environmental Sciences](#)
- [0423 Geological Sciences](#)
- [0425 German](#)
- [0459-0463 Portuguese and Hispanic Studies](#)
- [0427 History](#)
- [0429 Religion](#)
- [0430 European Thought and Culture](#)
- [0433 African and Asian Languages](#)
- [0434 Linguistics](#)
- [0435 Mathematics](#)
- [0436 Math Methods in the Social Sciences](#)
- [0439 Philosophy](#)
- [0447 Physics](#)
- [0449 Political Science](#)
- [0451 Psychology](#)
- [0455 French](#)
- [0457 Italian](#)
- 0463 Hispanic Studies - Spanish
- [0467 Slavic Languages and Literature](#)

- [0471 Sociology](#)
 - [0473 Statistics](#)
 - [0480 Women's Studies](#)
 - [0482 Integrated Arts Program](#)
 - [0485 Science in Human Culture](#)
 - [0486 Center for the Writing Arts](#)
 - 0493 Business Institutions Program
 - [0495 International Studies](#)
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Last Updated: February 7, 1996

0501 - General Music

Kathryn Pisaro

Introduction to Music

MUSG A70-0, sec. 20

Time:MTWTH, 2 p.m. MCR REG

Expected Enrollment:100

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

PREREQUISITE: None

Jeff. Kowalkowski

Introduction To Music

MUSG A70-0, sec. 21

Time: MWTHTF, 1: p.m. MCR REG

Expected Enrollment: 75

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

OBJECTIVE: 1.Develop perceptual and critical listening abilities. Discuss stylistic attributes which are common to all styles of music, and consider various aesthetic problems. 2.Increase knowledge of musical styles and genres of all kinds. Enhance the experience of listening to and thinking about music.

TEACHING METHODS

EVALUATION: Grades are based on attendance, exams and a term project which is designed by the

student according to her/his main musical interest.

Gary Kendall

MUSG A75-0, sec. 20

THE BEATLES

Time: TTH 10:00-11:30 MAB 125

Office Address: MAB 227

Office Phone: 491-3178

Expected Enrollment: 20

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

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

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

Professor Bauman

American Popular Song

A-75-0, sec.21

Time: MWF 1:00 p.m. LTK

Office: MAB 228, Phone: 491-4368

Expected Enrollment: 70

DESCRIPTION: We will study the artistic, commercial, and social dimensions of American popular song during its golden age, from 1890 to 1950. Important categories include ragtime songs, the sentimental ballad, show tunes, topical songs, big band numbers, and jazz standards. Major personalities include not only important composers (Berlin, Gershwin, Kern, Porter, Rodgers) but also singers, arrangers, critics, band leaders, lyricists, and publishers. Emphasis will fall on cultural and institutional matters as well as on musical and textual analysis. These include the roles of

vaudeville, the musical stage, dance halls, clubs and cafes, music publishing, the recording industry, and radio and film.

PREREQUISITES: The ability to read music will be very helpful.

Keith Clifton

A-75, sec. 22 **Masterpieces of Opera**

Time: MWF 2:00 p.m.

Course Description: This course will survey the development of opera from the 17th century until the present, with emphasis on the contributions of several master composers, including Mozart, Verdi and Wagner. The initial class sessions will comprise an overview of the various aspects of opera (arias, ensembles, chorus, orchestra etc.) and the remainder of the course will focus on several operas of major historical significance.

Teaching Methodology: The course will include lectures on the historical periods and composers to be studied, as well as the operas themselves, which will be presented through recordings, videos and live performances. There will be regular reading assignments, including plot synopses of individual operas, as well as listening assignments.

Grading: 25% Midterm Exam 25% Final Exam 40% A short final paper in which students will be asked to evaluate a production of an opera on video or a live performance. While the paper will include historical information on the opera and its genesis, the focus of the assignment is a critical analysis of the work and the production. 10% Weekly assignments

Required Texts: J. Merrill Knapp- The Magic of Opera. New York: Da Capo Press, 1984.

Michael Kocour

Thelonious Sphere Monk, A75, sec. 23

Time: 4:00 p.m. MWF Lutkin

Office: REG 067, Phone: 467-3477

Expected Enrollment: 70

COURSE DESCRIPTION: A non-sequential course open to non- music majors, taught by Michael Kocour. This course would be a survey of Monk's compositions, recordings and piano style. Live performances for the class by members of the Northwestern University Jazz program will enable students to experience first hand, the wondrous sounds of this giant musician. Students (audience) will interact with performers as well as viewing video tapes of Monk's performances. Heavy emphasis on listening examples.

Mark-Daniel Schmid

Western Music Tradition B-70-2

Time: MTWTH 12:00 MCR REG

Office Address: MAB G

Office Phone: 467-2029

Expected Enrollment: 70

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

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

TEXTS: Course book required.

Attendance at first class mandatory

Prerequisite: 0501 A70 or B52 or permission of instructor

L. Stanley Davis

Survey of African-American Music: The Gospel Tradition

0404 AFAM B40 sec.20

Time: W 6:00-9:00 p.m. MAB 42

Office Address: 310 Kresge Hall

Office Phone: 467-3218, 491-5122

Expected Enrollment: 30

COURSE DESCRIPTION: This course is an introduction to and an overview of the history of 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. This 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 (1920s-1990s) 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 discusses. 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. P/N option allowed. Attendance at first class is mandatory.

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 attended, a comprehensive final examination, a major paper (optional)

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, Jones, Leroi, Blues People, Mapson, J. Wendell, The Ministry of Music in the Black Church, Reagon, Bernice Johnson, We'll Understand It Better, By and By, Southern, Eileen, The Music of Black American: Black Sacred Music and Social Change.

Note: Additional required readings which come from a collection of handouts made up of articles, papers and journals will be made available in a course packet at Quartet Copy Centers.

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Spring 1996 Course Descriptions

School of Speech

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

- [0710 Chemical Engineering](#)
 - [0727 Electrical Engineering and Computer Science](#)
 - [0738 Industrial Engineering and Management Science](#)
 - [0750 Material Sciences](#)
 - [0765 Biomedical Engineering](#)
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Last Updated: February 7, 1996

0937 - Naval Science

Michael J. Engfer, Lieutenant, USN

Naval Science, A20

SEAPOW AND MARITIME AFFAIRS

Time: MWF 0745-0900

Office Address: 617 Haven St.

Phone: 491-3324/3325

Expected Enrollment: 25

COURSE DESCRIPTION: The course is a survey designed to give students a thorough understanding of U.S. naval and maritime history in the context of world maritime development. Students will learn of the historical evolution of sea power, the fundamental national interests of the United States over time, and the role of naval forces in a time of dramatic geopolitical change.

PREREQUISITES: None, P/N permitted for non-ROTC students

TEACHING METHOD: Lecture, demonstration, practical exercises

EVALUATION: Quizzes, midterm, term paper and presentation, final exam

TEXTS:

Potter, E. B., Sea Power: A Naval History, 2d Ed.

Hagan, Kenneth, ed., In Peace and War

Hagan, K., This Peoples Navy

Howorth, S., To Shining Sea

Beach, E. L., United States Navy

Morison, S. E., Two Ocean War

Rouse, F. C., United States History Atlas

Steve D. Browne, Lieutenant, USN

Naval Science, C31

NAVAL OPERATIONS

Time: MWThF 8-0850; 9-0950

Office Address: 617 Haven St.

Phone: 491-3324/3325

Expected Enrollment: 30

COURSE DESCRIPTION: This course will cover the wide range of subjects required to establish the basic knowledge needed to stand watch as a junior officer of the deck of a naval unit. Both Inland Rules of the Road and International Regulations for Preventing Collisions at Sea will be discussed as well as shipboard watch organization, deck seamanship, weather at sea, communications, command and control and shiphandling theory. Practical use of the maneuvering board will also be examined and basic skills developed through practice.

PREREQUISITES: None, Departmental permission required for registration, P/N registration for non-NROTC students

TEACHING METHOD: Lectures and practical maneuvering board work

EVALUATION: Grades will be based upon homework, quizzes, section examinations and a comprehensive final examination.

READING LIST:

U.S. Coast Guard Navigation Rules OG-169
Maneuvering Board Workbook
Surface Ship Operations
Seamanship Fundamentals of the Deck Officer; Dodge and
Kruiss Watch Officer's Guide

Richard F. Bowen, Lieutenant, USN

Naval Science, B20

NAVAL SHIP SYSTEMS II (NAVAL WEAPONS SYSTEMS)

Time: MWF 0745-0900

Office Address: 617 Haven St.

Phone: 491-3324/3325

Expected Enrollment: 25

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

PREREQUISITES: None, P/N registration for non-NROTC students

TEACHING METHOD: Three lectures per week

EVALUATION: The student's final grade will be based on two midterm examinations and a

comprehensive final examination. A term paper will also be prepared. Graded homework, two midterms, one final, one project

READING LIST:

David R. Frieden, Principles of Naval Weapons Systems
David R. Frieden, Principles of Naval Weapons Systems
Workbook

Instructor: Captain Lorrie Kovacs

Naval Science C50

NAVAL SCIENCE LAB

Time: T 3-5

Office Address: 617 Haven St.

Phone: 491-3324/3325

Expected Enrollment: 85

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

ctec@northwestern.edu

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

[Northwestern University](#)

Last Updated: February 1, 1996

0200 - Education and Social Policy

Allan Collins

Education & Social Policy, LSCI C02

EDUCATION AND WORK

Time: TTh 10:30-12:00

Office: 1890 Maple Ave.

Phone: 491-3500

COURSE DESCRIPTION: The course will have two focuses: (1) the changing nature of work and how this impacts the skills that will be needed for work in the next century, and (2) the design of learning environments for teaching the skills needed for work in the next century.

Jeanie Egmon

Education & Social Policy, LSCI C06

(Formerly EDPR C06)

STUDIES IN ORGANIZATIONAL CHANGE

Time: TTh 8:30-10:00 am

Office: Annenberg 120

Phone: 467-2138

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

Michael Ravitch

Education & Social Policy, LSCI C96-7

JUNIOR TUTORIAL: JUDGMENTS AND DECISIONS

Time: M 1:-3:30 pm

Office: Ward 3-103

Phone: 312-503-8970

COURSE DESCRIPTION: One of the characteristics of many professions and occupations is 1) the need to make important judgments about what is happening or about the classification of objects or

events and 2) the responsibility to make decisions about what to do. Should we expand the business to produce more widgets? Does the patient have a benign tumor and (if so) is surgery the best option? Did the butler commit the crime? Will it rain tomorrow? Should I move the knight to c4? Is this student ready to move on to the next arithmetic unit?

For any profession or occupation, we are interested in how experts make judgments and decisions (descriptive models) and if such judging or decision making is suboptimal, how they ought to make decisions (prescriptive).

In this tutorial, students will review selectively the literature on judgment and decision making; students will write a focused review; students will plan a mini-research project related to their interests, and will collect data and analyze results of this mini-experiment. Students will receive supervision and guidance in all phases of their work: literature review, study design, development of research questions and instruments, analysis, etc.

Diana Slaughter-DeFoe

Education & Social Policy, HDSP C01

HUMAN DEVELOPMENT: CHILDHOOD & ADOLESCENCE

Time: TTh 3-4:30 pm

Office: Annenberg 242

Phone: 491-3787 or 491-8734

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

PREREQUISITES: None. P/N not allowed.

TEACHING METHOD: Primarily lecture.

EVALUATION: One take-home midterm consisting of three parts (total of approximately 20 written pages); multiple-choice final.

READING LIST: Cole, M. & S. (1993). The Development of Children.

Dan Lewis

Education & Social Policy, HDSP C04

SOCIAL POLICY & HUMAN SERVICES

Time: TTh 3-4:30 pm
Office: Annenberg 206
Phone: 491-3715, 491-3395 or 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.

Diana T. Slaughter-Defoe

Education & Social Policy, HDSP C13

DEVELOPMENT OF BLACK CHILDREN AND FAMILIES: RESEARCH AND SOCIAL POLICY

Time: TTh 1-2:30
Office: Annenberg 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 researches.

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:
M. Spencer, G. Brookins, and W. Allen (Eds.). Beginnings: The Social and Affective Development of Minority Status Children. New York: Erlbaum Press, 1985. (paperback)
D.T. Slaughter (Ed.). Black Children and Poverty: A Developmental Perspective. San Francisco: Jossey Bass, 1988. (paperback)
D.T. Slaughter and D. J. Johnson (Eds.). Visible Now: Blacks in Private Schools. Westport, CT:

James Rosenbaum

Education & Social Policy, HDSP C18

ADULT DEVELOPMENT AND WORK CAREERS

Time: T 3:30-6:00 pm

Office Address: 626 Library Place

Phone: 491-3795

COURSE DESCRIPTION: The study of adult development and work careers is viewed through the perspectives of three disciplines: psychology, sociology, and organizational behavior. Psychological conceptions of adult development are related to features of the social and organizational environment: families, schools, and work institutions. The course examines individual career-development strategies and alternative career systems, including those in Japan and Germany.

John Wick

Education & Social Policy, HDSP C72

(Formerly EDPR C72)

METHODS OF OBSERVING HUMAN BEHAVIOR

Time: MW 8:30-10:00 am

Office Address: Annenberg 214

Phone: 491-3726 v **COURSE DESCRIPTION:** An introductory course in observational methods, especially recommended for pre-practicum students in the Human Development and Social Policy Program and Teacher Preparation Program. Students explore the use of observational methods in research and policy analysis. Experience is provided in both qualitative and quantitative procedures including: (a) focused observation, (b) field notes, and (c) interviews.

PREREQUISITES: P/N is not allowed.

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

Dan Lewis

Education & Social Policy, HDSP C83

PRACTICUM IN HUMAN DEVELOPMENT

Time: MTWTh 8-5 pm

Office: Annenberg 206

Phone: 491-3715, 491-3395, or 491-8722

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

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

EVALUATION:

1. The Practicum Director initiates phone contacts with the student's on-site supervisor.
2. The on-site supervisor submits a Supervisor's Mid-Term Evaluation of Student's Performance.
3. The onsite supervisor submits a Supervisor's Final Evaluation of Student.
4. The student fulfills attendance requirements at scheduled meetings -- beginning, middle and end of quarter.
5. The following written coursework is also evaluated as part of the course grade:
 - a. A two-page paper indicating what you expect to learn from your field experience (due in the first week of the practicum),
 - b. A ten-page paper explaining what you have learned from your field experience and how this knowledge might apply to future academic and professional plans (due in the last week of the practicum),
 - c. A written evaluation of the practicum site (due in the last week of the practicum).

Christine George

Education & Social Policy, HDSP C85-1

PRACTICUM ANALYSIS SEMINAR

Time: F 9-Noon

Office: Annenberg 205

Phone: 491-3884

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

Deborah Puntteney

Education & Social Policy, HDSP C85-2

PRACTICUM ANALYSIS SEMINAR

Time: F 9-Noon
Office: Annenberg 201
Phone: 491-4329

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

Diana Slaughter-Defoe

Education & Social Policy, HDSP C96-7

JUNIOR TUTORIAL: THE ROLE OF PLAY IN THE DEVELOPMENT OF THE CHILD

Time: W 3:00-5:00 pm

Office Address: Annenberg 242

Phone: 491-3787

COURSE DESCRIPTION: Why do children play? What is the relationship between play and learning? What is play? What is not? This course is designed to investigate the significance of play in the psychological development of the child. Readings will cover a broad section of the scholarly literature dealing with the play of human children, as well as the role of play in the evolution of primates. Particular attention will be given to the cognitive aspects of children's play. It should be noted that there will be no emphasis in the course on the diagnostic aspects of play.

TEACHING METHODS: The course will be a combination seminar and survey course.

METHODS OF EVALUATION: Each student must complete a 15-page paper. The paper will be the primary basis of the final course grade. Each student should also submit a 2-page report. This paper will count toward 10% of the final grade.

READING LIST: M. Bloch & A. Pellegrini (Eds.)The Ecological Context of Children's Play
J. Johnson, J. Christie, and T. Yawkey (Eds.)Play and Early Childhood Development
C. Garvey Play, J. McLane and G. McNamee Early Literacy

Barton Hirsch

Education & Social Policy, HDSP C96, section 21

FRIENDS AND FAMILY IN ADOLESCENCE

Time: F 1:00- 3:00 pm

Office: 109 Annenberg

Phone: 491-4418

COURSE DESCRIPTION: This seminar examines friendships, romantic ties, and relationships with parents during adolescence. The focus will be on the high school years. Interweaving theory, research, and case studies, we will examine how these ties change and develop. Consideration will also be given to the ecology of these relationships (e.g., in what ways might parents be usefully involved in their teen's friendships or romantic life?).

TEACHING METHOD: Discussion, some lectures, and student research (case studies).

EVALUATION: PARTICIPATION, 2-3 short papers (case studies of adolescent relationships with friends, dating partners, and parents), and a term paper (which integrates the case studies with theory and research).

READING LIST: Feldman & Elliot, *At the Threshold: The developing adolescent*
Clark, *Family life and school achievement: Why poor black children succeed or fail*; Houser, *Adolescents and their families: Paths of ego development*
Steinberg, *Crossing paths: How your child's adolescence triggers your own crisis*; Hirsch, *Raising teenagers: The search for values and community*.
Supplemental readings, particularly on love and romantic relationships.

Dan P. McAdams

Education & Social Policy, CPSY C02

THE HUMAN PERSONALITY

Time: MW 10:30-Noon

Office: Annenberg 209

Phone: 491-4174

COURSE DESCRIPTION: The course examines different psychological ways to comprehend the whole person in his or her complex societal and historical context. It asks a fundamental question in the social sciences and humanities and, indeed, in life in general: "How are we to understand the person?" Psychologically-informed scholars appear to have offered at least four tentative answers to this intriguing question, producing four very different and probably irreconcilable frameworks for studying persons. I have given these four the names of (1) intrapsychic mysteries, (2) interaction episodes, (3) interpersonal stories, and (4) interpretive structures. The first emphasizes the unconscious enigmas of the mind which drive human behavior; the second emphasizes the person's traits in interaction with situations; the third focuses on the internalized stories or myths that persons construct to provide their lives with unity and purpose; and the fourth examines the role of cognition and consciousness in human personality. The course covers classic and contemporary approaches to personality psychology, underscoring both theory and research.

EVALUATION: Written assignments: one mid-term examination (essay, short answer) and one final paper.

READING LIST:Required textbook:

McAdams, D.P. (1990). The Person: An Introduction to Personality Psychology. San Diego, CA: Harcourt Brace Jovanovich.

There will also be a packet of readings.

Barton Hirsch

Education & Social Policy, CPSY C03

INTERVENTION STRATEGIES

Time: MW 1:00-2:30 pm

Office: 109 Annenberg

Phone: 491-4418

COURSE DESCRIPTION: This new course takes an integrative approach to examining interventions across several domains represented in the School of Education and Social Policy, including individual, group, and family therapy; preventive and social-community interventions; social policy; and the learning sciences. We will employ a social ecological framework as we examine strategies for initiating, generalizing, and maintaining change over time. Special emphasis will be placed on social systems and consultative issues over the life course of an intervention.

TEACHING METHOD: Lecture, with some discussion.

EVALUATION: Midterm and final examinations.

Susan Lee

Education & Social Policy, CPSY C90

HEALTH & PHYSICAL DEVELOPMENT

Time: WF 1-2:30 pm

Office: Theatre/Interp. Bldg.

Phone: 491-7666

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

PREREQUISITES: None.

TEACHING METHOD: Lecture, discussion, and lab.

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

READING LIST: Donnelly, Joseph. Living Anatomy. Second Ed. Greenberg & Dintiman. (1992).
Exploring Health: Expanding the Boundaries of Wellness.

Sophie Haroutunian-Gordon

Education & Social Policy, TEDU C03

PROBLEMS IN THE PHILOSOPHY OF EDUCATION

Time: Th 1:00-4:00 pm

Office: Annenberg 117

Phone: 467-1999

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

PREREQUISITES: None.

TEACHING METHOD: Lecture and interpretive group discussion of readings.

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

Carol Lee

Education & Social Policy, LSCI C25

FOUNDATIONS IN WRITING PROCESSES

Time: Th 1:00-4:00 pm

Office: Annenberg 223

Phone: 467-1807

COURSE DESCRIPTION: This course is designed to give students an introduction to the foundations of the teaching of composition. Students will be required to participate in the discussion of readings by preparing at least one question arising from these readings. Along with discussion,

students will be required to keep a journal and complete regular in- class writing assignments. Students will generate ideas for teaching that will be shared with the class and drawn upon each week to develop specific teaching activities. Eventually, a mini-unit will be created that will focus on either the teaching of persuasive writing or writing extended definitions and should integrate uses of computer technology, editing, assessment, and mechanics.

PREREQUISITES: None.

TEACHING METHOD: Lecture and discussion.

EVALUATION: Class participation; final exam (mini-unit).

READING LIST: coursepack.

Lucille Felbinger

Education & Social Policy, TEDU C27

EDUCATING EXCEPTIONAL CHILDREN

Time: TTh 4:00-5:30 pm

Office: Annenber 116

Phone: (847) 291-3612

COURSE DESCRIPTION: This course is designed to familiarize students with different exceptionalities (physiological, intellectual, and social-emotional characteristics, as well as etiological factors) within the context of present-day laws, regulations, and educational practices. Particular emphasis is placed on the identification of student's learning needs and the ways in which regular and special educators can attempt to meet these needs.

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0235 - Masters of Science in Education and Social Policy

Susan Lee

Masters of Science in Education C90

HEALTH AND PHYSICAL DEVELOPMENT

COURSE DESCRIPTION: An overview of health and physical development emphasizing the mind-body connection and maintenance of physical health, emotional and mental health, fitness. Wellness is examined in relation to the individual, lifestyle, society, and the environment. Throughout the course students will assess their own habits in diet, exercise and mental health. They will target a group and evaluate beliefs and practice in health/wellness, including; the influence of the media, how scientific information is conveyed, how belief systems are shaped, how behavior is changed etc.. They will propose an educational approach to responding to what they have discovered in their research.

Karen Fuson

Masters of Science in Education D03

CHILD & ADOLESCENT DEVELOPMENT & LEARNING

COURSE DESCRIPTION: The course provides an overview of developmental concepts and empirical results from birth through adolescence. Major foci include the interplay of biological invariants, individual differences, and cultural experiences; relationships among cognitive, social and cultural aspects of development and learning; major developmental theories and contexts of the construction of these theories; implications for teaching and learning. Weekly group discussions aim to support students in comprehending the readings, reflecting on and improving group interaction competencies, posing and answering questions, and applying the readings to teaching. Whole group lecture and discussion seek to orient students to major aspects of the theories and their supportive scholarly base and to provide relevant developmental empirical work. The course includes reading and discussion of primary source materials, and attempts to provide the student with a sound grasp of basic concepts that organize the growing body of research findings.

John Wick

Masters of Science in Education D06

DATA DISPLAY AND INTERPRETATION

COURSE DESCRIPTION: This course will have four integrated themes. The first addresses measurement--using both quantitative and qualitative techniques to translate events, things, or behaviors into numbers. The second will address displaying the results to communicate them to others and to make tentative decisions. The third will broaden the issue slightly to look at the internal

validity of judgements based on measurement. The last section will stretch this internal validity question into a broader, more external context in the sense of, "How does this one study--this one bit or research or effort at improvement--fit into the broader context?"

Sophie Haroutunian-Gordon

Masters of Science in Education C03

PROBLEMS IN THE PHILOSOPHY OF EDUCATION

COURSE DESCRIPTION: Focus of the course is upon classical and modern philosophies of education. Text interpretation, analysis of ideas, and argument construction are stressed as is the relation of philosophy to educational issues. Students are asked to develop a philosophy of education.

Carol Lee

Masters of Science in Education C25

FOUNDATIONS OF WRITING PROCESSES

COURSE DESCRIPTION: The course explores cognitive and sociocultural foundations of writing processes and their implications for writing instruction and assessment, includes supervised field experience.

Masters of Science in Education C27

EDUCATING EXCEPTION CHILDREN

COURSE DESCRIPTION: Reviews the characteristics of different exceptionalities (physiological, intellectual, and social-emotional) and etiological factors; trends in legislation, educational programming, and approaches to instruction for students with disabilities are also discussed.

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Last Updated: February 1, 1996

Spring 1996 Course Descriptions

0400 - Freshman Seminar

UNLESS OTHERWISE STATED, THESE FRESHMAN SEMINARS HAVE NO PREREQUISITES

ALL FRESHMAN SEMINARS HAVE ENROLLMENT LIMITED TO 15

Leon Forrest

African-American Studies **THE LITERATURE OF DEVIANCE**

Time: TTH 2:30-4:00

Office Address: 308 Kresge

Phone: 491-5122

COURSE DESCRIPTION: This course will help the student to see the complex world of characters in novels and plays in a wholly different way. The class will see how these remarkable individuals carve out the "road not taken", as their way of establishing their honor and their freedom. Most of the characters in these works are viewed as anti-heroes and outlaws. From their ironic stance, the actions of these figures reveal a most prophetic manner; and they often predict the shape of things to come, socially and culturally in the larger society.

TEACHING METHOD: Mainly a course ordered by discussion and class participation, and papers.

EVALUATION: Students will be required to write papers both in class; and take-home themes. Student will be asked to write four short papers (5-6 pages each). Class participation and comment will count in the final assessment for the grade in the course.

READING LIST:

Herman Melville, Benito Cereno

Toni Morrison, Song of Solomon

William Shakespeare, Othello

Richard Wright, The Man Who Lived Underground

* * * ANTHROPOLOGY * * *

Karen Hansen

Anthropology A01-6, Sec. 20

CLOTHING AND CULTURE

Time: TTH 1:00-2:30

Office Address: 1810 Hinman, 205

Phone: 491-4826

COURSE DESCRIPTION: Are we what we wear? Even if we dispute that "clothes maketh the person," we don't doubt that clothes matter. The western fashion system goes hand-in-hand with power, as do dress practices elsewhere: they all demonstrate the cultural politics of their specific time and place. But the relationships are often complex, if not oppositional. This seminar examines clothing behavior from three perspectives; clothing as communication; clothing as dream; and clothing as aesthetics. Different types of materials will be discussed to highlight themes of historical dress, non-western dress, popular culture and subcultures and, above all, the interaction between western and non-western forms of dress. Questions explored include: how dress codes are acquired; how everyday dress practices are constructed and changed; and how the ways we dress the body contribute to the performance of "self".

TEACHING METHOD: Discussion, interviews, video and film.

EVALUATION: Class participation, papers and oral presentation. Students will be required to write five papers, 4-5 typed pages each.

TENTATIVE READING LIST:

J. Ash and E. Wilson, eds., Chick Thrills: A Fashion Reader
M.E. Roach-Higgins, J. Eicher, and K. Johnson, eds., Dress and Identity
A. Hollander, Sex and Suits: The Evolution of Modern Dress
Plus readings on library reserve by Barthes, Elias, Scimmel and Veblen.

Daniel Strauss

Anthropology A01-6, Sec. 21

LANGUAGE, CONSCIOUSNESS AND EVOLUTION

Time: MW 11:00-12:30

Office Address: 555 Clark #112

Phone: 491-4565

COURSE DESCRIPTION: This course will pose the questions, "What is consciousness, where did it come from, and why?" We will discuss various theories of what consciousness is and consider that consciousness is intimately linked with language. We will look at the question of what consciousness does for us, and to begin to answer this question we will look at what it does NOT do for us by examining animal intelligence, animal social structures, and animal emotions. Having come to some understanding of which aspects of human mental life are common to other animals and which are uniquely human, we will consider how these uniquely human aspects could have arisen in evolution. We will throughout consider that different human cultures with different languages may have different perceptions of consciousness.

TEACHING METHOD: Discussion.

EVALUATION: Class participation, papers. Three papers, 3-4 pages in length, one term paper at the end of quarter, approximately 10 pages.

TENTATIVE READING LIST:

A. Irving Hallowell, Culture and Experience

Julian Jaynes, The Origin of Consciousness in the Breakdown of the Bicameral Mind

Melvin Konner, The Tangled Wing: Biological Constraints on the Human Spirit

Philip Lieberman, Uniquely Human

Carl Sagan, Dragons of Eden: Speculations on the Evolution of Human Intelligence

* * * ART HISTORY * * *

Natalie Adamson

Art History A01-6, Sec. 20

SURREALISM AND WOMEN, PARIS 1924-1938

Time: TTH 9:00-10:30

Office Address: 244 Kresge

Phone: 491-3230

COURSE DESCRIPTION: This seminar explores two main issues in the avant- garde movement of Surrealism, based in paris between 1924 and 1938. First, as a movement created by male artists and writers, how did the surrealists talk about, write about and depict women in their artistic production? What kinds of images were created of women, what functions did these images serve, and what might be some of the problems with these constructions of femininity? Secondly, after 1930, the surrealist movement was joined by a number of important women artists. How they were treated within the movement, the nature of their art production (especially their images of women) will be closely examined. Artists and writers looked at in the course include Andre Breton, Rene Magritte, Man Ray, Meret Oppenheim, Claude Cahum, Frida Kahlo, Toyen, and Leonor Fini.

TEACHING METHOD: Seminar discussion. Introductions by lecturer, discussion focussed on questions to do with the readings and images to be analyzed.

EVALUATION: Class participation, presentation and writing assignments. 2 short papers (2-3 pages), 15% each paper; 1 research paper (5-8 pages), 30%; class presentation (10 mins.) 20%; and class participation, 20%.

READING LIST:

Andre Breton, Nadja

Whitney Chadwick, Surrealism and Women

Jacqueline Chenieux-Genoron, Surrealism

Course packet with selected articles, The Surrealist Manifesto of 1924, etc.

Recommended: Sylvan Barnet, A Short Guide to Writing about Art

Whitney Davis

Art History A01-6, Sec. 21

DECIPHERING PREHISTORIC ART

Time: T 2:00-5:00

Office Address: 2010 Sheridan

Phone: 491-7946

COURSE DESCRIPTION: In recent years, an explosion of new research has altered our understanding of the meaning, function, and history of prehistoric art (dated from about 35,000 to about 10,000 B.C.) - including not only the early "pictures" and "sculptures" (such as the well-known painted caves of southwestern France like Lascaux) but also marks and objects of other kinds. Among the questions that have concerned scholars in disciplines as diverse as art history, psychology, anthropology, cognitive science, logic, and literary theory: How do pictures derive from other, apparently nonrepresentational marks? Are there forms of writing or notation in prehistoric art, and if so, can we "read" them? How do marks and objects produced by prehuman species (hominids or simians) relate to the development of prehistoric art? Does prehistoric art tell us anything about prehistoric's people's conceptions of the human body and its processes, of space and time, or of the cosmos? How does the production and distribution of prehistoric art relate to social organization? What are the earliest forms of aesthetic activity? We will examine the latest research on these and other questions, critically comparing the evidence to the theoretical models or explanatory hypotheses. We will see that prehistoric art studies is an area where some of the most basic questions about being or becoming human are being addressed by scholars in multidisciplinary dialogue.

TEACHING METHOD: We will meet once per week to review evidence (published or illustrated in slide form) and discuss assigned readings; later in the quarter, some meetings will be held on an individual basis; at the end of the quarter, meetings will be devoted to students presentations.

EVALUATION: Evaluation will be based on an initial writing assignment and on the progress of a student project through outline to oral presentation and submission of a dossier.

The students are expected to complete the following:

1. Short written critical review of an argument, 1000 words.
2. Outline of a project, stating thesis, essential sources, and proposed points to be researched and discussed, 500 words.
3. Oral presentation of student project, based on outline, notes, and other materials, half an hour in length.

READING LIST:

Paul Bahn and Jean Vertut, Images of the Ice Age

Alexander Marshack, The Roots of Civilization: The Cognitive Beginnings of Man's First Art, Symbol, and Notation

selected articles (usually two per week).

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

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

TEACHING METHOD: The instructor will first discuss the methods of library research and the techniques of scientific writing. Subsequent lectures will give the technical background necessary for the student to understand the literature he or she must digest. Individual meetings provide a critical review of the first draft. The student will give an initial 5 minute progress report and a final 15 minute seminar of the disease, followed by group discussions on the insights hereditary diseases provide in understanding human development, metabolism and the behavior.

EVALUATION: Based on the quality of the initial and final drafts of the review, on the 5 and 15 minute oral reports and on participation in class discussion.

READING LIST:

V. McMillan, Writing Papers in the Biological Sciences

T. Strachan and A. Read, Human Molecular Genetics

Albert Farbman

Biological Sciences A05-6, Sec. 20

REPRODUCTIVE TECHNOLOGY

Time: TTH 10:30-12:00

Office Address: 5-170 Hogan

Phone: 491-7039

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 fertile 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 their pros and cons of abortion.

TEACHING METHOD: Lectures, discussion.

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

TENTATIVE READING LIST:

"Infertility: Medical and Social Choices," Chapters 1, 3, 4 Gov't Printing Office, 1988.

Lori Andrews, "New Conceptions"

U.S. Supreme Court, 410 US 113. (1973) "Roe vs. Wade"

Ulman, et al. "RU-486" Scientific American, 262: 42-48. 1990

* * * CLASSICS * * *

James Packer

Classics A01-6, Sec. 20

APOCALYPSE THEN AND NOW: SCENARIOS FOR THE END OF ROMAN AND WESTERN CIVILIZATION

Time: TTH 10:30-12:00

Office Address: 12 Kresge

Phone: 491-8046

COURSE DESCRIPTION: How will modern American Society fare? Can our present life continue? Will our society change radically, and if so, in what direction? Will America prosper? Will it decline? Will it join the new "global village?" Is the "global village" stable? What problems threaten it --and us as Americans in the threshold of the twenty-first century?

We have no certain answers to these questions, but examining them against the backdrop of the Roman Empire, a famous, powerful, and long-lived society that did not survive, sharpens our intellectual focus on our own problems. We all know about the "Decline and Fall" of ancient Rome. But what does this famous phrase mean? What were Rome's fatal flaws? Why did its citizens passively accept subversion from within and attack from without? Was the collapse of Rome total--or did parts of it survive? Do the answers to these questions help explain--and perhaps suggest tentative solutions to--the problems of modern America?

TEACHING METHOD: Discussion of readings and of 5-page student reports on additional related readings in Jones.

EVALUATION: In addition to the 5-page reports, class members will write two five-page essays on topics discussed in class. Thus each student will be evaluated on the basis of three five-page papers.

READING LIST:

P. Ehrlich and A. Ehrlich, Healing the Planet

A.H.M. Jones, The Decline of the Ancient World

* * * ECONOMICS * * *

Mark Witte

Economics A01-6, Sec. 20

SOCIAL ISSUES, ECONOMIC SUGGESTIONS

Time: MW 11:00-12:30 Office Address: 231 Andersen

Phone: 491-5140

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

TEACHING METHOD: Mostly discussion and student presentations.

EVALUATION: Each student will be graded on the content and writing quality of each graded paper as well as the student's written comments on the papers of other students. Class participation will count into the grade as well. The class will be required to write five 7-10 page papers plus several shorter (one to two) page monographs on the readings.

READING LIST:

Todd Buchholz, New Ideas from Dead Economists

Milton Friedman, Capitalism and Freedom

Steven Landsburg, The Armchair Economists: Economics and Everyday Life

Selected shorter readings and papers.

Christopher Udry

Economics A01-6, Sec. 21

DESERTS, FORESTS, AND FARMS: ECONOMICS AND THE AFRICAN ENVIRONMENT

Time: TTH 1:00-2:30

Office Address: 203 Andersen

Phone: 491-8235

COURSE DESCRIPTION: We are all familiar with images of environmental crisis in Africa. The

Sahara desert is creeping southward, threatening to engulf entire nations; the tropical forests are rapidly disappearing; and problems of drought, erosion and pollution threaten vast agricultural regions. Or are these images myths? We will examine the environmental history of Africa, and the economics of the interaction between people and their environment in an attempt to clarify these issues. The seminar will proceed through three stages. First, we will read some of the scientific debates on long-term climate change, soil fertility maintenance, and deforestation. Then we will apply simple economic theory to the problem of resource management. Finally, we will examine the practice of African farmers in the light of this theoretical and scientific discussion.

TEACHING METHOD: Group discussion based on the required readings and discussion papers written by students and distributed to the class.

EVALUATION: The final grade will be based mainly on the three discussion papers (10 pages each) written by each student. Class participation will also enter into the grade.

READING LIST:

E. Croll and D. Parkin, Bush Base, Forest Farm

Paul Richards, Indigenous Agricultural Revolution: Ecology and Food Production in West Africa.

Other required readings in the form of selected articles.

* * * ENGLISH * * *

Deanna Kreisel

English A01-6, Sec. 20

THE DETECTIVE NOVEL

Time: TTH 1:00-2:30

Office Address: University Hall 328

Phone: 491-4863

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

TEACHING METHOD: Discussion.

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

READING LIST:

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

Lisa Limburg

English A01-6, Sec. 21

SUCSESSES IN STORYLAND: THE GOLDEN AGE IN CHILDREN'S LITERATURE

Time: MWF 11:00-12:00

Office Address: University Hall 420

Phone: 491-4991

COURSE DESCRIPTION: "In a utilitarian age, of all other times," wrote Charles Dickens almost 150 years ago, "it is a matter of grave importance that Fairy tales should be respected." Twentieth-century critics are following Dickens' lead in their increasing respect for the role children's literature plays in our culture. Both stories of socialization, in which children are expressly taught how to "behave," and stories of imagination have provided important ways for "Little Women" (and "Little Men") to learn about their world, its boundaries, and its possibilities. In this course, we will examine American and British juvenile literature from what has been called its first "Golden Age": roughly 1860 through 1920. Our readings range from the didactic to the fantastic, and from domestic tales centered at home to the adventure stories of imperial England. Topics for discussion will include the subversive power of fantasy as a literary mode; the gendered marketing of children's literature; and changing sensibilities for appropriate juvenile literature (which have kept some of our texts in print and made others, like Little Black Sambo, fall out of fashion).

TEACHING METHOD: Discussion.

EVALUATION: Class participation; oral presentation; three papers (3-5 pp; 4-6 pp; 6-8 pp); brief reading journal assignments.

TENTATIVE READING LIST:

Louisa May Alcott, Little Women

Horatio Alger, Ragged Dick

Helen Bannerman, The Story of Little Black Sambo

Frances Hodgson Burnett, The Secret Garden

Carroll, Lewis, Alice's Adventures in Wonderland and Through the Looking Glass

H. Rider Haggard, King Solomon's Mines

plus course packet of selected shorter readings.

John Bishop

English A01-6, Sec. 22

MODERN SHORT FICTION

Time: MWF 1:00-2:00

Office Address: University Hall 424

Phone: 491-4991

COURSE DESCRIPTION: Instead of considering the short story as a minor form--what novelists write between novels, or what readers read when pressed for time--this course examines the short story as a form that has come into its own over the last century, developing its own conventions and traditions. We will read some samples from the "great tradition" of the short story and explore how later writers--mostly American--have perfected, parodied or transformed story types and conventions such as the epiphany, the vignette, the life story, the yarn, the fable.

TEACHING METHOD: Discussion, with occasional lecture.

EVALUATION: Weekly two-page papers, three 4-5 page papers, one class presentation.

TENTATIVE READING LIST:

Course reader with selected stories from Hawthorne, Poe, Joyce, Hemingway, Chekhov, Porter, Anderson, Cheever, O'Connor, Malamud, Salinger, Updike, Erdrich, Silko, Walker, Sontag, Carver, and others.

Bookstore: Quartet Copies

John Young

English A01-6, Sec. 23

AUTOBIOGRAPHICAL FICTIONS

Time: MWF 2:00-3:00

Office Address: 420 University Hall

Phone: 491-4991

BRIEF DESCRIPTION: Novelists frequently present fictional stories as "autobiographies" or other kinds of "life stories," and autobiographers sometimes include fictional elements in their "true" accounts. In this course we will examine the boundaries between truth and narrative by reading books from both categories. In each case, we will consider the cultural context behind the author's decision to label the text an autobiography and the ways in which the word "autobiography" changes its meaning between historical periods. The course will also focus on the kinds of masks authors use to shield their identities: Defoe, for example, publishes Robinson Crusoe without his name attached, while Brontë uses another name and calls herself the editor of Jane Eyre's story, and Stein writes as Alice B. Toklas.

TEACHING METHOD: Discussion.

EVALUATION METHOD: Several short (1/2-page) written assignments, two short papers (3-4

pages), one longer paper (6-8 pages), and class participation.

READING LIST:

Charlotte Bronte, Jane Eyre

Daniel Defoe, Robinson Crusoe

Frederick Douglass, Narrative of the Life of Frederick Douglass

Benjamin Franklin, The Autobiography of Benjamin Franklin

Zora Neale Hurston, Their Eyes Were Watching God

Gertrude Stein, The Autobiography of Alice B. Toklas

Julia Stern

English A01-6, Sec. 24

RACE, CONSCIOUSNESS, AND IDENTITY IN THE NOVELS OF WILLIAM FAULKNER

Time: TTH 10:30-12:00

Office Address: 415 University Hall

Phone: 491-3530

COURSE DESCRIPTION: In the work of William Faulkner, tragic history and experimental narrative come together to tell the story of America's entanglement with slavery and its enduring legacy of racism. Faulkner's greatest fiction performs an extended meditation on the anguish of American race relations and unfolds its narratives of racial crisis in a uniquely modernist form. Our exploration will involve the careful study of five novels from the period of Faulkner's greatest artistic productivity, 1929- 1942: *The Sound and the Fury*; *As I Lay Dying*; *Light in August*; *Absalom, Absalom!*; and *Go Down Moses*. We will attend to the problems of reading a fiction that figures illegibility as one of its central themes; we will examine the relationship between fictive consciousness and the construction of subjectivity; and, we will consider the way in which history, as it manifests itself in a narrative of confrontation and exploitation along the lines of race, inflects and inscribes both individual, familial, and national identity.

ATTENDANCE AT FIRST CLASS MANDATORY

TEACHING METHOD: Discussion.

EVALUATION: 3 short papers (1-2 pages) and a final essay (8-10 pages)

TENTATIVE READING LIST:

As I Lay Dying

The Sound And The Fury

Light In August, and

Absalom, Absalom!

Carl Smith

English A01-6, Sec. 25

LITERATURE AND REALITY IN AMERICA

Time: TTH 1:00-2:30

Office Address: 306 University Hall

Phone: 491-7136

COURSE DESCRIPTION: This seminar will discuss the relation of literature to both individual and social experience in America in the late nineteenth and twentieth centuries. It will do so through a discussion of a group of classic realist novels that purported to tell the "truth" about life. Their authors argued that such a purpose was the obligation of the author, though they told different "truths" in different ways in confronting the question of the proper relation of fiction to "real" life. In addition to discussing these books and the broader issues of the relationship between art and reality that they raise, we shall probably also take at least a brief look at other forms of depicting "reality" (e.g., painting, photography), as well as some examples of literary criticism from the period and since. Assignments will include a series of short papers, and a significant amount of class time will be devoted to issues of writing. We'll also pay some attention to research resources, including those available electronically.

TEACHING METHOD: Discussion.

EVALUATION: Writing assignments and regular intelligent participation in class. All students are expected to attend every class. There will be 3-5 short (5 pp.) critical papers and/or related briefer (1-2 pp.) assignments, with revisions.

READING LIST:

Likely selections are Henry James, *The Portrait of a Lady*; Theodore Dreiser, *Sister Carrie*; Edith Wharton, *The House of Mirth*; Stephen Crane, *The Red Badge of Courage*; Kate Chopin, *The Awakening*; Mark Twain, *The Tragedy of Puddin'head Wilson*; Charles W. Chesnutt, *The Marrow of Tradition*. We will probably read about five novels in all.

Todd Trubey

English A03-6, Sec. 20

SHAKESPEARE'S TROUBLING COMEDIES

Time: MWF 9:00-10:00

Office Address: 420 University Hall

Phone: 491-4991

COURSE DESCRIPTION: In this course we will examine five Shakespearean comedies with troubling undertones: *Twelfth Night*, *Much Ado About Nothing*, *Measure for Measure*, *All's Well That Ends Well*, and *Cymbeline*. While some of these plays are darker than others, all of them revolve around sexual issues that restrain the typical festive mood of comedy. These issues include

cross-dressing and gender exchange, sexual substitution, voyeurism, and forced sex. We will be discussing how Shakespeare uses disturbing or serious elements in comedy, and the effect such elements have on comedies.

TEACHING METHOD: Class discussion.

EVALUATION: Class participation; 3 papers--two 1,000 word papers, one 2,000 word paper.

READING:

The Riverside Shakespeare, available at Great Expectations.

Joan Gillespie

English A04-6, Sec. 20

STRANGER IN A STRANGE LAND: NARRATIVES OF EXILE

Time: TTH 9:00-10:30

Office Address: University Hall

Phone: 491-7294

COURSE DESCRIPTION: The experience of exile--whether chosen, accidental, or forced--serves as thematic material for the Western literary tradition since the Greek tragedies. A crisis of identity, social and cultural displacement, the attempt to reforge community, the challenges to one's spectrum of values--these common events of plot occur in the face of a protagonist's overwhelming solitude. This course will present the opportunity to study context, the place from which the protagonist is exiled in realist portrayals; the intellectual, spiritual, and emotional conditions of exile; and various strategies by which characters either change their status of exile or succumb to it.

TEACHING METHOD: Primarily discussion.

EVALUATION: Class participation; one class presentation; in-class essays; three short papers (2-4 pp.) and one long essay (8-10 pp.) for a total of 15-20 pages.

TENTATIVE READING LIST:

Elizabeth Bowen, from *The Collected Stories*

Joseph Conrad, *Lord Jim*

Daniel Defoe, *Robinson Crusoe*

Doris Lessing, from *African Stories*

Michael Ondaatje, *The English Patient*

Sophocles, *Oedipus the King*

Shakespeare, *The Tempest*

Tilde Sankovitch

French A05-6, Sec. 20

WOMEN'S ROLE AND IMAGE IN FRENCH CULTURE AND SOCIETY

Time: MWF 9:00-10:00

Office Address: Kresge 141

Phone: 467-1448

COURSE DESCRIPTION: In its examination of the female presence in French culture and society this course will focus on three historical periods: the Middle Ages; the time of the French Revolution; and the second half of the twentieth century. For each of these periods we will consider a variety of literary and historical texts, as well as visual representations of women, in order to define the female role, and to evaluate its changing configuration and impact.

METHODOLOGY: Some lecturing, in the form of introductory lectures for each period and each author; mostly discussion. Films to be viewed in the media center of the library.

EVALUATION: It will be on the basis of three papers (5-6 pages each), and active participation in class discussions.

READING LIST: TBA

Marie-Simone Pavlovich

French AO5-6, Sec. 21

THE MEAL IN THE FRENCH NOVEL

Time: MWF 11:00-12:00

Office address: 128 Kresge

Phone: 491-8263

COURSE 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, Flaubert, Maupassant, Colette, Duras, and others. 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 on the characters' psyche and actions. The study will also include the showing of movies like "Babette's Feast", "A Day in the Country", "The Discreet Charm of the Bourgeoisie"; discussion will relate to other movies with topics dealing with food, such as "The Wedding Banquet", or "Man, Woman, Eat, Drink" for instance.

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

EVALUATION:

4 compositions (2-3 pages each)

1 final paper that consists of a research on the topic but as seen in English-speaking literature (4-5 pages).

READING LIST:

Duras: Moderato Cantabile

Flaubert, Madame Bovary

a reading packet available at Copy Cat

* * * GERMAN * * *

Catherine Grimm

German A04-6, Sec. 20

"SOULMATES AND CONFIDANTES:" PORTRAYALS OF FRIENDSHIP IN GERMAN LITERATURE

Time: TTH 10:30-12:00

Office Address: 106 Kresge

Phone: 491-8290

COURSE DESCRIPTION: This seminar will focus on the works of some of the most famous German writers and will explore the different notions of friendship represented in their texts. Some of the questions that will be discussed are: How do social attitudes towards friendship affect a literary work's portrayal of it? How does an author's gender affect their depiction of friendship? Why do modern German authors seem preoccupied with their literary ancestors? Our interaction with these texts will enable us to understand more clearly the complex relationship between the "fictional" and "historical" past and present.

TEACHING METHOD: The emphasis will be on discussion, interspersed with an occasional short lecture.

EVALUATION: Class participation and 3-5 papers, each about 5 pages, based on the readings.

READINGS:

J.W. Goethe, The Sorrows of Young Werther

U. Plenzdorf, The New Sorrows of Young Werther

Selected shorter works by Bettina von Arnim and Karoline von Gunderode

Christa Wolf, No Place on Earth

Thomas Mann, Tonio Kroger

Herman Hesse, Narcissus and Goldmund

Franz Kafka, The Metamorphosis, The Judgement, and The Stoker

* * * HISPANIC STUDIES * * *

Vera Teixeira

Hispanic Studies A05-6, Sec. 20

FASCINATING FEMALES: WIVES, LOVERS, VAMPS AND TRAMPS

Time: TTH 2:30-4:00

Office Address: 136 Kresge

Phone: 491-8283

COURSE DESCRIPTION: A woman's role in the family and in the public space has undergone important changes in the twentieth century. Brazilian novelists and short-story writers have created unforgettable female characters who fit the various traditional roles as chaste wives, darling aunts, entrepreneurial madams, tantalizing vamps and outright tramps. The course will introduce some of these fascinating females, it will examine the impact they have on their male counterparts, and will delve into some the considerations of current gender relation studies.

TEACHING METHOD: Discussion.

EVALUATION: Class participation (25%), three short (3 page) papers (30%), one oral group presentation (15%), a longer (8-10 page) final paper (30%).

READING LIST:

Jorge Amado, *Dona Flor and Her Two Husbands* and *The War of the Saints*
Selected essays by Camille Paglia and Helene Cixous. Sample prose work by
Brazilian male and female writers will be available in a course pack. All
required readings will be in English.

* * * HISTORY * * *

Stuart Strickland

History A01-6, Sec.20

TRAVELLERS' TALES

Time: MW 12:00-1:30

Office Address: Harris 103C

Phone: 491-2753

COURSE DESCRIPTION: This freshman seminar serves as a historical introduction to travel and travel writing. It will consider travel narratives as sources of knowledge about nature and foreign cultures, as vehicles for self-cultivation, as means of reporting discoveries, and as accounts of colonial conquest. In each case, we will attend to the interaction between travel metaphors in literature and their use in organizing concrete historical experiences specific to particular epochs and cultures. Through close reading of texts, active discussion in class, and critical writing exercises, the seminar aims to help students develop tools to appreciate and to question the motivations and effects

of travelling and of writing about that experience.

TEACHING METHOD: Seminar discussion.

EVALUATION: Three short (3-5 page) papers.

TENTATIVE READING LIST:

Hernan Cortes, Letters from Mexico

Charles Darwin, Voyage of the Beagle

Goethe, Italian Journey

Letters of the Lewis and Clark Expedition

V.S. Naipaul, A Way in the World

Laurence Sterne, Sentimental Journey through France and Italy

Mark Twain, The Innocents Abroad

Jules Verne, Around the World in Eighty Days

Lynn Schibeci

History A01-6, Sec. 21

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

Time: TTH 12:30-2:30

Office Address: 619 Emerson

Office Phone: 491-7524

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

PREREQUISITES: Attendance at First Class Mandatory.

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

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

READING LIST:

Paul Fussell, Wartime

Robert Graves, Goodbye to All That

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

Course Packet of primary sources, book excerpts and articles

Films:

Gallipoli, A Room of One's Own, WW2 propaganda films, Distant Voices, Still

Lives, Shakespeare Wallah, Look Back in Anger, In the Name of the Father,

My Beautiful Laundrette, High Hopes

Lynn Schibeci

History A01-6, Sec. 22

THE INDUSTRIAL REVOLUTION AND BRITISH SOCIETY

Time: TTH 10:00-11:30

Office Address: 619 Emerson

Phone: 491-7524

COURSE DESCRIPTION: This course will introduce students to the wide range of developments in manufacturing and technology from 1750-1850, and the related changes that took place in British society in that period. Themes that we will consider include the growth of manufacturing and the factory system; the British empire and its relationship to industrialization; urbanization and commercial development; the birth of class society; the effects of commerce and technology on cultural institutions and practices; popular protest and social change; and family life in industrial society, and effects upon the standard of living.

PREREQUISITES: Attendance at First Class Mandatory.

TEACHING METHOD: Two seminar meetings per week.

EVALUATION: 2 short papers (3 pages each); 1 final paper (10 pages); one 10-minute oral presentation; class participation.

READING LIST:

M.J. Daunt, Progress and Poverty: An Economic and Social History of Britain 1700-1850

Bridget Hill, Women, Work, and Sexual Politics in Eighteenth Century England

Neil McKendrick, The Birth of Consumer Society

Harold Perkin, The Origins of Modern English Society

E.P. Thompson, The Making of the English Working Class

Course Packet of primary sources, book excerpts and articles

Laura Sinclair Odelius

History A01-6, Sec. 23

THE GOOD FIGHT?: HISTORICAL PERSPECTIVES ON THE SPANISH CIVIL WAR

Time: TTH 3:00-4:30

Office Address: 619 Emerson

Phone: 491-7524

COURSE DESCRIPTION: The Spanish Civil War was the most romantic war of our century--the last good cause. The Spanish Civil War was just part of the build-up to World War II. It also was a fight between the forces of good and evil, a fight between Democracy and Fascism, between anarchy and order. The Spanish Civil War was just an ugly rehearsal for Hitler's Blitzkrieg techniques. All of these interpretations of the Spanish Civil War have been advanced at one point or another--by people who were there, by people who looked on, by historians who studied events later. This course will take a fresh look at the war which captured so much attention in the 1930's, which was seen as so tragic and romantic by writers such as Ernest Hemingway, but which is now often passed over in European surveys as part of the stream of events leading up to World War II. We will look at the events of the war and at various ways the events were interpreted. Is one interpretation- or method of interpretation- more valid, more correct, more truthful than another? What is the real historical significance of the Spanish Civil War? We will pay special attention to primary materials--original books and documents from people who were there at the time--from the Spanish Civil War contained in Northwestern's Special Collections.

TEACHING METHOD: Seminar discussions supplemented by student presentations.

EVALUATION: 2 analytical papers (5-6 pages each); 1 paper (12-15 pages) on a question requiring research. **PREFERABLY USING PRIMARY SOURCES FROM THE SPECIAL COLLECTIONS DEPARTMENT OF NORTHWESTERN LIBRARY;** before research papers are due, each student will also present his/her project to the class, accompanied by a brief (2-3 pages) written progress report-- presentations will be integral to the course.

TENTATIVE READING LIST:

Harry Browne, Spain's Civil War

Ernest Hemingway, For Whom the Bell Tolls

Gabriel Jackson, A Concise History of the Spanish Civil War

Federico Garcia Lorca, Three Tragedies

Andre Malraux, Man's Hope

George Orwell, Homage to Catalonia

Peter Stansky and William Abrahams, Journey to the Frontier

Course packet of additional readings

Primary sources from NU Special Collections

E. W. Monter

History A01-6, Sec. 24

LOUIS XIV

Time: M 2:00-4:00

Office Address: Harris 329

Phone: 491-2849

COURSE DESCRIPTION: The seminar will examine the "great man" issue historically, using the example of Europe's best-known absolute monarch, Louis XIV of France. He reigned officially for 72 years (1643-1715) and "absolutely" for 54 years (1661-1715), and built Europe's most famous royal palace.

TEACHING METHOD: Discussion and writing assignments.

EVALUATION: Students will compose a 5,000-word essay on Louis XIV's relationship to people who implemented various aspects of his personal gloire. Topics must be approved by Friday, April 5; (first drafts [of at least 2500 words] will be presented and discussed at our meeting in May; final drafts are due on June 6. Students with near-proficiency-level French are especially encouraged, although most of the suggested topics can be done quite satisfactorily in English.

Subjects for research include, for example: Cardinal Mazarin (Louis' mentor); J-B. Lully (Louis' musician); any of the three very different major royal mistresses (La Valliere, Mme. de Montespan, Mme de Maintenon); J.-B. Colbert (Louis' navy or Louis' overseas colonies); Vauban (Louis' engineer); James II of England (Louis' foreign policy--enough for two papers, before and after 1688); A. Le Notre (Louis' landscaper); Pope Innocent XI (Louis' religion); Louvois (Louis' army); Moliere (Louis' court theater); Fouquet (the only man Louis apparently feared); La Reynie (Louis' police chief); Le Brun (Louis' architect); the Great Dauphin (Louis' son); or perhaps Louis' Queen, Maria Teresa (strictly for masochists!).

READING LIST:

Required readings include P. Goubert, Louis XIV and Twenty Million Frenchmen (Vintage paperback)

selections from Norbert Elias, The Court Society and from Louis' Memoires for the Instruction of the Dauphin.

We will also spend one day of May meetings in Deering, studying the rich collection of guidebooks to a tourist attraction that outdraws Euro- Disney.

Tessie Liu

History A01-6, Sec. 25

THE WILD CHILD: WHY HUMANS DIFFER FROM ANIMALS

Time: T 2:30-4:30

Office Address: 320 Harris

Phone: 491-3150

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

TEACHING METHOD: Discussion.

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

TENTATIVE READING LIST:

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

Lane Fenrich History A02-6, Sec. 20 THE AIDS CRISIS IN HISTORICAL PERSPECTIVE

Time: MW 2:00-3:30 Office Address: Harris 201-C Phone: 491-3154 **COURSE DESCRIPTION:**

This course examines the history of the AIDS epidemic in the United States from its beginnings in the early 1980s to the present. Beginning with the reports of rare cancers in gay men that alarmed health professionals in 1981, we will examine various newspaper and television accounts, government reports, instructional materials, and popular films in an effort to understand how different people have experienced, perceived, and shaped the epidemic and how those experiences, perceptions, and actions changed over time. **PREREQUISITES:** Attendance at first class mandatory. **TEACHING**

METHOD: Discussion. **EVALUATION:** Grades will be based on short (2 pp.) weekly papers and participation in discussion. **TENTATIVE READING LIST:** Fox and Fee, eds. AIDS and the Burdens of History Odets, In the Shadow of the Epidemic Verghese, In My Own Country excerpts from newspaper coverage regarding Rock Hudson, Ryan White, Kimberly Bergalis, and Magic Johnson various films including An Early Frost, Longtime Companion, and The Living End

Leslie Dunlap

History A02-6, Sec. 21

HISTORICAL INTERPRETATIONS AND POPULAR REPRESENTATIONS OF 20TH-CENTURY BLACK ACTIVISM IN THE UNITED STATES

Time: TTH 10:30-12:00

Office Address: 619 Emerson

Phone: 491-7524

COURSE DESCRIPTION: As political tides in the United States turn in the direction of political conservatism, the history of black activism has gained in popular appeal. From the 1989 movie *Mississippi Burning* to Spike Lee's *Malcolm X*, popular and nostalgic renditions of the political struggles of African-Americans have turned to history for their subjects-- often flattening historical movements out, or turning them on their head. In this course we will reverse the process, and use historical analyses to critique contemporary representations of black political struggle. We will compare autobiographies, oral histories, scholarly analyses and popular treatments of black political movements, in order to evaluate the uses to which the practice of history is put. At the same time, we will address basic questions such as: Why did black protest movements coalesce when they did, and what protest traditions did black activists' draw upon? What goals did African-Americans achieve in struggle? What possibilities did they open up? What were the social conditions, institutions and internal divisions that limited or redirected their challenges? Throughout the course, we will emphasize the ways in which gender, sexuality, family, region, a religion and class shaped racial identity and black political movements.

TEACHING METHOD: The seminar will meet once a week for two hours to discuss weekly readings. In addition, we will meet every other week in additional sessions to view documentaries and popular films.

EVALUATION: Evaluation will be based on equal measure on quality of participation in discussion, three short (4-5) papers, and a final (8-10 page) paper that expands on one of the shorter papers.

TENTATIVE READING LIST:

Nell Irwin Painter, *Narrative of Hosea Hudson*

Robin D.G. Kelly, *Hammer and Hoe: Alabama Communists During the Great Depression*

Henry I Iampton & Steve Fayer, *Voices of Freedom: An Oral History of the Civil Rights Movement*

Stephen Whitfield, *A Death in the Delta: The Story of Emmett Till*

Anne Moody, *Coming of Age in Mississippi*

John Dittmer, *Local People: The Struggle for Civil Rights in Mississippi*

Clayborne Carson, *SNCC and the Black Awakening of the 1960s*

Martin Luther King, Jr., *Where Do We go From Here: Chaos or Community?*

Malcolm X (with Alex Haley), *Autobiography of Malcolm X*

essays by Angela Davis, Robin D.G. Kelley and Adolph Reed, Jr., in Joe Wood, (editor),

Malcolm X: In Our Own Image

Films: will include Mississippi Burning, Spike Lee's Malcolm X, the VanPeebles' Panther, Fundi: The Story of Ella Baker, and selections from the documentary series Eyes on the Prize.

Michael Tetelman

History A03-6, Sec. 20

BLACK POLITICS IN TWENTIETH CENTURY SOUTH AFRICA

Time: T 2:30-4:30

Office Address: 619 Emerson

Phone: 491-7524

COURSE DESCRIPTION: This course introduces students to South African history in the 20th century. This period and place has produced some of the most exciting, triumphant and tragic moments of our time. In 1994, South Africa became a multi-racial democracy, thus ending a white-dominated, racially-discriminatory system known as apartheid.

In particular, the course focuses on the political activities of black South Africans during the 20th century. We will examine a variety of themes, including: how did formal black political organizations like the African National Congress (ANC) form and grow; what was political activity like for rural black South Africans; how did black women resist apartheid; how did black trade unions emerge and challenge the white-ruled government; how did black students fight for social and political change; how did leaders like Nelson Mandela guide South Africa to its current form of government; and what challenges lie ahead for South Africa.

TEACHING METHOD: The course is seminar-based. Weekly participation is mandatory. The course employs a variety of materials. We will examine autobiographies, fictional works, films, academic sources, and primary materials like student manifestos.

EVALUATION: The course is writing-intensive. There will be three papers. The first two will be 5-7 pages. The last paper will be 7-10 pages. Students will also conduct presentations and a short weekly discussion point for the seminar.

READING LIST:

There will be a course packet. Students should also purchase several books, including:

W. Beinart, Twentieth Century South Africa

H. Bradford, A Taste of Freedom

B. Bozzoli, Women of Phokeng

E. Mashinini, Strikes Have Followed Me All My Life

S. Mufson, Fighting Years

S. Sephamla, A Ride on the Whirlwind

A. Sparks, Tomorrow is Another Country

Shuping Wan

History A03-6, Sec. 21

CHINA IN EUROAMERICAN IMAGINATION

Time: MW 2:00-3:30

Office Address: 207B Harris

Phone: 491-3418

COURSE DESCRIPTION: This course will examine images of China in Western major works of fiction and scholarship. A connected theme will be "Orientalism," the Western tendency to reduce Asia to a series of stereotypes and to define the West as "its contrasting image, idea, personality, experience." (E. Said, *Orientalism*, 1978, p.2) We will examine how those stereotyped images of China have evolved in changing historical circumstances. At the same time, we will look at how the legacy of those images has affected Westerners' thinking on China and themselves. Topics for discussion include China as a paradise of merchants, peasants as the Chinese spirit, Chinese emperors as the Oriental tradition of despotism, Chinese culture as an obstacle to development, and China as a utopia of revolutionaries.

TEACHING METHOD: Discussion and video/film screening.

EVALUATION: This will be on the basis of two book reports (25%+25%), a short essay (30%), and class participation (20%). There will be two book reports of 5 pages, and an essay of 6-8 pages.

TENTATIVE READING LIST:

Pearl Buck, *Good Earth*

Jean Levi, *Chinese Emperor*

Andre Malraux, *Man's Fate*

Marco Polo, *The Travels*

E. Said, *Orientalism*

Max Weber, *The Religion of China*

Roger Kittleson

History A03-6, Sec. 22

POPULAR CULTURE AND HISTORY IN MODERN BRAZIL

Time: TTH 10:30-12:00

Office Address: Harris 208

Phone: 467-4037

COURSE DESCRIPTION: What images spring to mind when you think of Brazil? If you read the paper or watch movies or TV, you probably think of a tropical land of soccer, samba, and the

Amazon. But you might also remember more disturbing images--the burning of the rainforests, the murder of Chico Mendes, or violence on the streets of Rio de Janeiro.

Too often discussions of Brazil stop at noticing the contradictions inherent in these conflicting images. This course will try to delve more deeply into the tensions from which these images emerge. To do so, we will look at the construction of social hierarchies and political institutions in modern Brazilian history. In particular the course will focus on the themes of racial and sexual identities, citizenship, and democracy and authoritarianism in Brazilian society. Instead of using only traditional history texts, the course will focus on different cultural forms--including novels, diaries, films, and music--to analyze the development of the Brazilian state and its relations with the Brazilian people.

TEACHING METHOD: Seminar discussion.

EVALUATION: Students will write 3 short (2-3 page) papers and one longer (8-10 page) paper. The short papers will each count for 15% of the final grade, while the term paper will count for 40%, and class participation 15%.

TENTATIVE READING LIST:

Jorge Amado, Gabriela, Clove and Cinnamon

Machado de Assis, Philosopher or Dog?

Emilia Viotti da Costa, Brazilian Empire: Myths and Histories

Alma Guillermoprieto, Samba (New York, 1990).

Carolina Maria de Jesus, Child of the Dark: The Diary of Carolina Maria de Jesus (New York, 1962).

Films: Black Orpheus.

Carmen Miranda: Bananas is my Business.

* * * LINGUISTICS * * *

Robert Gundlach

Linguistics A01-6, Sec. 20

LANGUAGE AND CHILDHOOD

Time: TTH 10:30-12:00

Office Address: 1902 Sheridan

Phone: 491-7414

COURSE DESCRIPTION: Is there a basic human capacity for language wired into our brains from birth? If so, what role do families, schools, communities, and larger societies and cultures have in shaping what we learn when we acquire language as children? How does our development of language in childhood interact with how we learn to communicate, how we learn to think, and how we develop a sense of who we are? In this seminar, we will explore these questions and thereby consider some of the current perspectives and controversies in the study of how children acquire language. We will begin by viewing a videotape on young children's language acquisition from a recent PBS series and by reading and discussing Steven Pinker's much-praised book, *The Language*

Instinct: How the Mind Creates Language. Students will then have the opportunity to sample the topics, methods, and forms of argument characteristic of current scientific research on children's language acquisition by analyzing selected articles originally published in such journals as *Language*, *Child Development*, *Cognition*, and *Behavioral and Brain Sciences*. Finally, we will extend our exploration of language and childhood by considering how children begin learning to read and write, and by reflecting on the role of language, both spoken and written, in a person's development of cultural and individual identity.

TEACHING METHOD: The heart of this seminar will be a series of wide-ranging discussions in which we explore a variety of perspectives on language and childhood. In addition to learning about current research on children's language, students will have the opportunity to reflect on their own experience as developing speakers, listeners, readers, and writers. Furthermore, because an important goal of this seminar is to strengthen each student's current writing ability, students can expect writing instruction and individual coaching on writing assignments, both in class meetings and in conferences with the instructor.

EVALUATION: Four essays of varying length, with opportunities for revision. Class participation.

READING LIST:

Paul Bloom (ed.). *Language Acquisition: Core Readings* (selections).

Eva Hoffman, *Lost in Translation: A Life in a New Language*

Joan McLane and Gillian McNamee, *Early Literacy*

Steven Pinker, *The Language Instinct: How the Mind Creates Language*

Additional brief selections to be distributed in class.

* * * PHILOSOPHY * * *

Richard Kraut

Philosophy A09-6, Sec. 20

THE DEATH OF SOCRATES AND THE RISE OF POLITICAL PHILOSOPHY

Time: TTH 9:00-10:30

Office Address: 1818 Hinman

Phone: 491-3656

COURSE DESCRIPTION: The trial and death of Socrates was a transforming event in the life of Plato and the history of Western thought. We will study the philosophy and personality of Socrates, and the political philosophy to which his death gave rise. The main focus of the course will be Plato's *Republic*. But we will also read his report of Socrates' trial and several other early works. Different contemporary perspectives on Socrates--those of Aristophanes and Xenophon--will also be considered. And we will examine the first critique of Plato's political philosophy: that of his best known student, Aristotle.

TEACHING METHOD: Discussion.

EVALUATION: Class participation and three writing assignments (5 pages each).

READING LIST:

Aristophanes: The Clouds

Aristotle: The Politics (selections)

Plato: Apology, Crito, Euthyphro, Gorgias, Symposium, Republic

Xenophon: Apology, Memorabilia, Symposium (selections)

Cristina Lafont

Philosophy A09-6, Sec. 21

UNDERSTANDING OTHER CULTURES: RELATIVISM VS. UNIVERSALISM

Time: MW 11:00-12:30

Office Address: 1818 Hinman

Phone: 491-3656

COURSE DESCRIPTION: In this seminar we will explore a set of issues concerning the possibility of understanding other cultures - but also groups with different cultural backgrounds (religions, values, etc.) in our own society. Can we understand other cultures at all? Should we apply our own conceptions of rationality as to understand other cultures, or should we try to understand these from within their own standards of rationality? Have we the right to judge beliefs of other cultures as false or morally wrong or are truth and morality culture-relative? But if it is the case that they are culture-relative: how can we postulate human rights that are to be understood as universal and independent of the particular values accepted in different cultures?

TEACHING METHOD: Discussion.

EVALUATION: Participation in class (1/3 of final grade) and writing assignments (2/3 of final grade), 2 papers of 3-4 pages long, 1 draft of 6- 8 pages long, 1 final paper of 7-8 pages long.

READING LIST:

Course packet of photocopied texts.

Selected readings from: C. Pierce, B. Russell, T. Kuhn, P. Winch, B. Williams.

George Reisch

Philosophy A09-6, Sec. 22

THREE EPISODES IN SCIENCE, PHILOSOPHY AND RELIGION

Time: TTH 9:00-10:30

Office Address: 1818 Hinman

Phone: 491-3656

COURSE DESCRIPTION: This seminar will introduce students to the ways science, philosophy and religion interacted in the 17th and 18th centuries. Students will read and discuss theories of Galileo and their reception; the debates between Samuel Clarke and Leibniz about the natures of God and space-time; and David Hume's critique of natural theology. If time and student interest permit, the seminar may discuss contemporary issues such as creation-science and genetic engineering.

TEACHING METHOD: Short introductory lectures, mostly discussion.

EVALUATION: Four 4-7 page papers, one on each of the three episodes described above and a fourth on a self-chosen topic. Each student will also choose one class in which to present that day's reading assignment.

Final grade: each paper = 20%, class participation = 10%, presentation = 10%

READING LIST:

Galileo, Dialogues on the Two World Systems

Galileo, Starry Messenger

Hume, Dialogues Concerning Natural Religion

H.S. Thayer, ed. Newton's Philosophy of Nature

Selected texts in course packet.

William Halperin

Physics A10-6, Sec. 20

QUEST FOR ABSOLUTE ZERO

Time: MWF 1:00-2:00

Office Address: 2261 Tech

Phone: 491-3686

COURSE DESCRIPTION: Physicists can create much lower temperatures in the laboratory than occur anywhere in the natural Universe, even in the depths of outer space. There are unusual manifestations of nature at ultra-low temperatures, including unique materials properties and persistent motion of liquids. In this nontechnical seminar we will explore the common aspects of the cores of neutron stars, superconductors, and superfluid helium. We will also discuss how to achieve and measure ultra-low temperatures.

TEACHING METHOD: Short lectures will be followed by classroom discussion. There will be laboratory tours and invited talks from experts and demonstrations of cryogenics.

EVALUATION: Two papers, brief essays, class participation and a brief oral presentation. Two papers consist of 8-10 pages each, double spaced; two essays less than 1 page double spaced.

READING LIST:

K. Mendelssohn, The Quest for Absolute Zero

Selected articles: Science Magazine, Scientific American

* * * POLITICAL SCIENCE * * *

William Munro

Political Science A01-6, Sec. 20

THE POLITICS OF POPULAR PROTEST

Time: W 11:00-2:00

Office Address: 211 Scott

Phone: 491-2628

COURSE DESCRIPTION: Many people in the world today - especially peasants, workers and the poor - spend their lives being told what to do, or being treated unjustly, or oppressively, by others. Sometimes they rebel. More often they do not. This poses several puzzling questions for social scientists: when, or under what historic conditions, are people most likely to rebel against oppression or injustice? Are some social groups more likely to rebel than others? Are some forms of oppression or injustice more likely to cause popular protest than others? What forms of protest or resistance, other than rebellion, might people resort to? How effective are different forms of protest? What is the role of leadership and organization in igniting popular political protest?

This course addresses these questions by carefully analyzing a combination of theoretical approaches and case studies. The aims of the course are twofold; first, to learn more about the political processes through which popular protest is mobilized; and second, to enhance students' analytical skills in using theories to understand the world, and in evaluating discussion centered on the weekly readings.

TEACHING METHOD: Discussion. Each student will be required to make a short in-class presentation to facilitate debate.

EVALUATION: Class participation and papers. Student evaluations will be based on class participation, their presentation, and on three short (5-7 page) analytical papers. Students will be encouraged to improve their skills of argumentation by re-writing and revising draft papers.

READING LIST:

Forrest Colburn (ed.), Everyday Forms of Peasant Resistance

Eric Hobsbawm and George Rude, Captain Swing

Barbara Kingsolver, Holding the Line

Jane Mansbridge, Why We Lost the ERA

Mancur Olsen, The Logic of Collective Action

Frances Piven and Richard Cloward, Poor People's Movements

Patricia Goff

Political Science A01-6, Sec. 21

NATIONAL POLITICS AND INTERNATIONAL TRADE

Time: TTH 10:30-12:00

Office Address: 403 Scott

Phone: 491-7451

COURSE DESCRIPTION: In recent decades, the economies of the world have become increasingly integrated into a global market. Although this growing interdependence brings economics gains, it often threatens the ability of individual nation-states to pursue their particular interests. This seminar examines basic concepts in international trade theory in an effort to understand the potential conflict between the sovereignty of the nation- state and the global expansion of the capitalist market.

Among topics to be discussed: free trade, protectionism, GATT, NAFTA, economic integration in the European Community, the multinational corporation, international trade and the developing world.

TEACHING METHOD: Seminar/discussion.

EVALUATION: Students will write 3 short papers (5 pages minimum) based on their readings, research and class discussion.

READING LIST:

Course packet

Books (t.b.a.)

* * * PSYCHOLOGY * * *

Kenneth Howard

Psychology A01-6, Sec. 20

MODELS OF THE PERSON

Time: MW 11:00-12:30

Office Address: 227 Swift Hall

Phone: 491-4996

COURSE DESCRIPTION: The "person" can be viewed from many different perspectives. This course will examine the human psyche as understood by several psychological conceptualizations of personality. The conflict, fulfillment, and consistency models of personality will be examined from both core and distal perspectives. The conflict model postulates that the person is necessarily involved in an internal struggle between powerful opposing forces and that life is characterized by compromises that are effected between these polarized forces. The fulfillment model holds that the person is influenced by one great life force (striving toward actualization or perfection) that is either

expressed or inhibited. The consistency model emphasizes the influence of environmental feedback for providing information used to help the person maintain consistent functioning. These models of the person will be examined through didactic class presentations, group discussions, and four equally weighted papers generated by students during the quarter. Library skills will also be developed as students prepare their papers.

TEACHING METHOD: Teacher and peer lecture, class discussion, writing assignment.

EVALUATION: Four papers, equally weighted (15% each), student presentations (20%), and class participation (20%). There are three 5 page papers and one 15-20 page paper.

TENTATIVE READING LIST:

S.R. Maddi, Personality Theories: A Comparative Analysis

* * * RELIGION * * *

Cristina Traina

Religion A01-6, Sec. 20

ENVIRONMENTAL ETHICS

Time: TTH 9:00-10:30

Office Address: 1940 Sheridan

Phone: 491-2938

COURSE DESCRIPTION: The environmental crisis pushes people to act quickly to reverse human habits that are harmful to the earth. But neither scientists nor philosophers can agree upon what the relationship between humans and the rest of the natural environment should be. In addition, there is disagreement over the proper way to decide this question. Do human beings and their welfare take first priority, or is the health of the non-human environment more important? Do we need to be more concerned to preserve species or to protect the rights and health of individual animals? Are evolution and speciation processes which are independent of us, or should we try to push them in directions we see as helpful? We will look at both secular and religious answers to these questions.

TEACHING METHOD: Discussion, collaboration.

EVALUATION: Attendance, participation, papers. Students will be required to write one 3-page paper, one 4-6 paper, and one 10-12-page paper. In addition, there will be 1-2 discussion papers for the class and a few in-class writing assignments.

READING LIST:

Val Dumond, The Elements of Nonsexist Usage

Kate Turabian, Student's Guide for Writing College Papers

Excerpts from works by:

Carol Adams
Baird Callicott
John Cobb
Holmes Rolston III
Rosemary Ruether
Lynn White
Others TBA

William Richard Stegner

Religion A01-6, Sec. 21

PARABLES: WINDOWS INTO THE NEW TESTAMENT WORLD

Time: TTH 10:30-12:00

Office Address: 1940 Sheridan Rd.

Phone: 491-5488

COURSE DESCRIPTION: The seminar will study the parables from three perspectives. First, a parable is a simple literary form in which some facet of everyday life points to God's will. Secondly, parables picture social, and religious dimensions of life in first-century Palestine. Finally, parables contain Jesus' teaching for his followers.

TEACHING METHOD: Readings, discussions, and papers.

EVALUATION: Class participation, one oral report, 2 short papers (3 pages each), and one final paper (at least 10 pages).

READING LIST:

James Dunn, Jesus' Call to Discipleship

Robert Stein, An Introduction to the Parables of Jesus

Burton Throckmorton, Gospel Parallels: A Comparison of the Synoptic Gospels

* * * SOCIOLOGY * * *

Aldon Morris

Sociology A01-6, Sec. 20

THE CIVIL RIGHTS MOVEMENTS

Time: MW 2:00-3:30

Office Address: 1810 Chicago Ave., Rm. 114

Phone: 491-5793

COURSE DESCRIPTION: Just over three decades ago, most Black Americans could not vote and were denied basic democratic rights because of legally enforced racial segregation. The Civil Rights

Movement was a major social movement organized by Black people to change these conditions to achieve civil rights for Black people. This seminar will examine this major movement and how it changed race relations in this country and made it a more democratic society.

TEACHING METHOD: In-depth classroom discussion of assigned reading materials.

EVALUATION: The students will write four short papers based on reading materials and classroom discussions. Grades will be based on these papers and discussions. Students will be required to write four short papers, each consisting of five pages.

TENTATIVE READING LIST:

Taylor Branch, Parting the Waters

Aldon Morris, The Origins of the Civil Rights Movement

Charles Payne, I've Got the Light of Freedom

Ira Daniel Silver

Sociology A01-6, Sec. 21

DOMINATION AND RESISTANCE

Time: TTH 9:00-10:30

Office Address: 1808 Chicago Ave., Rm. 208

Phone: 491-3718

COURSE DESCRIPTION: This course grapples with several questions concerning the nature of power in social life. How do people acquire power? How do they maintain it? And, how do subordinate groups attempt to resist structures of domination? We will explore and discuss these questions largely by reading empirical research about the various ways that subordinate groups attempt to subvert power structures. We will consider the more nuanced ways -- for example, through symbols or everyday acts of resistance -- as well as more explicit acts of disobedience and revolt. This course will enable students to acquire an appreciation for the complexity of power in social life, yet students will also be led to critically consider under what circumstances acts of resistance are liberating.

TEACHING METHOD: Discussion and class discussion.

EVALUATION: Grades will be based on four writing assignments (20% each) and class participation (20%). The four writing assignments consists of 4- 5 pages each.

TENTATIVE READING LIST:

Michel Foucault, Discipline and Punish

Stuart Hill, Resistance through Ritual

Paul Willis, Learning to Labor

Michael Huff

Sociology A01-6, Sec. 22

FROM THE OUTSIDE, IN

Time: TTH 1:00-2:30

Office Address: 1808 Chicago Ave.

Phone: 491-3718

COURSE DESCRIPTION: This course focuses on television as one of the major socializing forces in our contemporary society influencing our conceptions of ourselves and the society in which we live. In this course, we will use television programs of different genres and time periods as data from which to illuminate the sociological concepts of socialization, stratification, gender, race, social class and culture. The intent is to look beyond the entertainment value of television and unearth the various ways in which television mirrors our concept of important values of our society.

TEACHING METHOD: Class discussion.

EVALUATION: Grades will be based on three elements: (1) three 3-5 page papers, (2) 10-minute presentation, and (3) class participation. The three writing assignments will be 3-5 pages each.

TENTATIVE READING LIST: TBA

ctec@northwestern.edu

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[Northwestern University](#)

Last Updated: February , 27 1997

0403 - Anthropology

Karen Tranberg Hansen

A01--Freshman Seminar: Clothing and Culture

Office: 1810 Hinman, #205

Telephone: 491-4826

COURSE DESCRIPTION: Are we what we wear? Even if we dispute that "clothes maketh the person," we don't doubt that clothes matter. The western fashion system goes hand-in-hand with power, as do dress practices elsewhere: they all demonstrate the cultural politics of their specific time and place. But the relationships are often complex, if not oppositional. This seminar examines clothing behavior from three perspectives: clothing as communication; clothing as dream; and clothing as aesthetics. Different types of materials will be discussed to highlight themes of historical dress, non-western dress, popular culture and subcultures and, above all, the interaction between western and non-western forms of dress. Questions explored include: how dress codes are acquired; how everyday dress practices are constructed and changed; and how the ways we dress the body contribute to the performance of "self."

TEACHING METHODS: Discussion, interviews, video and film.

EVALUATION: Five papers, 4-5 typed pages each, class participation, one oral presentation.

READINGS: M.E. Roach-Higgins, J. Eicher, and K. Johnson, eds., *Dress and Identity* (1995). A. Hollander, *Sex and Suits: The Evolution of Modern Dress* (1994). J. Ash and E. Wilson, eds., *Chick Thrills: A Fashion Reader* (1993). Plus readings on library reserve by Barthes, Elias, Simmel and Veblen, and others.

Daniel Strauss

A01--Freshman Seminar: Language, Consciousness, and Evolution

Office: 555 Clark, #112

Telephone: 491-4565

COURSE DESCRIPTION: This course will pose the questions, "What is consciousness, where did it come from, and why?" We will discuss various theories of what consciousness is and consider that consciousness is intimately linked with language. We will look at the question of what consciousness does for us, and to begin to answer this question we will look at what it does NOT do for us by examining animal intelligence, animal social structures, and animal emotions. Having come to some understanding of which aspects of human mental life are common to other animals and which are

uniquely human, we will consider how these uniquely human aspects could have arisen in evolution. We will throughout consider that different human cultures with different languages may have different perceptions of consciousness.

TEACHING METHODS: discussion

EVALUATION: Three papers, 3-4 pages in length; one term paper at end of quarter, approximately 10 pages in length.

READING LIST: Hallowell, A. Irving. 1955. Culture and Experience. Jaynes, Julian. 1976. The Origin of Consciousness in the Breakdown of the Bicameral Mind. Konner, Melvin. 1982. The Tangled Wing: Biological Constraints on the Human Spirit. Lieberman, Philip. 1991. Uniquely Human. Sagan, Carl. 1977. Dragons of Eden: Speculations on the Evolution of Human Intelligence.

Gil Stein

Anthropology B14

CULTURE ORIGINS

Office: 555 Clark, #126

Telephone: 491-4564

COURSE 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 films, slides, and weekly required discussion sections.

EVALUATION: Two midterm examinations and a final examination.

READINGS: to be determined.

Benjamin Campbell

Anthropology B16

The Living Primates: Ecology, Biology, Behavior and Reflections on Humanity

Office: 1810 Hinman #54

Telephone: 491-4822

DESCRIPTION: The primates, are widely distributed throughout the worlds tropical regions. The diversity in size, behavior, and adaptations makes them an intrinsically interesting group aside from their affinity to our own species. In contrast to many other mammals, Primates are usually highly social integrated by complex systems of communication. Part One of this course is a brief review of the taxonomy, biogeography, and evolution of the primates. Part Two considers the primate life-cycle and its interaction with social behavior as a function of ecological principles. Part three looks more closely at the great apes, our closest relatives. Part Four considers the implications of primates studies, including such topics as ape language, for our understanding of the human condition. No prerequisites

EVALUATION: Evaluation will be based on two exams (a midterm and a final) and several section assignments.

REQUIRED TEXTS: Alison Jolly, The Evolution of Primate Behavior Frans deWaal, Chimpanzee Politic Section assignments and exercises will supplement lecture material.

William Irons

Anthropology B20

Evolution of Moral Systems

Office: 1810 Hinman, #201

Telephone: 491-4844

COURSE 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. Prerequisite: Anthropology A05.

METHODS OF EVALUATION: Two midterms counting 1/4 of grade each, and a final exam counting 1/2 of grade.

REQUIRED READINGS: Robert Frank, Passion within Reason (1988) Robert Wright, The Moral Animal (1994) Richard D. Alexander, The Biology of Moral Systems (1987) Books available at SBX only!

Jacalyn Harden

Anthropology B30

Rethinking the Asian American Family

Office: 1810 Hinman, #55

Telephone: 491-4839

COURSE DESCRIPTION: Since the 1960's, Asian Americans have frequently been labeled the "model minority" for all American racial-minority populations. This construct most often turns on the notion that "Asians" have superior family structures and behaviors. In this course, we will read key ethnographic and theoretical texts in order to investigate both Asian American and more general American family and kinship lives. Through immersion in rich ethnographic detail and consideration of American family history myths and realities, we will challenge both the model minority construct and establish the varying family and community lives of Asian Americans and non-Asian Americans.

TEACHING METHODS: class attendance/participation

EVALUATION: 1 in-class midterm and 1 research paper (10-15 pp) due at end of quarter.

READINGS:

Hsain-Shui Chen, Chinatown no more: Taiwan immigrants in contemporary New York, Temple University Press 1992

Yen Le Espiritu, Filipino American Lives, Temple University Press, 1995 Nazli Kibria, Family Tightrope: The changing lives of Vietnamese Americans, Princeton University Press, 1993.

Karen Isaksen Leonard, Making Ethnic Choices: California's Punjabi Mexican Americans, Temple University Press, 1992 Lauren Kessler, Stubborn Twig: Three Generations in the Life of a Japanese American Family, Plume, 1993.

Barrie Thorne (ed.), Rethinking the Family: Some Feminist Questions, Northeastern University Press, 1992.

ADDITIONAL READINGS: Micaela di Leonardo, "Introduction. Gender, culture, and political economy: Feminist anthropology in historical perspective" in Gender at the Crossroads of Knowledge, University of California (1991) "Earning the model minority image: Diverse strategies of economic adaptation by Asian American women", Ethnic and Racial Studies (1994) Selections from: Joann Faung Jean Lee, Asian Americans: Oral histories of first to fourth generation Americans from China, the Phillipines, Japan, India, the Pacific Islands, Vietnam, and Cambodia, New Press, 1992 Gin Young Pang, "Attitudes toward interracial and interethnic relationships and intermarriage among Korean Americans: The intersections of race, gender, and class inequality" in New Visions in Asian American Studies, Franklin Ng et al, (eds) , Washington State University, 1994

FILMS: Knowing Her Place (1990) Yellow Tale Blues: Two American Families (1990)

Robert Launay

Anthropology B32

MYTH AND SYMBOLISM

Office: 1810 Hinman, #210

Telephone: 491-4841

COURSE 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 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 (Norton) Bronislaw Malinowski, Magic, Science, and Religion (Waveland) Edmund Leach, Claude Levi-Strauss (U of Chicago) The Book of Genesis (any reputable translation).

Kathy Morrison

Anthropology C27

South Asia Before the Buddha

Office: 555 Clark, #109

Telephone: 491-4818

COURSE DESCRIPTION: In the South Asian region, we can explore a rich archaeological record spanning more than a hundred thousand years. Although it is not possible to do justice to this record in a single quarter, we will consider, in the context of South Asia, some of the major issues faced by all archaeologists. These issues include: the nature of human adaptation and variability in the Paleolithic, the beginnings of agriculture, of social inequality, the development of urban societies, the establishment and institution of religions and, not least, how we learn about the past. South Asia covers a vast area that includes the present-day countries of Pakistan, Bangladesh, Nepal, Myanmar (Burma), Sri Lanka, Bhutan and India. We will, of necessity, focus on what is now India and Pakistan, but there is scope in individual research papers for students to examine other parts of South Asia. The course ends with Early Historic period, the time of early Buddhism. Although this is primarily a lecture course, students will be responsible for significant in-class participation in the

form of structured presentations.

TEACHING METHOD: lectures, student presentations, some discussion.

EVALUATION: Two take-home essay exams, two map quizzes, group presentation, research paper and presentation, participation.

READINGS: Allchin, Bridget and F. Raymond, (1982). The Rise of Civilization in India and Pakistan. Cambridge University Press, Cambridge. Dhavalikar, M.K, (1988). The First Farmers of the Deccan, Ravish Publishers, Pune. Meadow, Richard H., ed., (1991). Harappa Excavations: 1986-1990, Monographs in World Archaeology No. 3, Prehistory Press, Madison. Additional readings are available in the course reader.

Elise Levin

Anthropology C32

Strategies of Marriage and Reproduction

Office: 555 Clark, #112

Telephone: 491-4565

COURSE DESCRIPTION: This course will examine various cultural systems of marriage and reproduction throughout the world, concentrating on the developing world and Africa in particular. Discussions of marriage alliance and strategy as well as divorce and multiple partnership will be incorporated with theoretical descriptions of production and distribution within households. Against this background of conjugal and household dynamics, we will look at some standard demographic topics concerning reproduction and child raising through a sociocultural lens. Topics will include teenage childbearing, age at first marriage, "natural" fertility, birth spacing, contraception, abortion, motherhood, fatherhood, child fostering, and adoption. Prerequisite: one class in cultural anthropology.

METHOD OF TEACHING: Class discussion.

EVALUATION: Midterm, final, research paper, class participation and one class presentation.

READINGS: Boddy, Janice. Wombs and Alien Spirits: Women, Men and the Zar Cult in Northern Sudan. Madison: University of Wisconsin Press, 1989. Course packet.

Micaela diLeonardo

Anthropology C54

Anthropology of Women

Office: 1810 Hinman, #204
Telephone: 491-4821

COURSE DESCRIPTION: Feminist anthropology is now two decades old. In this course will consider the ways in which attending to gender alters and enriches anthropological knowledge, and review the history of anthropologists' shifting understandings of the meanings and entailments of "attending to gender". Course readings, lectures, and discussions will focus on the embeddedness of gender relations, and of anthropology itself, in the histories of Western colonialism and capitalist development. Prerequisite: Anthropology B11 or Women's Studies B10. P/N is not allowed.

Gil Stein

Anthropology C84

Introduction to Zooarchaeology

Office: 555 Clark, #126

Telephone: 491-4564

COURSE DESCRIPTION: Introduction to the archaeological analysis of animal bone remains. Examines the theoretical and methodological issues involved in the identification, quantification, analysis and use of zooarchaeological data to study hunting strategies, animal domestication and pastoral production in complex societies. Prerequisites: Anthropology B14, C01, C02, or permission of instructor.

TEACHING METHODS: combined lecture and lab.

EVALUATION: laboratory problem sets, midterm, final.

READINGS: Simon Davis (1987). The Archaeology of Animals. New Haven: Yale University Press. a coursepack of photocopies readings.

Oswald Werner

Anthropology C90

TOPICS IN ANTHROPOLOGY: TRANSLATION AND INTERPRETATION

Office: 1810 Hinman, Rm. 208

Telephone: 491-4830

COURSE DESCRIPTION: Topics will include the theoretical foundations of translation, a topology of translation, and exercises with each type. Types may include multi-stage translation, ethnographic translation, decentered translation and the use of focus groups for decentering; translation of documents, especially diplomatic and business contacts and treaties; technical translation, including

directions to operate equipment; literary translation, including poetry; various forms of interpretation, including simultaneous interpretation, foreign film dubbing and translation into and from exotic languages and cultures. We also compare translations of the same original by different translators at different times, and into different languages. Finally, we compare bilingual dictionaries and evaluate their usefulness. There are no prerequisites, though a reasonably intimate knowledge of at least one language beyond English would be very helpful.

TEACHING METHODS AND EVALUATION: Class format consists of a limited number of lectures, in-class presentations, extensive seminar discussions and exercises. Students are evaluated on class participation, on the weekly translation exercises and on the quality of a final term paper.

Helen B. Schwartzman

Anthropology C90

Topics in Anthropology: MEDICAL ANTHROPOLOGY

Office: 1810 Hinman, #202 Telephone: 491-4824

Office hours: M 1:15-3 and by appt

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 (75 points); 2) field study project (25 points); 3) research paper (100 points); 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.

Selected readings as assigned. Readings are available at Quartet Copies (328-0740).

William Irons

Anthropology D01-3

THE LOGIC OF INQUIRY IN ANTHROPOLOGY

Office: 1810 Hinman, #201

Telephone: 864-0603

COURSE DESCRIPTION: This course provides an advanced introduction to the subfields of anthropology, the contrasts between them, and the possibilities for integrated them into a unified subject. It is intended to be the core of the graduate curriculum in anthropology, and all entering students are required to register for all three quarters. Thi

TEACHING METHODS: The format of the course is a weekly seminar at which faculty members will give extended discussions or orientations to the scheduled topics.

EVALUATION: One or more class paper each quarter, and contributions to the discussions.

READINGS: Assigned readings for each session will be placed on reserve at the Department for study or photocopying by the students.

Oswald Werner

Anthropology C90/D61

Topics in Anthropology: PREPARATION FOR FIELDWORK and METHODS OF LINGUISTIC ANTHROPOLOGY

Office: 1810 Hinman, #209

Telephone: 491-4830

COURSE DESCRIPTION: This field methods course is in preparation for fieldwork in the Southwest US (usually the following summer), although others may participate. The purpose of the class is to familiarize students with the field situation (Navajo, New Mexico-Hispano, Pueblo Indian, or other) through reading the basic literature, and to help students prepare a credible proposal for the study of a problem that can be investigated adequately by ethnographic (descriptive) techniques on a short field trip. The emphasis will be on ethnographic techniques within ethnosience (studying culture through language), with discussion of additional field techniques wherever appropriate. After extensive reading in the culture area of interest, students write a pre-proposal (midterm) and then a final proposal (Final term paper) of "fundable" quality. Undergraduate students may gain extra credit by learning to transcribe the Navajo language from tapes. P/N is allowed.

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

METHODS OF EVALUATION: Four reaction papers, due every other week, contribute about 20% of to the final grade. The required midterm for fieldwork pre-proposal counts for about 20%, and the final proposal 60%.

READINGS:

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

Nogales, L. G. (ed.), The Mexican American: A Selected and Annotated Bibliography Pelto, J. P., Anthropological Research, the Structure of Inquiry Spradley, J. P., The Ethnographic Interview Spradley, J. P., Participant Observation Werner, Schoepfle, et al., Systematic Fieldwork

Karen Tranberg Hansen

Anthropology D73

Seminar in Economic Anthropology

Office: 1810 Hinman, 205

Telephone: 491-4826

COURSE DESCRIPTION: This graduate seminar examines some of the depth and diversity in anthropological approaches to the study of economic life. Beginning with some classic issues, the seminar discusses the substantivist/formalist debate of the 1950s and evaluates its outcome. It next considers a selection of anthropological attempts to adopt and rework Marxist approaches. It goes on to explore political economy from an anthropological perspective. Then it examines recent attempts to incorporate culture and ideology into analyses of economic activities. Finally, it raises questions about the relevance of changing analyses in economic anthropology to questions of development and social transformation.

TEACHING METHODS: Discussion with active student participation.

EVALUATION: Students write four discussion papers to reflect on the first four issues listed above. Each paper will contribute 20% to the final grade, the rest being based on class performance.

READINGS:

Stuart Plattner, ed. (1989), Economic Anthropology. Stanford University Press. Roy Dilley, ed.

(1992), Contesting Markets: Analyses of Ideology, Discourse and Practice.

Parker Shipton (1989), Bitter Money: Cultural Economy and Some African Meanings of Forbidden Commodities. AAA.

Plus readings on library reserve.

Timothy Earle

Anthropology D90

Topics in Anthropology: Anthropological Perspectives on Exchange

Office: 1810 Hinman, #103

Telephone: 467-3671

COURSE DESCRIPTION: Analyze, cross-culturally, the different forms of exchange for subsistence goods, wealth and communities. Diverse forms of exchange are viewed in their social/institutional contexts as a way to understand why the transfer of goods is instituted distinctly in

different societies. Ethnographic and archaeological cases are compared for each exchange 'type.' The goal is to examine a materialist/exchange view of social evolution.

TEACHING METHODS: Seminar discussions.

EVALUATION: Research paper (75%) and seminar discussion (25%).

READINGS: S. Plattner, Markets and Marketing (University Press of America) B. Malinowski, Argonauts of the Western Pacific

ctec@northwestern.edu

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[Northwestern University](#)

Last Updated: February 7, 1996

0404 - African-American Studies

Leon Forrest

African-American Studies B-25

SURVEY OF AFRICAN-AMERICAN CULTURE

Time: TTH 10:30-12

Office Address: 308 Kresge

Phone: 491-5122

Expected Enrollment: 30

COURSE DESCRIPTION: This course explores the cultural influences of Black Americans upon the artistic heritage of American....Areas to be covered include: the impact of Jazz and American Literature; the influence of minstrels and the dance; the paintings and collages of the leading Black American painter, Romare Bearden; the politics of protest literature; and the art of the monologist/and the folk preacher.

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

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

READINGS:

Alex Haley, Autobiography of Malcolm X

Richard Wright, Black Boy

Frederick Douglass, The Narrative

John Edgar Wideman, Brothers & Keepers

Robert Hayden, Collected Poems

Charles Payne

African-American Studies B30

THE CIVIL RIGHTS MOVEMENT

Time: MW 11:00-12:30

Office Address: 318 Kresge Hall

Phone: 491-4806/5122

Expected Enrollment: 50

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 problematic 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: Two in-class exams, two take-home essays.

READING LIST:

Grant, Black Protest

Raines, My Soul Is Rested

McAdams, Freedom Summer

Branch, Parting The Waters

Dittmer, Local People

Michael W. Harris

African American Studies B36-2

INTRODUCTION TO AFRICAN AMERICAN STUDIES

Time: TTH 9-10:30

Office Address: 314 Kresge

Telephone: 467-3467

Maximum Enrollment: 40

COURSE DESCRIPTION: This course introduces, and provides historical contexts for, six major issues that can be considered common among African American experiences between 1896 and 1990. The issues are: social racialization; class formation and maintenance; racialized religions; political activism; ideologies of work; and civil equality. By exposing students to these and corollary issues, the course helps develop critical perspectives on current thought and discourse about race and African Americans in the United States.

PREREQUISITES: None

TEACHING METHOD: Each student will be graded on her/his performances in three categories: classroom-and home-written exercises and student-led discussions.

READING LIST (tentative):

Elaine Brown, A Taste of Power: A Black Woman's Story.

James Jones, Bad Blood: The Tuskegee Experiment.

Robin D. G. Kelley, Hammer and Hoe: Alabama Communists during the Great Depression.
Aldon Morris, Origins of the Civil Rights Movement: Black Communities Organizing for Change.
Jacqueline Rouse, Lugenia Burns Hope: Black Southern Reformer.
Mark V. Tushnet, The NAACP's Legal Strategy against Segregated Education.
Jill Watts, God, Harlem U.S.A.: The Father Divine Story.
Bruce Wright, Black Robes, White Justice.

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 meaning 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 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

Hochschild, Facing the American Dream

Michael W. Harris

African American Studies C80-0

ISSUES IN AFRICAN AMERICAN HISTORIOGRAPHY

Topic: Women and African American Enslavement

Time: Tues. 2-5:00
Office Address: 314 Kresge
Telephone: 467-3467
Maximum Enrollment: 15

COURSE DESCRIPTION: A research seminar for students with backgrounds in either or both African American studies and United States history, this course explores problems in African American historiography. The topic for this quarter will be "Women and African American Enslavement." The course will proceed in two phases. The first calls for students to read three primary sources, each of which focuses on women's enslavement experiences. The second phase involves students' individual research projects into problems concerning gender and the writing of enslavement histories. Projects will require students to analyze implicit and explicit genderization of enslavement experiences in various histories of African American enslavement.

PREREQUISITES: Permission of instructor. Minimum requirements: two or more quarters of college level courses in African American topics and/or United States history.

TEACHING METHOD: Readings, discussions, and essays.

EVALUATION: Each student will be graded on her/his performances in three categories: participation in seminar discussions, development of research skills, and essay writing.

READING LIST (tentative):

Charles L. Perdue, et al., eds., Weevils in the Wheat: Interviews with Virginia Ex-Slaves.
Frances A Kemble, Journal of a Residence on a Georgian Plantation in 1838-1839.
Debra N. Ham, ed., The African-American Mosaic: A Library of Congress Resource Guide for the Study of Black History and Culture.

Kirk E. Harris

African-American Studies C94

RACE, LAW, POLITICS, AND SOCIAL CONFLICT

Time: Tues. 6:30-9 pm
Office Address: 308 Kresge
Office Phone: 491-5122
Expected Enrollment: 15

COURSE DESCRIPTION AND OBJECTIVES: The debate over racial issues is a national pastime and obsession. It is the subject of volumes of books, is highlighted daily in the press, is the central theme of many talk shows and is discussed regularly among scholars and the general public alike. Yet, we are no further in finally reconciling America's racially destructive past with its equally trying present, and questionable future. This legacy of racial tension and the recalcitrant nature of racial division in this country has continued. Dramatic inequalities remain a key feature of American

life. Social progress on racial issues in terms of addressing overtly exclusionary practices has occurred. Nonetheless, many commentators believe that supplanting the formalized and de jure mechanism of overt racial exclusion is a system riddled with subtle forms of subordination and disadvantage, which are manifest in the socio-economic stagnation and decline of large segments of the African-American community. The political left, center, and right certainly have understood and analyzed differently the set of challenges and opportunities that set the context for the reshaping of social/racial relationships as the nation proceeds into the 21st century. Our task here will be to gain a familiarity with the ideologies, the policies, the populations, and the political actors that shape the debate concerning racial tension and conflict. Additionally, time will be spent unraveling the intricate pattern of relationships that give context and meaning to the interests underpinning the racial debate. As we examine an array of racial issues, we will seek to achieve several results. The first is to have students begin to construct a framework within which they can assess and evaluate complex racial issues. Secondly, it is hoped that this course will teach students to better appreciate the unstated underpinnings of social policy and politics that define the American discourse on racial issues. Thirdly, the course will encourage the application of concepts developed during lecture through active debate and discussion. Course instruction will also seek to augment the student's classroom experience through multi-media presentations and guest speakers that will enrich and reinforce that which is conveyed through course discussion and lectures. Finally, this course is meant to offer an opportunity for students with career interests in public policy, law, or human services the opportunity to systematically reflect upon and discuss matters of race and social conflict.

METHODS OF EVALUATION: Group Exercises, Individual Presentation, and Participation in Class Discussions.

READINGS: TBA

PREREQUISITES: Seniors Only; P/N allowed

TEACHING METHOD: Seminar

ctec@northwestern.edu

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

[Northwestern University](#)

Last Updated: February 1, 1996

0405 - Art History

Natalie Adamson

Art History A01-6 Section 20

SURREALISM AND WOMEN, PARIS 1924-1938

T, Th 9-10:30 am Kresge 276

Office: Art History Department Office

Office Hours: TBA

COURSE DESCRIPTION: This seminar explores two main issues in the avant-garde movement of surrealism, based in Paris between 1924 and 1938. First, as a movement created by male artists and writers, how did the surrealists talk about, write about and depict women in their artistic production? What kinds of images were created of women, what functions did these images serve, and what might be some of the problems with these constrictions of femininity? Secondly, after 1930, the surrealist movement was joined by a number of important women artists. How they were treated within the movement, the nature of their art production (especially their images of women) will be closely examined. Artists and writers looked at in the course include Andre Breton, Rene Magritte, Meret Oppenheim, Claude Cahun, Frida Kahlo, Toyen and Lenor Fini.

TEACHING METHOD: Seminar discussion approach -- Introductions by lecturer, discussions focussed on questions to do with the reading and images to be analyzed.

METHODS OF EVALUATION: 2 Short papers (2-3 pages) 15% each, Class Presentation (10 mins) 20%, 1 Research paper (5-8 pages) 30%, Class participation 20%.

READINGS AND MATERIALS:

Thomas and Hudson, SARANE ALEXANDRIAN SURREALIST ART

Whitney Chadwick, SURREALISM AND WOMEN (1985)

Andre Breton, NADJA (1928) Translated by Richard Howard (Grove-Atlantic 1988)

Sylvan Barnet, A SHORT GUIDE TO WRITING ABOUT ART (1989)

Course pack with selected articles, the Surrealist Manifesto of 1924, etc.

Whitney Davis

ART HISTORY A01-6 Section 21

DECIPHERING PREHISTORIC ART

Tuesdays, 2-5 pm Kresge 221

Office: Center for the Humanities, 2010 Sheridan Road Office Telephone: 491-7946

Office Hours: By Appointment

COURSE DESCRIPTION: In recent years, an explosion of new research has altered our understanding of the meaning, function and history of prehistoric art (dated from about 35,000 to 10,000 years ago) -- including not only the famous early pictures and sculptures (such as the well-known painted cave of Lascaux) but also marks and objects of other kinds. Among the questions that have concerned scholars in disciplines as diverse as art history, psychology, anthropology, cognitive science, logic and literary theory: How do pictures derive from other apparently nonrepresentational marks, such as those produced by simians? Are there forms of writing or notation in prehistoric art, or supposed preliterate societies, and, if so, how can we "read" them? Does prehistoric art tell us anything about prehistoric people's conception of space, time, the body, or the cosmos? How does prehistoric art relate to early social organization? We will examine the latest research on these and other questions, critically comparing the evidence to the theoretical models or explanatory hypotheses.

TEACHING METHOD: We will meet once per week to review evidence (published or illustrated in slide form) and discuss assigned readings; in the middle part of the quarter, some meeting times will also be used for field trips (to the Field Museum of Natural History, the Oriental Institute Museum, and others) and for individualized tutorials; in the latter part of the quarter, meeting times will be devoted to student presentations.

METHODS OF EVALUATION: Evaluation will be based on three short writing assignments and on the progress of a student project from outline to oral presentation and submission of a dossier.

READINGS AND MATERIALS:

Alexander Marshack, THE ROOTS OF CIVILIZATION: THE COGNITIVE BEGINNINGS OF MAN'S FIRST ART, SYMBOL AND NOTATION

Paul Bahn and Jean Vertut, IMAGES OF THE ICE AGE

Selected articles TBA; readings devised in relation to student presentations

Whitney Davis and staff

Art History B10

INTRODUCTION TO VISUAL CULTURE

T, Th 10:30-12:00 pm Fisk 217

Office: Center for the Humanities, 2010 Sheridan Road Office Telephone: 491-7946

Office Hours: By appointment; TA Office Hours TBA Art History Main Office, Kresge 244 (491-3230)

COURSE DESCRIPTION: This course introduces some of the main concepts and procedures used by art historians to analyze the history of visual culture. It draws examples from the artistic traditions around the world and from several media. The aim is to equip students with a conceptual framework that can be used not only in the study of art history but also to think about the everyday visual

environment, art collections in museums, art and architecture encountered in travel, etc. Hands- on experience with works of art and art collections will be introduces through visits to the art Institute of Chicago and in working with on-line catalogs of the Metropolitan, Louvre and Pushkin Museums and various contemporary art data-bases).

TEACHING METHOD: The course meets twice-a-week (T, Th) for a one-hour-and-twenty-minute lecture (Fisk 217) and once-a-week for a fifty-minute section discussion led by a Graduate Teaching Assistant. Art Institute visits and on-line work will be on the student's own time.

METHODS OF EVALUATION: 1. Mid-term examination, consisting of brief factual questions about works of art in the Art Institute of Chicago and exercises in describing and comparing works of art. 20% 2. Final examination, based on material presented in readings and lectures. 30% 3. Term project, involving ideas presented in readings and lectures and further independent work with on- line visual resources. 40% 4. Section participation. 10%

READINGS AND MATERIALS:

Hugh Honour and John Fleming, THE VISUAL ARTS: A HISTORY, 4th edition (1995) - - approx. 75 pages of reading per week.

Access to a PC (preferably a fast Macintosh) running Netscape -- approx. 2 hours per week.

At least two visits to Art Institute of Chicago -- full morning or afternoon each; weekend and some evening hours available.

Angela Rosenthal and Marlena Novak

INTEGRATED ARTS B91-2

MODES OF ART

M, W 1-4 pm

PLEASE SEE INTEGRATED ARTS FOR COURSE DESCRIPTION

James Elkins

Art History C39

THE RENAISSANCE AND THE ORIGINS OF PICTORIAL COMPLEXITY

W, F 3-4:30 Kresge TBA

Office: Kresge TBA

Office Telephone: TBA

Office Hours: TBA

COURSE DESCRIPTION:From the earliest preserved texts to the early Renaissance , it seldom took more than a page to describe a picture. Now it is not uncommon to fins entire books dedicated to single images. What is the origin of the idea that pictures are complex, and that they require extensive

interpretations? The contention of this course is that the idea began with inception of modern art history and criticism in the sixteenth century, and that the current profusion of writings often follows assumptions about pictorial meaning that are nascent in the Renaissance texts. We will examine the rise of historical and critical literature from the early sixteenth century to the present, concentrating on several key works: Botticelli's PRIMAVERA, Giorgione's TEMPESTA, Michelangelo's Sistine Ceiling, Leonardo da Vinci's LAST SUPPER, and Massaccio and Masolino's frescoes in the Brancacci Chapel in Florence. There will be extensive readings, but no formal preparation in renaissance art is required.

David Van Zanten

Art History C70-2

TWENTIETH CENTURY ARCHITECTURE

T, Th 12:30 - 2 pm Kresge 221

Office: Kresge 262

Office Telephone: 491-8024

Office Hours: TBA

COURSE DESCRIPTION: CHICAGO AND BUILT MODERNITY: The economic and technical realities of the modern "world city"; the solution formulated by architects and planners to make these bearable; the collapse of confidence in these solutions before the new realities of contemporary "entertainment city."

TEACHING METHOD: Lectures (with discussion) three hours weekly, four field trips on Thursday afternoons (April 4 and 18, May 9 and 30, the first three to the "Loop," the fourth to Prairie Crossing).

METHODS OF EVALUATION: Midterm, paper, final examination weighted 25%, 25% and 50%.

READINGS AND MATERIALS:

Kenneth Frampton, MODERN ARCHITECTURE

Kenneth Jackson, THE CRABGRASS FRONTIER

Robert Fishman, URBAN UTOPIAS IN THE 20th CENTURY

William Cronon, NATURE'S METROPOLIS

Carol Wallis, FORM FOLLOWS FINANCE

Carl Smith, URBAN DISORDER AND THE SHAPE OF BELIEF

Terry Smith, MAKING THE MODERN

Joel Garreau, EDGE CITY

Robert Brueggemann, MODERNISM AT MID-CENTURY

Roland Marchand, ADVERTISING THE AMERICAN DREAM

Professor Colin Westerbeck

Art History C94

SENIOR LINKAGE: HISTORY OF PHOTOGRAPHIC PORTRAITURE

Wednesdays, 1-4 pm

Office: Art Institute of Chicago

Office Telephone: TBA

Office Hours: TBA

COURSE DESCRIPTION: Beginning with the conventions of painting before photography's invention, this course will survey the history of photographic portraiture from the daguerreotype to the present day.

Hollis Clayson

Art History D50

IMPRESSIONISM AND IDENTITY

Mondays, 2-5 pm Kresge 276

Office: Kresge 263

Office Telephone: 491-8025

Office Hours: TBA

COURSE DESCRIPTION: French Impressionism (independent painting as it emerged in Paris between the later 1860's and the earlier 1880's) is ripe for re-assessment in the wake of two phenomena: 1.) The recent local apotheosis of Claude Monet (and to a lesser extent, Gustave Caillebotte), and 2.) The trademark interests of the so-called "new art history." Our (re-)examination of Impressionist art and its art historical literature will proceed from this question : What are the connections between the paintings and IDENTITY FORMATION? Matters of Individual (psychic), social (subcultural and class), gender, sexual and national identity will come in for discussion. Extremely close readings of individual art works will form the basis of the enterprise.

TEACHING METHOD: A classic seminar format will be followed.

METHODS OF EVALUATION: Each student is expected to participate vigorously and in an informed way in weekly discussion and to pursue an individual research topic.

READINGS AND MATERIALS:

T. J. Clark, THE PAINTING OF MODERN LIFE: PARIS IN THE ART OF EDOUARD MANET AND HIS FOLLOWERS, essays by Griselda Pollock, Anne Wagner, Tamar Garb, Hollis Clayson, Robert Herbert, Albert Boime, Martha Ward, Julia Sagraves, Norma Broude, Anne Higonnet, Carol Armstrong, Kathleen Adler, Richard Brettell and others.

Professor David Van Zanten

Art History D70

MODERN ARCHITECTURE: MODERNISM, THE WORLD CITY (CHICAGO ESPECIALLY), ARCHITECTS' POWER AND POWERLESSNESS

Fridays, 2-5 pm, Kresge 276

Office: Kresge 262

Office Telephone: 491-8024

Office Hours: TBA

COURSE DESCRIPTION: Building built themselves and they live on after they are built. They are the product of a matrix of social and economic forces. Once constructed they are colonized by those forces in other manifestations. The dense "world city" is one of the most impressive manifestations of modernity. It is the subject of formulation and reformulation by artists, architects and planners; writers, sociologists and real estate men. Still it remains almost difficult to grasp. (We will focus on Chicago c. 1900, building off research this fall into parallel developments in Manchester, Hamburg, Marseilles and the Halles Centrales quarter of Paris.)

READINGS AND MATERIALS:

Joel Garreau, EDGE CITY

Manfredo Tafuri, Gioio Ciucci, et al., THE AMERICAN CITY

Aldo Rossi, THE ARCHITECTURE OF THE CITY

William Cronon, NATURE'S METROPOLIS

Carol Willis, FORM FOLLOWS FINANCE

Richard Hurd, PRINCIPLES OF CITY LAND VALUES

Robin Einhorn, PROPERTY RULES

Elizabeth Blackmur, MANHATTAN FOR RENT

Jean-Louis Cohen, AMERICANISM AND MODERNITY

Terry Smith, MAKING THE MODERN

Christine Boyer, DREAMING THE RATIONAL CITY: THE CITY OF COLLECTIVE MEMORY

Dolores Hayden, THE SENSE OF PLACE

Donald Olsen, THE CITY AS A WORK OF ART: PARIS, LONDON, VIENNA

Anthony Vidler, THE UNCANNY IN ARCHITECTURE

Rem Koolhaas, DELIRIOUS NEW YORK

ctec@northwestern.edu

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

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Last Updated: February 1, 1996

0406 - Art Theory and Practice

Ed Paschke

Art Theory & Practice A20-0, sec 21

BASIC PAINTING

TTH 1:00 - 4:00

Office address: Kresge Hall, rm. 231

Expected enrollment: 18

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

No prerequisites. P/N is permitted.

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

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

Hannah Dresner

Art Theory & Practice A20-0, sec 20

BASIC PAINTING

MW 9:00 - 12:00

Office address: Kresge Hall, rm. 231

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.

Chris Pielak

Art Theory & Practice A24-0 sec. 20

ESSENTIALS OF DESIGN

TTH 1-4

Kresge Hall Room 236

Office address: Kresge Hall 232A

Expected enrollment: 18

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.

Judy Ledgerwood

Art Theory & Practice A24-0 sec. 21

ESSENTIALS OF DESIGN

MW 9:00-12

Kresge Hall Room 236

Office address: Kresge Hall 259

Expected enrollment: 18

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.

Dan Devening

Art Theory & Practice A25-0, sec 20

BASIC DRAWING

TTH 1:00 - 4:00

Kresge Hall Room 225

Office address: Kresge 210

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.

Gary Justis

Art Theory & Practice, A25-0 sec 21

BASIC DRAWING

TTH 9-12

Kresge Hall Room 225

Office address: Kresge 002

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.

Judy Ledgerwood

Art Theory & Practice B22-0

INTERMEDIATE PAINTING

MW 1:00-4

Kresge Hall Room 231

Office address: Kresge Hall, rm. 259

Expected enrollment: 18

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

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

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

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

Pamela Bannos

Art Theory & Practice B50-1

BASIC PHOTOGRAPHY

TTh 9-12:00

Kresge Hall Room 273

Office address: Kresge Hall, rm. 32

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 2:30-4:00

Kresge Hall Room 237

Office address: Kresge Hall, rm. 253

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.

Marlena Novak/Angela Rosenthal

Integrated Arts B91-2

MODES OF ART

MW 1-4:00

Kresge Hall Room 236

Office Address: Kresge Hall Room 207/Room 263

Expected Enrollment: 20

See Integrated Arts for Course Description

Dan Devening

Art Theory & Practice C22-2

ADVANCED PAINTING

TTH 9-12

Kresge Hall Room 231

Office address: Kresge Hall, rm. 210

Expected enrollment: 18

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

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

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

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

James Valerio

Art Theory & Practice C25-2

ADVANCED DRAWING

MW 9-12:00

Kresge Hall Room 225

Office address: Kresge Hall, rm. 255

Expected enrollment: 18

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

life rendering will be offered. The major emphasis will be in developing the graphic imagination of the student through self-exploratory problems.

Prerequisites: A25, B25 or equivalent.

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

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

Bill Cass

Art Theory & Practice C31-0

RELIEF PRINTMAKING

MW 9-12:00

Kresge Hall Room 234

Office address: Kresge Hall, rm. 257

Expected enrollment: 12

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

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

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

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

Bill Cass

Art Theory & Practice C33-0

LITHOGRAPHY

MW 1-4

Kresge Hall Room 230

Office Address: Kresge Hall, Rm. 257

Expected enrollment: 12

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

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

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

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

Gary Justis

Art Theory & Practice C42-0

PROCESS SCULPTURE & ENVIRONMENTAL ART

TTh 1-4

Office address: Kresge Hall, rm. 002

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

Kresge Hall Room 237

Office: Kresge 253

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.

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Last Updated: February 1, 1996

0407 - Astronomy

David Meyer

Astronomy A01

MODERN COSMOLOGY FOR NONSPECIALISTS

Time & Place: MWF @ 10, ANN G21

Office Address: Dearborn 6

tele: 1-4516

e-mail: davemeyer@northwestern.edu

Course description: Modern views on the structure of the Universe, its past, present, and future. Primarily for nonscience majors; no science or mathematics background is required.

Prerequisites: One year of high-school algebra

Teaching Method: Three fifty-minutes lectures per week. Even though the enrollment is expected to be rather large, classroom discussion is encouraged.

Evaluation: One midterm, one paper, and a final.

Text:

A Short History of the Universe, Joseph Silk

Voyage to the Great Attractor, Alan Dressler

David Meyer

Astronomy A20

HIGHLIGHTS OF ASTRONOMY

Time & Place: MWF @ 2, Tech LR2

Office Address: Dearborn 6

tele: 1-4516

e-mail: davemeyer@northwestern.edu

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 midterm, a final, one paper, and quizzes in the discussion section.

Text: Universe, 4th Edition, Kaufmann

Farhad Yusef-Zadeh

Astronomy C31

ISP ASTROPHYSICS

Time & Place: TTh @ 1:00 - 2:30, ISP Building

Office Address: Dearborn 10

tele: 491-7528

e-mail: zadeh@ossenu.astro.northwestern.edu

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 C39-3. Enrollment limited to students enrolled in ISP or by permission of the physics department.

Evaluation: One or more midterms and a final examination.

ctec@northwestern.edu

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

[Northwestern University](#)

Last Updated: February 1, 1996

0409 - Biological Sciences

Gary J. Galbreath

Biological Sciences 0409-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. Major phyla and classes of animals and plants. Particular emphasis on animal groups. For non majors and majors.

PREREQUISITES: None

TEACHING METHOD: Lectures

EVALUATION: Three exams (midterms)

READINGS: TBA

Robert King

Biological Sciences 0409-A04-6 Section 20

FRESHMAN SEMINAR

GENETICS AND HUMAN WELFARE

Time: MWF 2:00

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 4,000 word essay in the style of a scientific review on a specific hereditary disease, covering such topics as the mode of inheritance of the condition, the cells or tissues involved, the anatomy of the gene responsible and the structure and function of its product, the nature of the mutational lesions carried by patients with the disease, 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 first discuss the methods of library research and the techniques of scientific writing. Subsequent lectures will give the technical background necessary for the student to understand the literature he or she must digest. Individual meetings provide a critical review of the first draft. The student will give an initial 5 minute progress report and a final 15 minute seminar of the disease, followed by group discussions on the insights hereditary diseases provide in understanding human development, metabolism and the behavior.

EVALUATION: Based on the quality of the initial and final drafts of the review, on the 5 and 15 minute oral reports and on participation in class discussion.

READINGS: McMillan, V., Writing Papers in the Biological Sciences; Strachan,T. and Read, A. Human Molecular GeneticsTTH

Albert Farbman

Biological Sciences 0409-A05-6

FRESHMAN SEMINAR

REPRODUCTIVE TECHNOLOGY

Time: TTH 10:30-12

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 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.

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; Lori Andrews,"New Conceptions"; Ulman et al.,"RU-486", Scientific American, 262: 42-48, 1990.US Supreme Court, 410 US 113.(1973) "Roe vs. Wade"

Robert C. King

Biological Sciences 0409-A70-0

CONCEPTS OF BIOLOGY

TIME: MWF 11:00

Office Address: 5-130 Hogan

Office Phone: 491-3652

Expected Enrollment: 60

COURSE DESCRIPTION: A comprehensive consideration of the concepts embodied in the cell theory, the central dogma of molecular biology, and the theory of evolution: three ideas that have to the greatest extent influenced the development of the biological sciences. Who were the scientists that developed these concepts, and what observations or experimental results led them to their conclusions? What bearing do the results flowing from these concepts have upon human welfare? 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 0409-B10 sequence or to students who have completed 0409-A80 or 0409-A90. P/N not permitted.

TEACHING METHOD: Three 50-minute lectures per week

EVALUATION: Based on two examinations: the first, taking 50 minutes, covers the first 9 lectures; the second, taking 90 minutes, covers the last 17 lectures.

READINGS: R.J. Ferl, R.A. Wallace, G.P. Saunders, Biology: The Science Of Life

John S. Bjerke

Biological Sciences 0409-A90-0

CHARACTERISTICS OF LIVING ORGANISMS

Time: Lecture MWF 1:00 Lab T 9:00-12:00 or T 2:00-5:00 Review Session (optional) TH 2:00-4:00

Office Address: 6-110B Hogan Hall

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, come to Room 6-110B of Hogan Hall between the hours of 11:30 a.m. and 4:30 p.m. on Monday through Friday during the pre-registration period - February 20-28, 1996. You will need a permission slip before going to Parkes Hall to pre-register.) Not open to students presenting AP credit in Biological Sciences, students in the HPME program, students who have completed 0409-A70 or 0409-A80, and students who have completed (or are currently enrolled in) any part of the 409 B10 sequence. P/N not permitted.

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

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

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

Gary J. Galbreath

Biological Sciences 0409-A91

EVOLUTION AND ECOLOGY

Time: MWF 3:00

Office Address: 6-170 Hogan

Office Phone: 491-8775

Expected Enrollment: 100

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

PREREQUISITES: None

TEACHING METHOD: Lectures

EVALUATION: Three exams (midterms)

READINGS: TBA

Angela Wandinger-Ness and Lawrence Pinto

Biological Sciences 0409-B10-3

CELL BIOLOGY AND PHYSIOLOGY

Time: MWF 8:00 Lecture or MWF 9:00 Lecture TH 7:00-9 Review Session (Optional) One 3-hour lab per week on T,W, TH, or F.

Office Address: AW-N: 3137 MLS LP: 2-140 Hogan

Office Phone: AN-W: 467-1173 LP: 491-7915

Expected Enrollment: Approx. 400

COURSE DESCRIPTION: Eukaryotic cell biology and physiology

PREREQUISITES: 0409 B10-1,2

TEACHING METHOD: Lectures, discussion, and laboratories

EVALUATION: 3 examinations; lab reports

READINGS: Alberts et al, The Molecular Biology of the Cell

William L. Klein

Biological Sciences 0409-C03-0

MOLECULAR NEUROBIOLOGY

Time: TTH 10:30-12

Office Address: Hogan 5-110

Office Phone: 491-5510

Expected Enrollment: 45

COURSE DESCRIPTION: The human mind exists by virtue of molecular signaling that takes place at more than a quadrillion synapses, the sites of cell-to-cell communication in the brain. The basis for this communication, and how it develops and changes and can be disrupted by neural disease, is the scientific province of molecular neurobiology. This course introduces molecular neurobiology to students with a basic background in cell and molecular biology. Lectures emphasize experimental approaches to three questions: (1) What molecular mechanisms underlie synaptic signaling? (2) How do neurons create axons, dendrites and synapses? (3) What aberrations cause synaptic failure in Alzheimer's disease, a devastating loss of mind that is under intense study by molecular neurobiologists.

PREREQUISITES: Fundamentals of biochemistry, molecular biology, cell biology and neurobiology. Completion of 0409- B10-1,2,3.

TEACHING METHOD: This course includes a special seminar format at the end of the quarter.

Small teams of students will work together to better understand and analyze scientific articles germane to neurodegeneration. Students will be prepared for their seminar projects by material covered in traditional lectures during the first two-thirds of the quarter.

EVALUATION: Three cumulative midterms and seminar participation.

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

Albert I. Farbman

Biological Sciences 0409-C04

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: 0409-B10-1, 2, 3

TEACHING METHOD: Two lectures weekly

EVALUATION: 2 quizzes, midterm and final

READINGS: Assigned Papers

Staff

Biological Sciences 0409-C08-0

NEUROANATOMY LABORATORY

Time: Lecture MWF 12N; Lab M 1:00-3 or 3:00-5

Office Address: TBA

Office Phone: TBA

Expected Enrollment: 48

COURSE DESCRIPTION: A thorough examination of the organization and morphology of the

nervous system. Emphasis will be placed on the human central nervous system, but comparisons will be made with 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: 0409-B10-3

TEACHING METHOD: Lectures and laboratory

EVALUATION: TBA

READINGS: TBA

Tai Te Wu

Biological Sciences, 0409-C10-0

QUANTITATIVE BIOCHEMISTRY AND MOLECULAR BIOLOGY

Time: MWF 8:00

Office Address: Tech E265

Phone: 491-7849

Expected Enrollment: 25 (ISP students only)

COURSE DESCRIPTION: Several quantitative methods of study in biochemistry and molecular biology will be studied in detail, e.g., immunochemistry, macromolecular structures, prediction of tertiary structures of proteins, secondary structure of DNA, etc. We are planning to introduce some simple experiments. A discussion of the properties of the AIDS virus will be included.

This course is for ISP students only.

PREREQUISITE: 0409-B10-2 or 0409-C09. P/N not allowed.

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

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

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

Peter Dallos

Biological Sciences, 0409-C11-0

CELLULAR NEUROBIOLOGY

Time: MWF 12:00

Office Address: 2-248 Frances Searle

Phone: 491-3175

e-mail: p-dallos@northwestern.edu

Expected enrollment: 30

COURSE DESCRIPTION: Emphasis on current electro- physiological 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: 0409-B10-3

TEACHING METHOD: Lectures

EVALUATION: Homework, midterm and final examinations

READING LIST: 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

Robert Lamb

Biochemistry, Molecular Biology and Cell Biology, 0409-C19-0

BIOLOGY OF ANIMAL VIRUSES

Time: MWF 11:00

Discussion session: TBA

Office Address: MLS Rm. 3-141

Phone: 491-5433

Expected Enrollment: 35

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

molecules using influenza virus and paramyxoviruses as examples; antigenic sites using influenza virus hemagglutinin as an example.

PREREQUISITES: 0409-B10-1,2,3; 0409-C01

TEACHING METHOD: Lectures and discussion section

EVALUATION: Mid-term written exam, final written exam

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

Francis C. Neuhaus

Biological Sciences 0409-C33-0

MICROBIAL CELL AND MOLECULAR BIOLOGY

TIME: MWF 9:00

OFFICE ADDRESS: 3-140 HOGAN

PHONE: 491-5656

EXPECTED ENROLLMENT: 25

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

PREREQUISITE: This course requires the completion of Chemistry, B10-1 and Biology B10-1,2,3 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

READING LIST: Text: F C.Neidhardt, J.L. Ingraham, and M. Schaechter, Physiology of the Bacterial Cell, Sinauer Associates, Inc. 1990.

Andy Iyer

Biological Sciences 0409-C40-0

BIOLOGICAL ASPECTS OF DISEASE

Time: TTH 9 - 10:30

Office Address: 13-179 Ward Building, Dept. of Pathology, Chicago

Office Phone: (312) 503-0643

Expected Enrollment: 80

COURSE DESCRIPTION: This course will provide an introduction to the biological aspects of disease and will also introduce students to the molecular basis of disease diagnosis and treatment. Topics will include 1) Cellular response to injury, 2) Mechanisms of infectious diseases, 3) Parasitic and viral diseases, 4) Immune diseases, 5) Cell differentiation in normal and disease states, 6) Nutritional aspects of diseases, 7) Disorders of differentiation and cancer, 8) Molecular basis of diseases, 9) Cardiovascular diseases, 10) Aging and other degenerative diseases, 11) Novel approaches to disease diagnosis and treatment.

PREREQUISITES: 0409-B10-1 2,3

TEACHING METHOD: Lectures

EVALUATION: TBA

READINGS: TBA

Olivier Rieppel

Biological Sciences 0409-C45-0

PHYLOGENETICS

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

Office Address: Chicago Field Museum of Natural History

Office Phone: (312)922-9410

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 to the practice of phylogenetic systematics. The end of the course will see a brief outline of the philosophical tensions within cladistics, i.e. between "phlogenetic systematics" and "pattern cladism".

PREREQUISITES: General prerequisite: some background in evolutionary theory. Course prerequisite: any one of the following: 0409-A91, 0409-B10-1, or 0409-C12

TEACHING METHOD: Lecture

EVALUATION: One or two exams, appropriate participation

READINGS: TBA

Jon Widom

Biological Sciences, 0409-C62-0 & D63-0

BIOPHYSICS OF MACROMOLECULAR SYSTEMS

Time: MWF 1:00

Office Address: T 1694

Office Phone: 467-1887

Expected Enrollment: 15

COURSE DESCRIPTION: Biophysics of macromolecular assemblies, organelles, and cells. Topics will vary year to year, but examples include: physical chemistry in cells; molecular architecture; subcellular architecture; molecular machines (motors, pumps, chemical factories and energy plants, sensors); and biophysical methods used in the study of these complex systems.

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

TEACHING METHOD: Lectures, discussion, and reading

EVALUATION: Exams and class participation

READINGS: TBA

STAFF

Biological Sciences 0409-C77-0

SENSORY NEUROBIOLOGY

Time: TTH 10:30-12

Office Address: TBA

Office Phone: TBA

Expected Enrollment: 32

COURSE DESCRIPTION: A study of the exquisitely sensitive organs by which we know the world. An examination of how the properties of physical phenomena are transduced into neural impulses. Emphasis is on the neurobiology and biophysics of sensory receptors and sensory organs. Sense organs for vision, hearing, taste, smell, bodily orientation, touch, temperature, pain and electroreception are considered.

PREREQUISITES: 0409-B10-3 or course in basic neuroscience

TEACHING METHOD: Lectures

EVALUATION: Examinations

READINGS: TBA

Erwin Goldberg

Biological Sciences 0409-C89-0

BIOLOGY OF REPRODUCTION

Time: T TH 10:30 - 12

Office Address: Hogan 4-100

Office Phone: 491-5416 e-mail: erv@northwestern.edu

Expected Enrollment: 18

COURSE DESCRIPTION: Critical analysis of molecular components involved in gametogenesis and fertilization. Discussions will cover recent literature on intercellular communication in the testes; sperm-egg signaling and signal transduction during fertilization.

PREREQUISITES: Biology B10-3 or ISP C09; Consent of Instructor

TEACHING METHOD: Lectures and discussion

EVALUATION: Term paper, class participation and final exam

READINGS: Current Journals

Richard Morimoto

Biological Sciences 0409-C93-0

MOLECULAR BIOLOGY OF HUMAN DISEASE

Time: MW 8:30-10:00

Office Address: MLS 3129
Office Phone: 1-3340
Expected Enrollment: 15

COURSE DESCRIPTION: The goal of this course is to provide advanced students in the biological sciences with an opportunity to integrate knowledge and to use the various experimental model systems and methodologies in biochemistry, cellular, and molecular biology to provide an in-depth analysis of contemporary problems in biomedical research. Topics will include oncogenes, anti-oncogenes and cellular transformation defects in protein folding related to hemoglobinopathies and neurodegenerative diseases; the role of protein transport processes in secretion and cellular function; and the regulation of cell signaling events that sense the physiological state of the cell.

PREREQUISITES: 0409-B10-1,2,3; 0409-C01; 0409-C15; 0409-C90

TEACHING METHOD: TBA

EVALUATION: The students' grades will be determined on the following formula of 50% on a final term paper, 25% on an oral presentation, and 25% on class participation and discussion.

READINGS: The course will use readings from the primary literature.

Robert Holmgren

Biological Sciences 0409-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: Required Text: Watson et al, Recombinant DNA; Background reading: Suzuki et al. An Introduction to Genetic Analysis. Research papers and review articles.

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0410 - Center for the Humanities

Ken Alder

Humanities C-01 (Cross-listed as History C-92)

TECHNOLOGY AND ITS DISCONTENTS: THE COMPUTER REVOLUTION

Time: Monday 2-4

Office Address: Harris Hall, 102C

Phone: 491-7260

Expected enrollment: 15

COURSE DESCRIPTION: We often hear that the computer is transforming our intellectual, social, and economic world. Turning this assumption on its head, this course considers the computer as a site where people debate the kind of transformation we should have. What is the relationship between a technology and the meanings we ascribe to it? Topics will include: the internet, artificial intelligence, computer crime, the computer in the work place, cybersex, and the computer in politics. To gain some comparative perspective, we will also briefly examine other technologies that can be said to have transformed the world: the clock, the gun, the factory system. Our interdisciplinary approach will include readings by psychologists and sociologists, engineers and philosophers, historians and novelists. This course does not simply consider how the computer has shaped our lives, but how it mirrors our sense of self.

PREREQUISITES: None.

TEACHING METHOD: There will be one two-hour seminar per week.

EVALUATION: The student's course grade will be based on class participation and a series of essays.

A TENTATIVE READ LIST:

Tracy Kidder, The Soul of a New Machine

David Noble, Forces of Production

William Gibson, Neuromancer

Shoshana Zuboff, In the Age of the Smart Machine

Sherry Turkle, The Second Self

Kurt Vonnegut, Player Piano

Clifford Stoll, Silicon Snake Oil

Also shorter pieces by Wendel Berry, Alvin Toffler, E. F. Schumacher, E. P. Thompson, Thomas

Carlyle, Charles Babbage, Henry David Thoreau, and others.

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0411 - Chemistry

Kenneth R. Poeppelmeier and Tobin J. Marks

Chemistry A03

GENERAL PHYSICAL CHEMISTRY

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

Phone: Poeppelmeier: 491-3505; Marks: 491-5658

Estimated Enrollment: 450

Spring Quarter 1996

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; chemical kinetics; electrochemistry and oxidation-reduction reactions; solid state and special topics.

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 two one-hour examinations, each accounting for 1/5 of the final grade. Laboratory grades will account for 1/5 of the final grade. The two-hour comprehensive final exam will be used to determine the remaining 2/5 of the grade. There will be no term papers.

Text: Chemistry by Zumdahl (3rd Edition).

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

Joseph B. Lambert

Chemistry B01

CHEMISTRY OF NATURE AND CULTURE

Time: MWF 10:00-11:00, lab: T 10:00-12:00

Office address: Tech M194

Phone: 491-5437

Expected enrollment: 25

Spring Quarter 1996

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

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

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

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

Text: Chemistry for Changing Times by John W. Hill, seventh edition.

Barry Coddens, Amanda Martin-Esker

Chemistry B10-3

ORGANIC CHEMISTRY

Time: MWThF 9:00, MWThF 10:00

Office Address: Coddens: Tech 3803; Martin-Esker: Tech 1696

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

Expected Enrollment: 140 in each lecture

Spring Quarter 1996

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.

Frank McDonald

Chemistry B12-3

ORGANIC CHEMISTRY

Time: MWThF 9:00

Expected Enrollment: 50

Spring Quarter 1996

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: The class will meet four times each week. Discussion of the course material during the lecture is expected and encouraged; students are expected to complete reading and problem assignments prior to the lecture. Please read Ch. 19, sections 19.1 - 19.11 before the first class meeting.

Text: Organic Chemistry, 3rd edition. By L.G. Wade, Jr.

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.

Robert M. Rosenberg

Chemistry C42-3

KINETICS AND STATISTICAL THERMODYNAMICS

Time: MTWF 10:00

Office address: Tech 1696

Phone: 467-1196

Expected enrollment: 50

Spring Quarter 1996

Course Description: Kinetic theory of gases, 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: M or T 2:00 (lecture) MTWTh 2:00-6:00 (lab)

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

Expected enrollment: 30

Spring Quarter 1996

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.

Kenneth G. Spears

Chemistry C48-0

HONORS PHYSICAL CHEMISTRY (ISP)

Time: MTWThF 9:00

Office address: Tech EG80

Phone: 491-3095

Expected enrollment: 20

Spring Quarter 1996

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 and Nash, Elements of Statistical Thermodynamics, 2nd edition

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0413 - 0415 Classics

413 A01-3

ELEMENTARY LATIN

Expected enrollment: 35

Time: MTWF 11:00

Mary Wickersham

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 adapted and 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, weekly quizzes, midterm, and final exam.

TEXTS: E.J. Barnes and John T. Ramsey, eds., Cicero and Sallust on the Conspiracy of Catiline; W. S. Andersen and Mary Purnell Frederick, eds., Selections from Ovid's "Metamorphoses" (both available at Norris Center Bookstore); handouts to be distributed in class.

413 B01-3

INTRODUCTION TO LATIN LITERATURE

Enrollment limit: 30

Time: MWF 10:00-11:00

Jeanne Ravid

Office: Kresge 9

Phone: 491-8043

COURSE DESCRIPTION: The goal of second year Latin (B01-1,2,3) is the development of proficiency in reading Latin, through introduction of the student to major works of Latin literature.

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

The third quarter will feature a reading of selected Epodes and Odes of Horace featuring love, death, the pursuit of pleasure, the politics of empire, and the place of poetry in Roman society. Discussions will evaluate Horace's poetic artistry, his persona, and the personality behind the rhetoric.

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

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

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

TEXT: (Available at Norris Center Book Store) D. Garrison, Horace, Epodes and Odes (Oklahoma 1991).

413 C10-0

READINGS IN LATIN LITERATURE

Enrollment limit: 20

Time: TT 9:00-10:30

Daniel Garrison

Office: Kresge 13

Phone: 491-8041

COURSE DESCRIPTION: A study of the chief works of Latin literature, arranged in a three year cycle. The topic for Spring 1996 will be chosen according to the needs of the students enrolled.

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: To be determined.

414 A01-6

FRESHMAN SEMINAR

APOCALYPSE THEN AND NOW:

SCENARIOS FOR THE END OF ROMAN AND WESTERN CIVILIZATION

Enrollment limit: 15

Time: TT 10:30-12:00

James Packer

Office: Kresge 12

Phone: 491-8046

COURSE DESCRIPTION: How will modern American society fare? Can our present life continue? Will our society change radically, and if so, in what direction? Will America prosper? Will it decline? Will it join the new "global village"? Is the "global village" stable? What problems threaten it--and us as Americans on threshold of the twenty-first century? We have no certain answers to these questions, but examining them against the backdrop of the Roman Empire, a famous, powerful, and long-lived society that did not survive, sharpens our intellectual focus on our own problems. We all know about the "Decline and Fall" of ancient Rome. But what does this famous phrase mean? What were Rome's fatal flaws? Why did its citizens passively accept subversion from within and attack from without? Was the collapse of Rome total--or did parts of it survive? Do the answers to these questions help explain--and perhaps suggest tentative solutions to--the problems of modern America?

PREREQUISITES: None. This is a course for freshmen, but if there is sufficient space upperclassmen may be admitted.

TEACHING METHOD: Discussion of assigned readings and the short five-page reports on additional related readings in Jones (one per student).

EVALUATION: Class members will write two five-page essays on topics discussed in class. Each student will be graded both on these and on the in-class report. Thus each student will be expected to write three five-page papers.

TEXTS: P. Ehrlich and A. Ehrlich, *Healing the Planet* (1991); A.H.M. Jones, *The Decline of the Ancient World* (1966).

414 A10-0

A STUDY OF SCIENTIFIC VOCABULARY THROUGH CLASSICAL ROOTS

Expected enrollment: 35

Time: See secretary in Kresge 18

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

414 B12-0

ROMAN CIVILIZATION

Enrollment limit: 120

Time: TT 2:30-4:00

James Packer

Office: Kresge 12

Phone: 491-8046

COURSE DESCRIPTION: This course surveys the history and civilization of Rome from the traditional date for its founding in 753 B.C. through A.D. 476, the year when the last emperor ceased to reign in Rome. the nature and development of political and social institutions are emphasized. Slide lectures will illustrate the achievements of Roman art and architecture and conditions of life in imperial Rome in the age of Constantine (died in A.D. 337). Weekly discussion sections will be scheduled to discuss the readings.

PREREQUISITES: None, P/N NOT allowed.

TEACHING METHODS: Two 1_-hour lecture, two 1-hour discussion per week.

EVALUATION: Midterm and final exams.

TEXTS: (At SBX): M. Grant, History of Rome. (At Quartet Copies): Roman Civilization: A Sourcebook, (photocopied readings in translation).

414 B60-0

GREEK MYTHOLOGY

Maximum enrollment: 70

Time: TT 9:00-10:30

Robert Wallace

Office: Kresge 11

Phone: 491-8042

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

PREREQUISITES: No P/N allowed.

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

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

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

414 C45-0

GREEK TRAGEDY

Expected enrollment: 20

Time: TT 1:00-2:00*

Robert Wallace

Office: Kresge 11

Phone: 491-8042

COURSE DESCRIPTION: This course will focus on Aeschylus's Oresteia and related tragedies, providing a detailed, wide-ranging study of Aeschylus's dramatic trilogy from contrasting late twentieth- century historical and theoretical perspectives.

PREREQUISITES: No prerequisites for non-Greek readers. Greek B01 or the equivalent is required for students taking course for Greek language credit. P/N not allowed.

TEACHING METHOD: Reading and discussion.

EVALUATION: One shorter and one longer paper.

REQUIRED TEXTS: Aeschylus's Oresteia; Sophocles' Electra; Euripides' Orestes.

* This course will be held concurrently with 415C01-0, Readings in Greek Literature. Students registering in the course as 414C45-0 will read the materials in translation. Those registered in the course as 415C01-0 will be expected to read selections from the texts in the original language. Additional special meetings will take place for those taking the course for Greek language credit.

415 A01-3

ELEMENTARY GREEK

Enrollment limit: 20

Time: TT 10:30-12:00

Instructor: Robert Wallace

Office: Kresge 11

Phone: 491-8042

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

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

TEACHING METHOD: Class participation and weekly quizzes.

TEXT: Pharr and Wright, Homeric Greek.

415 B01-3

INTRODUCTION TO GREEK LITERATURE

Enrollment limit: 20

Time: MWF 1:00-2:00

Ahuvia Kahane

Office: Kresge 14

Phone: 491-8047

COURSE DESCRIPTION: The primary aim of the course is the development of proficiency in reading ancient Greek. Readings for the third quarter will include passages from selected Greek authors.

PREREQUISITE: Greek B01-2 or consent of instructor.

TEACHING METHOD: Classroom reading, translation, discussion.

EVALUATION: Daily quizzes, classroom participation.

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

415 C01-0

READINGS IN GREEK LITERATURE

Expected enrollment: 5

Time: TT 1:00-2:00*

Instructor: Robert Wallace

Office: Kresge 11

Phone: 491-8042

COURSE DESCRIPTION: This course will focus on Aeschylus's Oresteia and related tragedies, providing a detailed, wide-ranging study of Aeschylus's dramatic trilogy from contrasting late twentieth- century historical and theoretical perspectives.

PREREQUISITES: Greek B01 or equivalent for students taking course for Greek language credit. Course is open to non-Greek readers as well, for Classics (414) credit. P/N not allowed.

TEACHING METHOD: Reading and discussion.

EVALUATION: One shorter and one longer paper.

REQUIRED TEXT: Aeschylus's Oresteia; Sophocles' Electra; Euripides' Orestes.

* This course will be held concurrently with 414C45-0, Greek Tragedy. Students registering in the course as 415C01-0 will be expected to read selections from the texts in the original language. Additional special meetings will take place for those taking the course for Greek language credit. Those registered in the course as 414C45-0 will read the materials in translation.

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0416 - Comparative Literary Studies

CLS B01-2 Spring 1995-96 Ahuvia Kahane,

**WESTERN EUROPEAN LITERATURE - INVENTING THE VOID:
BEGINNINGS IN EARLY WESTERN LITERATURE**

Time: MWF 10:00 (Note: Friday discussion sections meet at 9:00, 10:00 or 11:00, dates to be arranged)

Office Address: 14 Kresge.

Office Phone: 491-8047

Expected enrollment: 180

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

TEXTS:

Selected readings from

Homer, Iliad, Odyssey

Aeschylus: The Oresteia (Agamemnon, Choephoroi ["The Libation Bearers"], Eumenides)

Sophocles: Oedipus Rex ["Oedipus the King"]

Euripides: Bacchae

Aristophanes: The Frogs.

Vergil: Aeneid.

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

TEACHING METHOD: Lectures and discussions.

EVALUATION: Class participation, midterm and final examination.

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

CLS B02-0 Spring 1995-96

Helmut Muller-Sievers

PRACTICES OF READING

Time: MWF 1:00pm

Office Address: 111 Kresge

Office Phone: 491-8291

Expected Enrollment: 25

COURSE DESCRIPTION: This class will investigate two conceptions of signification which have given rise to two distinct practices of reading. The first, allegory, understands the linguistic sign as referring to something which it is not and without which it cannot achieve meaning; the second, symbol, sees the sign as essentially, even if imperfectly, linked to its referent. Both conceptions have served, and still serve, at times in opposition, at times in conjunction, to constitute and to contain literary texts. We will look at the history of these terms, starting with allegorical interpretations of Homer in late antiquity, concentrating on the Christian use and abuse of symbol and allegory, and ending with an overview over the importance of the terms in modern and postmodern theories of interpretation and reading. Texts will include the Hebrew and Christian Bible, Augustin, Thomas Aquinas, Kant, Goethe, Wordsworth, Baudelaire, Rilke, Benjamin.

FORMAT: short lectures and discussions

EVALUATION: Midterm and Final essay

CLS B74-1 Spring 1995-96

Wen-hsiung Hsu

CHINESE LITERATURE IN TRANSLATION: CLASSICAL POETRY

Time: MW 3:00-4:30pm

Office Address: 348A Kresge

Office Phone: 491-2768

Expected Enrollment: 40

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

No prerequisites; no knowledge of Chinese required.

TEACHING METHOD: A syllabus detailing the schedule of the course will be given to the class at

its first meeting. The course will involve lectures and discussion. Particular attention will be given to reading representative works of major Chinese poets.

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

READING LIST:

Witter Bynner and Kiang Kang-hu, eds. and trs., *The Jade Mountain*
A.C. Graham, tr., *Poems of the Late T'ang*
Liu Wu-chi and Irving Lo, eds., *Poems of the Late T'ang*
Arthur Waley, tr., *The Book of Songs*
James Liu, *The Art of Chinese Poetry*

CLS B75-0 Spring 1995-96

Muhammad Eissa

ARABIC LITERATURE IN TRANSLATION: AN INTRODUCTION

Time: 2:30- 400 T, TH

Office Address: PAAL, Kresge 356

Office 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. The content of Arabic literature depicts as well as relates the diverse social and cultural experience of the Arab people to the universal human experience.

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 for the course. From the pre-Islamic era (before 622 C.E.) we will sample the famous Arabic maxims and odes (qasida pl.qasaʿid). In response to the modern developments in literary expression, Arabic literature has brought to the fore affecting and highly developed modern genres such as short story, novel and drama.

The wide variety of modern and classical Arabic literary production available in English translation provides a wealth of material that has caught the attention of the world readers and critics as well. In this course we will draw upon that rich treasure where students will have the opportunity to examine and critique selected works. Research papers will provide another opportunity to examine, in depth, a theme, genre or a selected works of their own choices.

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

EVALUATION: Quizzes on read material, mid-term and a final paper (7-10 pages).

PREREQUISITE: None

REQUIRED TEXTS:

Kanafani, Ghassan: Men in the Sun, The American University in Cairo Press, 1991

Mahfouz, Naguib: Miramar, Three Continents Press, 1992.

Salih, Tayeb: Season of Migration to the North, Three Continents Press, 1980

al-Shaykh, Hanan: The Story of Zahra, Doubleday, 1986

A specially prepared packet of a variety of reading material

CLS C01-0 Spring 1995-96

Prof. Francoise Lionnet

WRITING IN SOCIETY: HYPHENATED IDENTITIES?: ASIAN-EUROPEAN/-AMERICAN CULTURAL STUDIES

Time: TTh 1:00-3:30pm

Office Address: 130 Kresge

Office Phone: 491-8265

Expected Enrollment: 25

COURSE DESCRIPTION: Ever since the publication of Edward Said's Orientalism (1979), the representation of "otherness" in Western literature has been subjected to heightened scrutiny. Drawing on (and critiquing) Said's concepts and Michel de Certeau's articulation of strategies and tactics of resistance in Practices of Everyday Life, we begin by focusing on exile and identity in a nineteenth-century text such as Pierre Loti's Madame Chrysanthemum (1887). We then read twentieth-century texts that question (or reinforce) simplistic configurations of racial and gender identities: D. Hwang's M. Butterfly, Marguerite Duras's The Lover, Maxine H. Kingston's Tripmaster Monkey, Joy Kogawa's Obasan, David Mura's Turning Japanese, Hanif Kureishi's Buddha of Suburbia, Linda Le's short stories, Leila Sebbar's Sherazade, and Teresa Cha's Dictee. These novels and autobiographies by contemporary "immigrant" writers re-frame Orientalist discourses and provide us with an original perspective on the globalization of culture at the end of the twentieth century. The writers are from Canada (Kogawa), the US (Kingston, Mura, Cha), England (Kureishi), and France (Sebbar, Le). We shall also discuss movies such as Scent of Green Papaya, My Beautiful Launderette, Sammy and Rosie Get Laid, and Map of the Human Heart. These verbal and visual texts allow us to examine critically the concept of globalization, and to ask whether local forms of identity and cultural

expressions (i.e. Japanese-American, Arab-French, Franco-Vietnamese, and Anglo-Indian) provide a productive counterpoint to the homogenizing tics of Western colonial discourses. We shall also strive to understand points of commonality in the experiences of displaced peoples since the beginning of the colonial era.

This is a seminar with short lectures, class discussions, and oral presentations by students.

EVALUATION: Regular attendance and class participation, an oral presentation and short written essay plus a final research paper.

CLS C02-0 Spring 1995-96

Kerstin Behnke

LANGUAGE IN THE TEXT: ON VISION AND LANGUAGE

Time: T Th 10:30-12:00

Telephone: 491-8292 (o), 491-7249 (dept.)

Office Address: 107 Kresge

e-mail: kbehnke @northwestern.edu

Expect Enrollment: 25

COURSE DESCRIPTION: This course will investigate the relationship of vision and language to knowledge and subjectivity. From Plato and Aristotle to modern thinkers, knowledge has been conceived as analogous to visual perception. These classical optical theories of knowledge are based on the idea of a disembodied, non-participatory spectator. Rather than being immediate, seeing, however, has been found to involve other senses in its functioning. Vision consequently reveals its constructedness. As embodied or corporeal vision, it can no longer claim objectivity.

Yet another event has challenged the authority of vision: the so-called "linguistic turn," the idea that cognition is discursive. Accordingly, man's relation to the world is not primarily visual but mediated by language. Caught in the "prison-house of language," the subject is likewise conditioned by language.

We will search for the blind spots of vision and ask whether, perhaps, "the deep truth is imageless," as Shelley and others maintained. On the other hand, we will also have to determine whether truth is linguistic in nature or whether we are searching with linguistic means for something that in fact exists beyond language. The answers to these questions will help us to explore differing views on how the subject is constituted.

READINGS: We will combine readings of theories of vision (Descartes, Merleau-Ponty) and language (Nietzsche, Benjamin) with recent scholarship on vision and language such as Jonathan Crary, *Techniques of the Observer*; Giorgio Agamben, *Infancy and History*, which are to be complemented by classical historical-philosophical accounts, such as Heidegger's "The Age of the World Picture." (Tentative list)

TEACHING METHOD:Lecture and discussion.

EVALUATION:Individual short presentation, two short essays (4-5 pages) and a final paper (10-12 pages).

CLS C10-0 Spring 1995-96

Marcia Gealy

STUDIES IN LITERARY GENRE: STORYTELLING IN MODERN JEWISH LITERATURE

Time: MWF 10:00am

Office Address: 1902 Sheridan

Office Phone: 491-7414

Expected enrollment: 25

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

TEACHING METHOD: Lecture and discussion.

EVALUATION: Two papers, class participation

Attendance required at 1st class.

CLS C13-0 Spring 1995-96

Dario Fernandez-Morera

STUDIES IN FICTION: FICTION AND FREEDOM

Time: T Th 9:00-10:30am

Office Address: 244 Kresge

Office Phone: 1-8281

Expected Enrollment: 30

COURSE DESCRIPTION: Through the reading of selected novels, (such as George Orwell's 1984, Burgess's A Clockwork Orange, Varga Llosa's History of Mayta, Hawthorne's The Blithedale's Romance, etc.) this course will examine some questions of fundamental importance for the

humanities, chosen from among the following:

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

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

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

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

CLS C62-2 Spring 1995-96

Douglas Cole

MODERN DRAMA

Time: T Th 1-2:30pm

Office Address: 208 University Hall

Office 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(S): two papers; midterm exam; final exam.

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

CLS C82-2 Spring 1995-96

Deanna Kreisel

HISTORY OF LITERARY CRITICISM: ENLIGHTENMENT & ROMANTICISM

Time: T Th 9:00-10:30am

Office Address: 328 University Hall

Office Phone: 491-4863

Expected enrollment: 30

COURSE DESCRIPTION: In this course, we will perform close readings of the key texts of eighteenth- and early nineteenth-century literary criticism. We will focus particularly on questions pertaining to the production and judgment of literary works: What, according to these critics, did it mean to be an author? What did it mean to be a critic? What special attributes did an author possess? What was "genius?" What were an author's moral responsibilities to his or her society? What were a critic's to an author?

TEACHING METHOD(S): will be discussion; there will be weekly written responses to the readings, short quizzes, two short papers, and a final exam.

TEXTS: may include: David Hume, "On the Standard of Taste" Immanuel Kant, from Critique of Judgment, Friedrich von Schiller, from On Naive and Sentimental Poetry, Mme. de Stael, "Essay on Fiction," William Wordsworth, Preface to Lyrical Ballads, Samuel Coleridge, from Biographia Literaria, and Percy Shelley, "A Defence of Poetry."

Texts will be available at: Student Book Exchange.

CLS C83-0 Spring 1995-96

Christine Froula

SPECIAL TOPICS IN THEORY: JAMES JOYCE AND CONTEMPORARY THEORY

Time: T Th 10:30-12:00

Office Address: 308 University Hall

Office Phone: 1-3599

Expected Enrollment: 30

COURSE DESCRIPTION: James Joyce is widely regarded not only as one of the most important and influential writers of English in the twentieth century but as having presaged in his modernist fiction many of the directions explored by critical theory in the second half of this century. In this course we'll study Dubliners, Exiles, A Portrait of the Artist as a Young Man, Ulysses, and a small sampling of Finnegans Wake alongside theoretical and critical articles that demonstrate a range of approaches to Joyce's work: e.g., materialist analysis, structuralism, psychoanalysis, feminism, gender studies, poststructuralism, performance studies, anthropology, narratology, autobiography. Theorists and critics will include some or all of the following: Althusser, Eagleton, Derrida, Freud, Lacan,

Cixous, Irigaray, Sedgwick, Benjamin, Foucault, White, Kaplan, Kristeva, Gilbert, Norris, Bishop.

Please read Dubliners for the first class, concentrating on "Araby" and "The Sisters."

TEACHING METHOD: Discussion.

EVALUATION METHOD: Class participation, reports, either two 6-8 page papers or one 12-15 page paper.

CLS C97-3 Spring 1995-96

Karen Pinkus and Jules Law

LITERARY STUDIES COLLOQUIUM: SEXUALITIES AND POPULAR CULTURES

Time: TH 4:00-6:00

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

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

Enrollment: 20

COURSE DESCRIPTION: What is "popular culture" and how does it reflect or reciprocate sexuality? What is its relation to "high" culture? Has there always been a popular culture, or is it a relatively recent phenomenon? Can we "analyze" rock'n roll lyrics, a cereal box, or a Calvin Klein ad in the same ways we analyze a poem, a painting or a sonata? How can we talk about "undocumented" popular practices such as oral histories, folk dances, or revival meetings? These are some of the questions we will consider during a year-long colloquium on the theme of sexualities and popular cultures. The colloquium will revolve around papers given by a series of prominent speakers from a variety of disciplines. There will be six speakers altogether, two in each quarter. Each of these meetings will be framed by discussion sessions during which the students will be introduced to the work of the speakers and given an opportunity to discuss in detail their positions, methods, and standpoints. Students will also have the opportunity to meet in small groups with speakers in order to discuss their work in a closer and more informal setting. Students must register for the whole academic year.

REQUIREMENTS: Attendance at the colloquium functions and at the discussion sessions. Three brief (i.e. non-research) papers in which the students explore thematic and methodological issues raised by the colloquium speakers and during the discussion sessions. Students should be reassured that the total reading and writing requirements for the course and total number of class hours (28 classroom hours and attendance at 4 talks) does not exceed the workload for a typical one-quarter course.

READINGS: TBA

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

LIST OF SPEAKERS:

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

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

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

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

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

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

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

CLS D01-3 Spring 1995-96

Karen Pinkus and Jules Law

LITERARY STUDIES COLLOQUIUM:**SEXUALITIES AND POPULAR CULTURES**

Time: TH 4:00-6:00

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

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

Enrollment: 15

COURSE DESCRIPTION: What is "popular culture" and how does it reflect or reciprocate sexuality? What is its relation to "high" culture? Has there always been a popular culture, or is it a relatively recent phenomenon? Can we "analyze" rock'n roll lyrics, a cereal box, or a Calvin Klein ad in the same ways we analyze a poem, a painting or a sonata? How can we talk about "undocumented" popular practices such as oral histories, folk dances, or revival meetings? These are some of the questions we will consider during a year-long colloquium on the theme of sexualities and popular cultures. The colloquium will revolve around papers given by a series of prominent speakers from a variety of disciplines. There will be six speakers altogether, two in each quarter. Each of these meetings will be framed by discussion sessions during which the students will be introduced to the work of the speakers and given an opportunity to discuss in detail their positions, methods, and standpoints. Students will also have the opportunity to meet in small groups with speakers in order to discuss their work in a closer and more informal setting. Students must register for the whole academic year.

REQUIREMENTS: Attendance at the colloquium functions and at the discussion sessions. Three brief (i.e. non-research) papers in which the students explore thematic and methodological issues raised by the colloquium speakers and during the discussion sessions. Students should be reassured that the total reading and writing requirements for the course and total number of class hours (28 classroom hours and attendance at 4 talks) does not exceed the workload for a typical one-quarter course.

READINGS: TBA

LIST OF SPEAKERS:

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

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

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

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

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

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

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

CLS D88-0 Spring 1995-96

Scott Durham

**STUDIES IN LITERATURE AND THE DISCIPLINES: LITERATURE AND
THOUGHT AFTER DELEUZE**

Time: F 2:00-4:30pm

Office Address: 131 Kresge

Office Phone: 1-4660

Expected Enrollment: 15

COURSE DESCRIPTION: This course will explore the possibilities opened up by Deleuzian thought for the interpretation of literature and culture. Among the problems to be considered will be: repetition and the nature of the historical or literary event; the simulacrum and "virtuality"; and "minor literature" in its relation to the cultural dominant. In addition to extensive readings in Deleuze (with particular emphasis on *The Logic of Sense*, *Cinema 2: The Time-Image*, and *A Thousand Plateaus*), we will examine a number of literary and cinematic works in light of Deleuzian problems, including films of Hitchcock, Welles and Resnais, as well as literary texts by Carroll, Pynchon, Beckett and Proust. Readings will be available in French and English.

TEACHING METHOD: Seminar format; discussion with some short lectures.

EVALUATION: Oral presentations and a final paper.

ctec@northwestern.edu

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

[Northwestern University](#)

Last Updated: February 1, 1996

0417 - Economics

Mark Witte

Economics A01

Government Intervention in the Economy

Time and Day: MW 11:00-12:30

Office Address: 231 Andersen Hall

Office Telephone: (708) 869-4883

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

TEACHING METHOD: Mostly discussion, including student presentations.

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

READING LIST (Tentative):

Milton Friedman, Capitalism and Freedom

Arthur Okun, Efficiency and Equality

and selected other readings and papers.

Chris Udry

Economics A01

FRESHMAN SEMINAR

Seminar Title: Deserts, Forests and Farms: Economics and the African Environment

Time: TTH - 1:00-2:30

Office Address: Rm. 203

Office Phone: 491-8235

COURSE DESCRIPTION: We are all familiar with images of environmental crisis in Africa. The

Sahara desert is creeping southward, threatening to engulf entire nations; the tropical forests are rapidly disappearing; and problems of drought, erosion and pollution threaten vast agricultural regions. Or are these images myths? We will examine the environmental history of Africa, and the economics of the interaction between people and their environment in an attempt to clarify these issues. The seminar will proceed through three stages: Science - we will read some of the scientific debates on long-term climate change, soil fertility maintenance, and deforestation; Theory - then we will apply simple economic theory to the problem of resource management; Practice - finally we will examine the practice of African farmers in the light of this theoretical and scientific discussion.

TEACHING METHOD: Group discussion based on the required readings and discussion papers written by students and distributed to the class.

EVALUATION: The final grade will be based mainly on the three discussion papers written by each student. Class participation will also enter into the grade.

READINGS: E. Cross and D. Parkin, BushBase, Forest Farm. Paul Richards, Indigenous Agricultural Revolution: Ecology and Food Production in West Africa. Other required readings in the form of selected articles.

Mark Witte

Economics B01

INTRODUCTION TO MACROECONOMICS

Spring 1996

Office Address: Rm. 231 Anderson Hall

Office Phone: 491-8481

Time: MTW 2p, THF 2p Discussion Sections

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

PREREQUISITES: An ability to do algebra and draw graphs.

TEACHING METHOD: Lectures, TA sections.

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

TEXT AND READINGS:

Baumol and Blinders's Macroeconomics, 6th edition.

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

Steve Matthews

Economics B02

INTRODUCTION TO MICROECONOMICS

Office: Rm. 379 Leverone Hall

Phone: 491-2532

Email: s-mattews@northwestern.edu

Time: MTW-9:00a Disc Section ThF-9:00a

COURSE DESCRIPTION: This course provides an introduction to microeconomics. The basic area of inquiry is the decision making of individuals and firms and their interaction via markets. Among the topics that may be considered are the economic outcomes under competition, monopoly, and oligopoly; the functioning of labor markets; environmental economics; cases of market failure.

Prerequisites: B01

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

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

TEXT: TBD

Joseph P. Ferrie

Economics B02

INTRODUCTION TO MICROECONOMICS

Office: 310 Andersen Hall

Phone: 491-8210

E-mail: ferrie@northwestern.edu

Time: MTW 1:00 PM, Section Th or F 1:00 PM

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

PREREQUISITES: Economics B01 is required.

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

EVALUATION: Weekly homework assignments, two midterm exams, and a final exam.

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

Steven Matthews

Economics B02

INTRODUCTION TO MICROECONOMICS

Office: 379 Leverone

Phone: 491-2532/8482

Email: s-mattews@northwestern.edu

Time: MTW 11, Section ThF 11

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

PREREQUISITES: B01 is recommended.

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

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

TEXT: TBD

Hilarie Lieb

Economics B13

ECONOMICS OF GENDER

Time: TTh 10:30-12

Office Address: Rm. 208 Andersen Hall

Phone: 491-8222

Enrollment: 25

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

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

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 Ferber, Marianne A., *The Economics of Women, Men and Work*, Prentice-Hall, Englewood Cliffs, NJ, 1992.

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

Allan R. Drebin

Economics B60

Accounting and Business Finance

Time: (lecture) MW 11-12:30 & MW 3-4:30

(discussion section) F @ 11 or 12 & TH 3 or 4

Office Address: 5-186 Leverone Hall

Expected Enrollment: 120

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

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

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

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

TEXT: TBD

Christopher Taber

Economics B81

Introduction to Applied Econometric and Forecasting

Office Address: Andersen Hall - Rm.305

Phone: 491-8229

E-mail: ctaber@northwestern.edu

Time: MTW 12, Discussion Th 11/F 12

DESCRIPTION: The purpose of this course is to help students understand how to interpret economic data. It will focus on the issues that arise in using this type of data, and some of the methodology for solving these problems. Specific topics will include basic data analysis, regression analysis, functional forms, heteroskedasticity, serial correlation, and forecasting. Problem sets will provide students with practical experience in addressing some of these issues using actual economic data.

PREREQUISITES: Economics B80 or Statistics B10

READINGS: Essentials of Econometrics, by Damodar Gujarati

EVALUATION: TBA

Alberto Trejos

Economics C06-1: **International Trade**

Time: MW 11:00-12:30

Office Address: 304 Andersen Hall

Phone: 491-5395

E-mail: ajt623@northwestern.edu.

COURSE DESCRIPTION: This is an undergraduate course on international trade. During the first lecture, we will describe certain facts about the exchange of goods between nations, and enumerate a series of policy questions related to international trade. For the remainder of the course, we will study an analytical framework that explains those facts, and that can be used to shed light at the policy issues. The questions that will be addressed include: what determines the trade pattern (which countries exchange which goods with which partners); what is the impact of international trade on the economic performance of a country (for instance, on the level and distribution of income, prices, the assimilation or diffusion of technology, and the rate of growth); what are the gains from international trade; what are the different kinds of international exchange; what is the nature of the policies related to international trade (for example, tariffs, quotas and export subsidies), and how different segments of society prefer those policies to be used. We will give emphasis to the "old and tried" theories, with some attention devoted to new developments.

PREREQUISITES: C10-1 is required. C10-2, as well as some calculus, would be very useful.

TEXTBOOK: Ethier, William: Modern International Economics. W.W. Norton & Company, Inc., New York. Third Edition.

GRADE: There will be one midterm exam and one final exam. Students may also choose to turn in short discussion paper on a topic to be discussed with the professor, but such paper is not mandatory. Those students choosing to write the paper get 30% of their grade from the midterm, 30% from the paper and 40% from the final. Students choosing not to write the paper get 30% from the midterm and 70% from the final.

TEACHING METHOD: All lectures are given with the aid of overhead slides. Copies of the slides will be given to the students on the first day of classes.

OTHER INFO: By the first day of classes, the professor's home page (<http://www.econ.northwestern.edu/faculty/trejos/>) will have available the overhead slides, syllabus and old exam questions. Other material will be added as the course progresses.

Christopher Gust

Economics C08

Money and Banking

Office Address: Rm. 202 Andersen Hall

Phone: 491-8233
Time: TH 9-10:30

COURSE DESCRIPTION: This course will consist of three broad areas of study. First, we'll consider the fundamentals of financial markets. Included here will be the study of the behavior of interest rates and a brief overview of financial institutions. Second, we'll study the Federal Reserve System, the money supply process and the conduct of monetary policy. The third area of study consists of monetary theory.

PREREQUISITES: Economics B01.

TEACHING METHOD: Three lectures with some discussion per week.

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

READINGS: TBA

Professor Alberto Trejos

Economics C10-1: **Microeconomic Theory**

Time: Lectures MTW 2:00, Discussion Sections Th, or F 2:00

Office Address: Andersen 304

Telephone: 491-5395

COURSE DESCRIPTION: This is an undergraduate course on intermediate microeconomics. The course is largely "tools- driven," as much of the material consists of theoretical tools that the student will use in later courses. The first part of the course studies the choices of consumers and firms in a market economy. The second part of the course studies partial equilibrium in competitive as well as imperfectly competitive markets. The third part of the course performs an introductory treatment to general equilibrium.

PREREQUISITES: B01 and B02 are required. Some calculus would be useful, but not required.

TEXTBOOK: To be announced later.

TEACHING METHOD: All lectures are given with the aid of overhead slides. Copies of the slides will be available before class.

OTHER INFO: Copies of the slides and syllabus, plus other relevant material, will be available in professor's home page (<http://www.econ.northwestern.edu/faculty/trejos/>).

Eddie Dekel

Economics C10-2

INTERMEDIATE MICROECONOMICS

Office: 376 Leverone Hall

Phone: (847) 491-4144

Time: MTW 11:00, Discussion TH or F 11:00

COURSE DESCRIPTION: This course will survey central topics in microeconomic theory, which are normally not reached in C10-1. The emphasis will be on elementary presentation of some of the main ideas of relatively recent advances in microeconomics. Among the topics: General equilibrium theory, some issues in the economics of imperfectly competitive markets, some elementary ideas from game theory and their applications in economics, some basic ideas about the economic consequences of uncertainty and imperfect information.

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

TEACHING METHODS: TBA

TEXT: TBA

Professor L. Christiano

Economics C11-1

Macroeconomics

Time: MTW 11:00a, Discussion Sections, Th or F-11:00

Office Address: Andersen Hall - Room 318

Phone: 491-8231

DESCRIPTION: This course develops a simple theoretical framework for thinking about the determinants of variables like aggregate framework employment, unemployment, investment, consumption, interest rates, inflation, exchange rates and the balance of trade. The framework is used to address issues of current interest, such as: what is the role of saving in determining the long run wealth of the country; what is the role of money in accounting for inflation; what are the factors accounting for the recurrent fluctuations in employment and output called the business cycle; what factors account for the long-run trends (mostly down) in the U.S. dollar; what is the U.S. Federal Reserve's track record in fighting inflation; what are the various factors at play in the recent Mexican financial crisis; what risks, if any, do the high U.S. government deficits pose for the health of the U.S. economy; is it advisable for the U.S. Congress to require that the federal government's budget be balanced each year. The course will examine the various sides to debates about questions like these.

Prerequisites: Economics B01.

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

READINGS: TBA

Alan M. Taylor

Economics C15

Classical Problems in Economic History

Time: MW 8:30-10:00

Office Address: Andersen 311

Phone: 491-8234

Expected enrollment: 30

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

TEACHING METHOD: Two lectures and one section per week.

Prerequisites: Economics B01, B02, B81, C10, C11; or permission of the instructor.

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

READING: The following texts plus additional readings--

Foreman-Peck, J. A History of the World Economy: International Economic Relations Since 1850. 2nd ed. Englewood Cliffs, N.J.: Prentice Hall, 1994.

Kenwood, A.G., and A. L. Lougheed. The Growth of the International Economy, 1820-1990. 3rd ed. London: Routledge, 1992.

Marcus Alexis

Economics C21

AFRICAN-AMERICAN ECONOMIC HISTORY

Time: MW 8:30-10

Office Address: Andersen Hall - Rm. 321

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.

Economics C-25

ECONOMIC DEVELOPMENT

Catherine Czukas

Spring 1996

Phone: 491-8215

Time: MW 2:00-3:30

COURSE DESCRIPTION: This course serves as an introduction to economic systems and policies which are predominant in the developing world. The course will cover a variety of economic topics ranging from theories of development, human resources, agriculture, trade, international finance, and natural resources. The goals of the course include: to gain an understanding of the issues pertaining to development; to appreciate the way economic models contribute to this understanding; and to comprehend the diversity of economic experiences in the developing world.

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

TEACHING METHOD: Lectures, discussion sections.

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

READING LIST: Text.

Joseph P. Ferrie

Economics C34

BUSINESS AND GOVERNMENT

Office: 310 Andersen Hall

Phone: 491-8210

E-mail: ferrie@northwestern.edu

Time: MW 11:00-12:30PM

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

PREREQUISITES: Economics B01 and B02 are required.

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

TEACHING METHOD: Two lectures per week.

TEXT: Jonathan R. T. Hughes, *The Governmental Habit Redux*, Princeton University Press, 1991, is required; H. Craig Petersen, *Business and Government*, Harper Collins, 1993, is recommended; a packet of additional required readings will be available, at cost, from the Department of Economics.

Richard Chisik

Economics C49

INDUSTRIAL ECONOMICS

Time: MW 12:30-2:00

Office Address: AAH 218

Phone: 491-8216

COURSE DESCRIPTION: The course will systematically relax the assumptions of the perfectly competitive model. We will be primarily concerned with explaining strategic interaction among firms, and between firms and consumers, under alternative assumptions. The course will combine the neo-classical economic theory introduced in C10-1 with game theory to help us better understand markets in the real world. Our quest is to understand the determinants leading to, and the social welfare implications of, differing market structures and institutions. We will address such issues as

business strategy, collusive behavior, natural and artificial barriers to entry, quality uncertainty and advertising. In addition, we will explore the implications of our findings in other fields of economics such as international trade and labor economics.

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

TEACHING METHODS: Two lectures a week.

EVALUATION: One midterm and one final exam.

Text: Dennis Carlton and Jeffrey Perloff, Modern Industrial Organization. 2nd edition. Harper Collins.

Marcus Alexis

Economics C54

ISSUES IN URBAN ECONOMICS

Spring 1995

Office Address: 321 Andersen

Time: MW 8:30-10:00a

Phone: 467-1318

COURSE DESCRIPTION: The course covers the location of economic activity within a city or metropolitan area. It explores why the city center is occupied by high rise office towers and the periphery by housing and smaller commercial structures. The locational aspects of urban areas is followed by in-depth analysis of the internal conditions in cities. Topics covered include city finances and services, housing, education, poverty and discrimination, and transportation. Instruction is by lecture and discussion. A trial research paper is required.

PREREQUISITES: Students should have had Economics B02 and a course in statistics or have permission of the instructor.

Bjorn Jorgensen

Economics C60

FOUNDATION OF CORPORATE FINANCE - Spring '96

Office Address: Rm. 518, AAH

Office Phone: 491-2860

Time: TTh 10:30-12:00

COURSE DESCRIPTION: This course deals with issues in investing and the financial management of corporations. You will acquire a proficiency in reading the Wall Street Journal's section on

"Money and Investing" and understand the interrelationship between stocks, bonds, and options.

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

PREREQUISITES: Concurrent with a statistics course.

EVALUATION: Your grade will be based on a group project 10%, a midterm exam (40%), final exam (50%).

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

Brooks Kaiser

Economics C70

ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS

Time: TTH 1:00-2:30

Office: 302 Andersen Hall Phone: 491-8239

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

PREREQUISITES: Economics C10 and Math B14-1.

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

TEACHING METHOD: Two lectures per week.

READINGS: TBA

Eddie Dekel

Economics c80-2

MATHEMATICAL ECONOMICS II: INFORMATION AND INCENTIVES

Time: MW 2-3:30

Office Address: Rm. 376 Leverone Hall

Phone: 491-4414

Expected Enrollment: 20

COURSE DESCRIPTION: We study dynamic games and games with hidden actions and hidden information. Topics may include entry/exit games, 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, and developed further.

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.

Leon N. Moses

Economics C95 Spring 95-96

JUNIOR SEMINAR

Time: TTH 1:00-2:30

Office Address: 212 AAH

Office Hours: TBA

Phone: 491-8209 (office)

251-1143 (home for serious issues)

Applied Micro and Managerial Economics: Private and Public Sector Uses;

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

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

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

Participants in the course make frequent presentations of their research topics. Students are expected to offer suggestions and criticisms of each other's research. Therefore, regular attendance and participation in seminar discussions is a requirement of the course and enters into grading.

Prerequisite: B81. Limit - 10 students: Permission of instructor.

Marty Eichenbaum

Economics C98-2

Senior Honors Seminar

Office Address: Andersen Hall 314

Phone: 491-8232

Expected Enrollment: 15

Course Description: During the two quarters, students will be expected to write a paper that is potentially publishable in an economics journal. There will be class discussions of research ideas, methods and resources, as well as computer assignments emphasizing basic data analysis skills. However, the emphasis of the course will be on work done independently by students on topics of their choice.

Prerequisites: Economics B81 or C81-1, C10, C11, Math B14-1,2 and the completion of the most C-level electives. C81-1,2 are strongly recommended.

Evaluation: A grade of K (course in progress) is given in the Winter for C98-1, while a letter grade for both quarters is given at the end of the C98-2. Grades will be based on a detailed proposal, a first draft and computer assignments due in the Spring, as well as effort and class participation.

Texts: TBD

ctec@northwestern.edu

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

[Northwestern University](#)

Last Updated: February 1, 1996

0418 - American Culture Program

Terry Mulcaire

American Culture B10

PUNK ROCK AND THE CULTURE INDUSTRY

Office Address: University Hall 20

Office Phone: 491-3525

Expected Enrollment: 20

COURSE DESCRIPTION: "Punk rock sells out." The various conflicting meanings of that observation will be the focus of this course. American punk rock in its heyday in the early 1980's, in bands such as Black Flag, the Minutemen, and Husker Du, was anti-social and anti-authoritarian, ugly sounding, and sometimes violent or nihilistic, but (despite? or because of these things?), it caught on, and became popular. It's clear that the music and lyrics of many of the biggest-selling rock bands on the 1990's-- from Nirvana to Pearl Jam to Green Day--look directly back to these years and these bands. How are we to understand a cultural form that sets out to launch a full-blast attack on the social mainstream, only to be eagerly embraced by that mainstream? More specifically, how are we to understand a musical movement that attacks with particular ferocity the business side of music, only to be embraced by that business and transformed into a mass-produced commodity, marketed for sale in K-Marts nationwide? There will be two broad directions for our examination of such questions. First, cultural history. Are there any tendencies in American cultural history that can help us to understand this odd phenomenon of a broadly popular rejection of popularity and all it entails? And how are we to understand punk's version of this phenomenon? Does the incorporation of punk into what Max Horkheimer and Theodor Adorno called "the Culture Industry" mean that all of its critical force was merely lost? What can punk tell us about the fate of oppositional cultural forms, and the possibility of using culture as a means to change society? The second focus will be (dare I call it) the aesthetics of the music itself. How does it appeal? How successfully, or unsuccessfully, does punk distinguish itself from mainstream rock and roll? And what does this tell us about the sort of larger questions of cultural history outlined above? Our big questions, then, will be, how does the pleasure one takes in music have social effects?

METHOD: The method of this course will be to rely heavily on student input, so a more than ordinary level of commitment is required. Some discussions will be built around the students response to the music, and critical analyses of the music, and students will also be responsible for selecting some of the music we will listen to, think about, and talk about.

REGISTRATION IS BY PERMISSION OF THE INSTRUCTOR. Before spring registration, please submit a brief essay (one or two paragraphs) explaining your interest in the course.

READINGS: There will be a course reader. Our basic music catalogue will (at a minimum) include: The Minutemen, Double Nickels on the Dime; X, More fun in the New World; Black Flag, Damaged;

Garry Wills

American Culture C10-0

OLIVER STONE'S MYTHS OF HISTORY

Time: MW 2:00-4:00

Tu 2:00-4:00 (optional discussion)

Office Address: Harris Hall

Office Phone: 491-3406 or 491-3525

Expected Enrollment: 20

COURSE DESCRIPTION: Oliver Stone has used commercial movies to deal with the deepest issues of recent American history - the Vietnam war, the impact of 1960s rock music, the culture of Wall Street, the assassination of President Kennedy, the resignation of President Nixon. His work has been serious in intent, though some think it irresponsible. This course will ask how important Stone's work is in forming public perceptions of national events. Should it have a serious impact? What makes it unsettling or important? Is it truthful, to history, as art?

METHOD: All of Stone's major movies will be seen and discussed by the class. Midterm papers (8-10 pages) will be devoted to a single movie, compared with another of the same genre. A final exam will consist of answers to questions about a series of film clips (by Stone and by other directors).

READINGS: The only book to be purchased is an edition of Euripides' Bacchae, on which Stone claims to base much of his dramatic method. But books on Stone will be in the reference library and handouts will summarize his career.

Larry Stuelpnagel

American Culture C10-0 Sec. 21

POLITICS AND THE PRESS

Office Phone: 491-7321

503-8529

Expected Enrollment: 20

COURSE DESCRIPTION: Critics of the press say it is now doing more to undermine democracy through sensational "feeding frenzy" stories that provide lurid details about candidates personal lives and little about the policy issues they support. This course will examine the role the press has played in past political issues and campaigns and how the coverage has evolved to its current state of affairs. Topics will include the McCarthy era, Watergate, "pack journalism" and its impact on political campaigns, and how presidents and other elected officials use intimidation and "spin" to influence the flow of information. The class will conclude with a look ahead at how the new "information age" and

interactive computers will impact political campaigns. The course is taught by visiting lecturer Larry Stuelpnagel who covered Capitol Hill and the New Jersey Statehouse for New Jersey Public Television and WNET/New York.

METHOD: The class will use a series of readings and video presentations. Format will be seminar style.

EVALUATION: Evaluation will be done based on a mid-term and final exam, an 8-10 page research paper, and class participation.

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Last Updated: February 1, 1996

0419 - English

A05-0

Expository Writing

Course Description: Expository Writing is designed for any student who wants a strong introductory course in college-level writing. Students write three or four extended pieces of expository writing, developing each through a process of planning, drafting, revising, and editing. Students also complete several briefer exercises in which they experiment with specific writing techniques or use informal writing as a tool for exploring ideas. Class meetings are conducted as seminar discussions and workshops. In addition, the instructor meets regularly with students in individual conferences.

B05-0

Intermediate Composition

Course Description: Intermediate Composition is designed for students with some experience in college-level writing who want to continue to develop their ability as writers. Students undertake three or four writing projects, developing each through several drafts and revisions. Students learn techniques for establishing and maintaining focus in their writing, organizing and developing analyses and arguments, and producing clear, direct prose. Class meetings are conducted as seminar discussions and workshops. In addition, several times during the quarter the instructor meets with students in individual conferences. (See below for descriptions of individual sections.)

Attendance at first class mandatory.

SEC 20

Ellen Wright

MWF 10 Spring Quarter

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

SEC 21

Marcia Gealy

MWF 10 Spring Quarter

Course Description: The philosophy behind this course, to use Donald Hall's words, is that "reading well precedes writing well." Students will read exemplary models of expository prose as a way of provoking ideas and encouraging effective written communication. Some of the authors we shall study are Annie Dillard, Walker Percy, Frank Conroy, and Eudora Welty. In addition to Hall's *The Contemporary Essay*, we shall use *Writing Well*, a composition text that emphasizes writing as discovery. Students will write and have the opportunity to revise 3 or 4 essays; individual conferences and workshops will encourage the writing process.

SEC 22

Ellen Wright

MWF 10:00 Spring Quarter

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

SEC 23

Charles Yarnoff

MWF 1 Spring Quarter

Course Description: This course is designed to help students write more clearly, persuasively, and interestingly. Writing techniques emphasized include using conflict to interest readers; focusing on a thesis; using specific details and analysis to make an essay clear and convincing; and writing concisely and forcefully. Students will write and revise three essays, the last of which will be a research paper.

SEC 24

Edith Skom

T TH 1:00 - 2:30 Spring Quarter **Course Description:** This course concentrates on argument -- writing to advance a thesis. Students will write and revise three essays that advance a clear, interesting, and logical argument. Each essay involves primary research into an interesting topic.

Attendance at the first class -- and all other classes-- is required.

SEC 25

Technical Writing

Penny Hirsch

MWF 10 Spring Quarter **Course Description:** This is a new technical writing course being offered

for the first time to McCormick School sophomores. It will concentrate on practical techniques for presenting technical information clearly, concisely, and accurately. Students will complete a number of short papers and exercises designed to improve their skill in writing summaries, reports, procedures, and professional memoranda. We will also study examples of professional writing and review basic principles of style, grammar, and usage. The class will follow a collaborative workshop format: students will bring drafts of their writing to classes and work together on revising and editing. Students will meet several times with the instructor for individual conferences. Students will also use the internet, experiment with collaborative editing software, and interact with industry representatives. Enrollment is limited; attendance is required; P/N is available; **Textbooks available at : Norris.**

C04

PRACTICAL RHETORIC

Barbara Shwom

MWF 1 Spring Quarter

Course Description: An advanced writing course focusing on theories of composition and the skills that underlie good writing. Intended to help prepare students to teach writing in secondary schools, universities, and one-on-one tutorials.

Admission by consent of instructor.

C05

ADVANCED COMPOSITION WRITING FROM RESEARCH

Frances Freeman Paden

MW 2-3:30 Spring Quarter

Course Description: Need a course that will allow you to work on a sustained project? With students from many different disciplines? This course features small groups and lots of interaction. It will be especially helpful to students who want to extend work begun in another course or develop a portfolio of writing in an area of special interest. For example, a suitable project might be preliminary work towards a thesis, a script for performance, or a series of essays. Class time will be devoted to discussing readings about the process and experience of writing, as viewed from different writer's perspectives, and working on advanced problems of organization and style. Students will have frequent conferences with the instructor and form small writing groups to share research strategies, read one another's work, and exchange ideas for rewriting and revision.

Permission of the instructor. No P/N registration.

Teaching Method(s): Discussion, workshop, and oral presentation. **Evaluation Method(s):** Participation in daily activities. Two short papers. Final written project. Oral presentation of the final project.

B06

Reading & Writing Poetry

SPRING

Section 20-- **Gian Balsamo**

MWF 10

Section 21-- **James Armstrong**

MW 2-3:30

Course Description: An introduction to the major forms of poetry in English from the dual perspective of the poet- critic. Creative work will be assigned in the form of poems and revisions; analytic writing will be assigned in the form of critiques of other members' poems. A scansion exercise will be given early on. All of these exercises, creative and expository, as well as the required readings from the Norton Anthology of Poetry, are designed to help students increase their understanding of poetry rapidly and profoundly; the more wholehearted students' participation, the more they will learn from the course. Permission of department required. No prerequisites. No P/N registration. Attendance at first class mandatory. Especially recommended for prospective Writing Majors and for prospective English Literature Majors.

Teaching Method(s): 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.

B07

Reading & Writing Fiction

SPRING

Section 20 **Tony Eprile** MWF 11

Section 21 **Tony Eprile** MWF 2

Section 22 **Charles Wasserburg** TTh 1-2:30

Section 23 **Mary Kinzie** WF 11-12:30

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(s): 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.

C92

Situation of Writing

Charles Wasserburg

TTh 10:30-12 Spring Quarter

Course Description: C92 is a course in the sociology of writers, writing, publication, dissemination of literature, and reading. We will study these topics as they arise in both imaginative and critical works. Authors read may include Ben Jonson, John Dryden, Thomas de Quincey, Dorothy Wordsworth, Emily Dickinson, George Gissing, Edwin Muir, Ezra Pound, Walter Jackson Bate, Eudora Welty, Adrienne Rich and others.

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

Teaching Method(s): discussion. **Evaluation Method(s):** papers, oral presentations; class participation; final project.

Textbooks available at: Great Expectations Bookstore.

C93-F

Theory & Practice of Poetry

James Armstrong

WF 11-12:30 Spring Quarter

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

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

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

Textbooks available at: Great Expectations Bookstore.

C94-F

Theory & Practice of Fiction

Gian Balsamo

WF 11-12:30 Spring Quarter

Course Description: A semester-long course in reading for writers, critical analysis, and the craft of novella writing. Texts will include works by Julian Barnes, G.G. Marquez, Cees Nooteboom, Peter Taylor. The term will be devoted to reports on these writers, and discussions and workshops relating to each student's novella-in-progress. The final draft of the novella will be due at the end of the Spring term.

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

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

Textbooks available at: Great Expectations Bookstore.

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

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

B-Levels

CLS B01-2

Western European Literature

Ahuvia Kahane

MWF 10 Spring Quarter

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

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

Teaching Method(s): Lectures and discussions. Class participation, midterm and final examination

Texts Include: Selected readings from Homer: Iliad, Odyssey; Aeschylus: The Oresteia (Agamemnon, Choephoroi ["The Libation Bearers"], Eumenides); Sophocles: Oedipus Rex ["Oedipus the King"]; Euripides: Bacchae; Aristophanes: The Frogs.; Vergil: Aeneid..

B11

Introduction to Poetry

Lawrence Lipking

MWF 11 Spring Quarter

Course Description: This course will ask some basic questions about poetry and try to provide a few answers. These will be some of the questions: What makes poetry interesting? Why do poems employ such formal techniques as meter and rhyme? Is there any essential difference between the language of poetry and ordinary language? Does modern poetry have to be difficult? What is the function of different poetic genres? In translations of poetry, what gets left out? How can you tell a good poem from a bad one? In our search for answers, we shall look closely at poems from a variety of historical periods and a variety of kinds (lyric, narrative, dramatic, epic). There will be a special emphasis on learning not only how to understand poetry but how to enjoy it.

This course serves as a prerequisite for the English Major.

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

Evaluation Method(s): final exam; two short papers; class participation; brief weekly exercises.

Texts Include: M. L. Rosenthal, Poetry in English: An Anthology.

Textbooks available at: SBX.

B13

Introduction to Fiction

Elizabeth Dipple

MWF 9 Spring Quarter

Course Description: This course requires students to read novels from the nineteenth and twentieth centuries, in order to study some of the principles and theories behind the writing of fiction. Novels to be read: Toni Morrison, *Beloved*; Charlotte Bronte, *Jane Eyre*; Kazuo Ishiguro, *A Pale View of Hills*; Italo Calvino, *The Baron in the Trees*; Iris Murdoch, *A Fairly Honourable Defeat*, plus one other novel to be announced in the first week of class.

This course serves as a prerequisite for the English Major.

Teaching Method(s): two lectures (MW) per week, plus an obligatory discussion section meeting each Friday. **Evaluation Method(s):** a mid-term on the first three novels; a brief assignment on one of the remaining novels, and one five-page paper on each of the last two. No final exam: the papers will take its place. Some assignment work can, by option, be done on listserv.

Textbooks available at: Great Expectations Bookstore.

B73

Introduction to 20th-Century American Literature

Alfred Appel

TTh 10:30-12 Spring Quarter

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

culture. There will be a jazz unit, featuring a close study of Louis Armstrong, with recordings and film clips, and two short jazz films, Gjon Mili's "Jammin' the Blues" (1944) and "The Sound of Jazz" (1957), starring Count Basie, Billie Holiday, Lester Young, Coleman Hawkins, Ben Webster, and others. Citizen Kane (1941), directed by Orson Welles and arguably the best American film, will be shown one evening. Modern art and photography will be selectively invoked.

This course serves as a prerequisite for the English Major.

Teaching Method(s): lecture with discussion sections.

Evaluation Method(s): one paper (1500 or so words), final exam.

B98 Introductory Seminar in English

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

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

SPRING

Poetry

Albert Cirillo

TTh 9-10:30 **Course Description:** The focus of this course will be poetry and poetic genres as they develop from Chaucer through the 20th century. Readings will be from Shakespeare, Sidney, Spenser, Wordsworth, Pope, Shelley, Marvell, Frost, Eliot, Millay.

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

Textbooks available at: SBX.

Fiction

Jules Law

TTh 10:30-12

Course Description: How does narrative work? What makes us keep reading? What determines the rhythm of reading? How do narratives "quote" or "allude to" previous narratives? Is there such a thing as "development" in literary history? In this course we shall examine a number of novels and other narratives in order to begin answering some of these questions.

Teaching Method: intensive discussion sessions. Evaluation Method(s): class participation; four short papers (2-3 pp.); one final paper (5-7 pp.).

Texts Include: Shelley, *Frankenstein*; Hardy, *Tess of the D'Urbervilles*; Stoker, *Dracula*; Conrad, *Heart of Darkness*; Joyce, *Portrait of the Artist as a Young Man*. Theoretical texts will include essays by Brooks, Barthes, Genette, Todorov, and Propp.

Textbooks available at: Great Expectations Bookstore.

Drama

Mary Beth Rose

TTh 1-2:30

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

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

Texts Include: Readings from Sophocles, Shakespeare, Wilde, Stoppard, Webster, and Congreve.

Area 1

CLS C01

[AREA 1]

Writing in Society: Hyphenate Identities?: Asian-European/ American Cultural Studies

Francoise Lionnet

Th 1-3:30 Spring Quarter

Course Description: Ever since the publication of Edward Said's *Orientalism* (1979), the

representation of "otherness" in Western literature has been subjected to heightened scrutiny. Drawing on (and critiquing) Said's concepts and Michel de Certeau's articulation of strategies and tactics of resistance in *Practices of Everyday Life*, we begin by focusing on exile and identity in a nineteenth-century text such as Pierre Loti's *Madame Chrysanthemum* (1887). We then read twentieth-century texts that question (or reinforce) simplistic configurations of racial and gender identities: D. Hwang's *M. Butterfly*, Marguerite Duras's *The Lover*, Maxine H. Kingston's *Tripmaster Monkey*, Joy Kogawa's *Obasan*, David Mura's *Turning Japanese*, Hanif Kureishi's *Buddha of Suburbia*, Linda Le's short stories, Leila Sebbar's *Sherazade*, and Teresa Cha's *Dictée*. These novels and autobiographies by contemporary "immigrant" writers re-frame Orientalist discourses and provide us with an original perspective on the globalization of culture at the end of the twentieth century. The writers are from Canada (Kogawa), the US (Kingston, Mura, Cha), England (Kureishi), and France (Sebbar, Le). We shall also discuss movies such as *Scent of Green Papaya*, *My Beautiful Launderette*, *Sammy and Rosie Get Laid*, and *Map of the Human Heart*. These verbal and visual texts allow us to examine critically the concept of globalization, and to ask whether local forms of identity and cultural expressions (i.e. Japanese-American, Arab-French, Franco-Vietnamese, and Anglo-Indian) provide a productive counterpoint to the homogenizing tics of Western colonial discourses. We shall also strive to understand points of commonality in the experiences of displaced peoples since the beginning of the colonial era.

Teaching Methods: This is a seminar with short lectures, class discussions, and oral presentations by students. **Evaluation Method(s):** Regular attendance and class participation, an oral presentation and short written essay plus a final research paper

CLS C02 [AREA 1]

Language in the Text: On Vision & Language

Kersten Behnke

TTh 10:30-12 Spring Quarter

Course Description: This course will investigate the relationship of vision and language to knowledge and subjectivity. From Plato and Aristotle to modern thinkers, knowledge has been conceived as analogous to visual perception. These classical optical theories of knowledge are based on the idea of a disembodied, non-participatory spectator. Rather than being immediate, seeing, however, has been found to involve other senses in its functioning. Vision consequently reveals its constructedness. As embodied or corporeal vision, it can no longer claim objectivity. Yet another event has challenged the authority of vision: the so-called "linguistic turn," the idea that cognition is discursive. Accordingly, man's relation to the world is not primarily visual but mediated by language. Caught in the "prison-house of language," the subject is likewise conditioned by language. We will search for the blind spots of vision and ask whether, perhaps, "the deep truth is imageless," as Shelley and others maintained. On the other hand, we will also have to determine whether truth is linguistic in nature or whether we are searching with linguistic means for something that in fact exists beyond language. The answers to these questions will help us to explore differing views on how the subject is constituted.

Teaching Method(s): Lecture and discussion. Evaluation Method(s): Individual short presentation, two short essays (4-5 pages) and a final paper (10-12 pages).

Texts Include: We will combine readings of theories of vision (Descartes, Merleau-Ponty) and language (Nietzsche, Benjamin) with recent scholarship on vision and language such as Jonathan Crary, *Techniques of the Observer*; Giorgio Agamben, *Infancy and History*, which are to be complemented by classical historical-philosophical accounts, such as Heidegger's "The Age of the World Picture." (Tentative list)

CLS C82-2 [AREA 1]

History of Literary Criticism:

Enlightenment and Romanticism

Deanna Kreisel

TTh 9-10:30 Spring Quarter

Course Description: In this course, we will perform close readings of the key texts of eighteenth- and early nineteenth-century literary criticism. We will focus particularly on questions pertaining to the production and judgment of literary works: What, according to these critics, did it mean to be an author? What did it mean to be a critic? What special attributes did an author possess? What was "genius?" What were an author's moral responsibilities to his or her society? What were a critic's to an author?

Teaching Method(s): will be discussion; there will be weekly written responses to the readings, short quizzes, two short papers, and a final exam.

Texts Include: David Hume, "On the Standard of Taste" Immanuel Kant, from *Critique of Judgment*, Friedrich von Schiller, from *On Naive and Sentimental Poetry*, Mme. de Stahl, "Essay on Fiction," William Wordsworth, *Preface to Lyrical Ballads*, Samuel Coleridge, from *Biographia Literaria*, and Percy Shelley, "A Defence of Poetry."

Textbooks available at: SBX.

CLS C83 [AREA 1]

Special Topics in Theory:

James Joyce and Contemporary Theory

Christine Froula

TTh 10:30-12 Spring Quarter

Course Description: James Joyce is widely regarded not only as one of the most important and

influential writers of English in the twentieth century but as having presaged in his modernist fiction many of the directions explored by critical theory in the second half of this century. In this course we'll study *Dubliners*, *Exiles*, *A Portrait of the Artist as a Young Man*, *Ulysses*, and a small sampling of *Finnegans Wake* alongside theoretical and critical articles that demonstrate a range of approaches to Joyce's work: e.g., materialist analysis, structuralism, psychoanalysis, feminism, gender studies, poststructuralism, performance studies, anthropology, narratology, autobiography. Theorists and critics will include some or all of the following: Althusser, Eagleton, Derrida, Freud, Lacan, Cixous, Irigaray, Sedgwick, Benjamin, Foucault, White, Kaplan, Kristeva, Gilbert, Norris, Bishop.

Please read *Dubliners* for the first class, concentrating on "Araby" and "The Sisters."

Teaching Method(s): Discussion. **Evaluation Method(s):** Class participation, reports, either two 6-8 page papers or one 12-15 page paper.

CLS C97 [AREA 1]

Literary Studies Colloquium

Jules Law

1st Th of the Month at 4 Yearlong

Course Description: What is "popular culture"? What is its relation to "high" culture? Has there always been a popular culture, or is it a relatively recent phenomenon? Can we "analyze" rock'n roll lyrics, a cereal box, or a Calvin Klein ad in the same ways we analyze a poem, a painting or a sonata? How can we talk about "undocumented" popular practices such as oral histories, folk dances, "perverse" sexualities, or revival meetings? And how does popular culture employ and construct our notions of gender and sexuality? These are some of the questions we will consider during a year-long colloquium on the theme of popular culture and sexuality. The colloquium will revolve around papers given by a series of prominent speakers from a variety of disciplines. There will be six speakers altogether, two in each quarter. Each of these meetings will be framed by discussion sessions during which the students will be introduced to the work of the speakers and given an opportunity to discuss in detail their positions, methods, and standpoints. Students will also have the opportunity to meet in small groups with speakers in order to discuss their work in a closer and more informal setting. Students must register for the whole academic year. The list of speakers include: Lauren Berlant (University of Chicago); Whitney Davis (Northwestern University); David Halperin (M.I.T.); Mary Poovey (Johns Hopkins University); Jennifer Wicke (New York University).

Attendance at the colloquium functions and at the discussion sessions mandatory.

Evaluation Method(s): 3 brief (i.e. non-research) papers. Students should be reassured that the total reading and writing requirements for the course and total number of class hours will not exceed the workload for a typical one-quarter course.

Area 2

C02 [AREA 2]

History of English Language

Catharine Regan

MWF 9 Spring Quarter

Course Description: English Today, Cambridge University Press's lively international review of the English language, will frame our study of the historical development of this language now spoken by over 300 million people (nearly 1/10 of the world's population). We will emphasize Medieval and Renaissance periods, using literary texts, e.g., Chaucer, Shakespeare, Donne, and Milton to illustrate major language developments. Computer software will facilitate study of Old English and we will use the on-line OED. Topics for special investigation include the Renaissance dilemma about writing in English or Latin, eighteenth-century dependence on authority, and growth of lexicon. First class mandatory. No P/N

Texts Include: Readings ranging from David Burnley's literary source book, *The History of the English Language*, through John Algeo's *Fifty Years Among New Words* to John Willinsky's recent challenge of the authority of the OED in *Empire of Words*.

C23-1 [AREA 2]

Chaucer: The Canterbury Tales

Barbara Newman

MWF 10 Spring Quarter

Course Description: A reading of Chaucer's serious and satirical masterpiece in the original language. We will begin with an introduction to Middle English grammar and pronunciation and then proceed through the Tales in a more or less orderly manner, illumining them through pertinent readings in medieval culture and society. There will be at least one workshop on dramatic interpretation and performance. By the end of the quarter, you will be able to complete Chaucer's unfinished tales in a reasonable facsimile of his verse.

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

Area 3

C34-2 [AREA 3]

Shakespeare

Elizabeth Dipple

MW 2-3:30 Spring Quarter

Course Description: This course will study Shakespeare tragedies, comedies and romances, from Hamlet (ca. 1600) to The Tempest (ca.1612), his last complete play. Stress will be placed on his dramatic ideas, his experimentation, his driving thematics. One play per week, beginning with the Comedies: As You Like It (ca.1599), Twelfth Night, Measure for Measure, All's Well that Ends Well; Tragedies: Hamlet, Othello, King Lear; Romances: The Winter's Tale, The Tempest. A few essays on theory will be read.

No freshmen allowed. Discussion sections on Fridays.

Teaching Method(s): lecture; discussion. **Evaluation Method(s):** weekly assignments; one long final paper.

Texts Include: The Riverside Shakespeare.

Textbooks available at: Great Expectations Bookstore.

C38

[AREA 3]

Reformation

Regina Schwartz

TTh 10:30-12 Spring Quarter

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

C39 [AREA 3]

Special Topics in Shakespeare:

Illusion and the Social Order

Wendy Wall

TTh 10:30-12 Spring Quarter

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

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

Teaching Method(s): discussion. **Evaluation Method(s):** active class participation, several written exercises, midterm, and two papers.

Texts Include: Readings will include A Midsummer Night's Dream, I Henry IV, Othello, The Merchant of Venice and The Tempest. We will also analyze a few films (including Dead Poets' Society and Prospero's Books), and read critical articles.

Textbooks available at: Great Expectations Bookstore.

Area 4

C42 [AREA 4]

Restoration & 18th-Century Drama

Joanna Lipking

TTh 1-2:30 Spring Quarter

Course Description: This class will explore heroic tragedy, comedy of manners, and sentimental drama of the Restoration and early 18th century, with some attention to the models provided by Moliere and Racine and to dramatic adaptation of stories.

Evaluation Method(s): class participation and in-class presentations, exams, essays.

C48 [AREA 4]

Studies in Restoration & 18th-Century Literature:

Jane Austen

Mary Finn

TTh 2:30-4 Spring Quarter

Course Description: This quarter we will be reading Jane Austen's novels in the literary and political context of her lifetime.

Teaching Method(s): research presentation, discussion. **Evaluation Method(s):** Research presentation; two papers,

Texts Include: Emma, Pride and Prejudice, Sense and Sensibility, Mansfield Park, Persuasion, Northanger Abbey, selected critical readings.

Textbooks available at: Norris

Area 5

C58 [AREA 5]

Dickens

Lawrence Evans

MWF 11 Spring Quarter

Course Description: An intensive study of five novels by Charles Dickens (all of them of decided length, totaling over 4000 pages), Barnaby Rudge (1841), Martin Chuzzlewit (1843 - 44), Dombey and Son (1846 - 48), Little Dorrit (1855-57), and Our Mutual Friend (1864-65), focusing on Dickens' extraordinary richness of language, his distinctive (pre- modern?) psychological representations, his fascination with power and violence, and his many social and moral ambivalences.

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

Teaching Method(s): a little bit of lecture, a lot of discussion. **Evaluation Method(s):** preparedness and participation essential; two short papers and a longer final essay. If class is large, there will be tests; if relatively small, no tests but obligatory oral reports.

Textbooks available at: Great Expectations Bookstore.

C59 [AREA 5]

Special Topics in Nineteenth Century Literature:

Sex and Imperialism at the Fin-de-Siecle

Jules Law

TTh 1-2:30 Spring Quarter

Course Description: The 1890s in Britain witnessed a virtually revolutionary rethinking of ideas of domination, freedom, responsibility and "nature," almost all worked out under the pressure of an imagined "end" to a century and an era. Most of these changes, or imagined changes, had to do with the role of sex and gender in society and the role of national and racial identity in the "empire." The novelists of this era were preoccupied with both sets of changes, and in this course we will explore

the relationship between changing ideas of domesticity and changing ideas of empire. Each week we will read a number of critical and theoretical essays to complement our readings in the novels and to refine our understanding of such concepts as "race," "marriage," "the sex/gender system" and "empire."

Texts Include: Schreiner, *Story of an African Farm* and selected short stories; Haggard, *She*; Hardy, *Tess of the D'Urbervilles*; Stoker, *Dracula*; Wilde, *The Picture of Dorian Gray*; Stevenson, *The Strange Case of Dr. Jekyll and Mr. Hyde*, and a course packet of critical and theoretical writings.

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

Evaluation Method(s): short (1-2 pp) response paper every week; one final paper (6-8 pp.); no final.

Textbooks available at: Great Expectations Bookstore.

Area 6

C60 [AREA 6]

20th-Century British and American Literature:

The Turn of the Modern

Mary Kinzie

TTh 1-2:30 Spring Quarter

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 consciousness -not only in its indirection but also in its new, electrifying wisdom- 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.

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

Teaching Method(s): combined lecture and discussion. **Evaluation Method(s):** two papers; midterm 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 Mabellek," 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*.

C68 [AREA 6]

Studies in 20th-Century Literature: D.H. Lawrence

Lawrence Evans

MWF 2 Spring Quarter

Course Description: Major novels and shorter fiction of D. H. Lawrence (1885 - 1930), with a possible glance also at some essays and poems by the author.

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

Teaching Method(s): a little bit of lecture, a lot of discussion. **Evaluation Method(s):** preparedness and participation essential; two short papers and a longer final essay. If class is large, there will be tests; if relatively small, no tests but obligatory oral reports.

Textbooks available at: Great Expectations Bookstore

C68 [AREA 6]

Studies in 20th-Century Literature: Narrative

Dissidence: The Asian American Experience

Joan Gillespie

TTh 2:30-4 Spring Quarter

Course Description: This course will examine the question of how fiction and autobiography critique the ways that basic American political and social freedoms have particularized the lives of Asian Americans since American entry into World War II. The writers we will study share a political awareness and engagement as well as an acute consciousness of their history of immigration. This common ground produces common themes: at the level of social concern, themes include confronting physical displacement, labor conditions, and discriminatory laws; and, at the level of self-concern, texts bring to consciousness one's multiple identities, gender and ethnic stereotypes, and sense of personal responsibility. As we explore political and social issues in the American context in each work, we likewise will analyze artistic issues such as narrative strategies, the influence of the Asian heroic tradition and the (possibly competing) influence of Western literary tradition, and attention to language, and we will attempt to formulate a theory on the correspondence between subject and a way of writing for each author.

Texts May Include: Carlos Bulosan, *America is in the Heart*; Frank Chin, "A Chinese Lady Dies" and other selected stories; Chuang Hua, *Crossings*; Joy Kogawa, *Obasan*; Milton Khurayama, *Five Years on a Rock*; Bharati Mukherjee, *Jasmine*. Critical readings on literature as engagement also will be required.

WMS C92 [AREA 6]

Topics in Women's Studies:

Twentieth-Century Plays by Women

Rachel Rosenberg

MW 2:30-4 Spring Quarter

Course Description: We will read and, when possible, see plays written by women from 1907 to the 1980s. These plays examine women's and men's roles in domestic and public life; in women's suffrage and women's liberation movements; in violent situations; in explorations of racial, national, ethnic, class, and sexual identity; and, perhaps most importantly, in the theatre itself. As we examine each play, we will consider three key questions: 1) How is gender constructed dramatically and theatrically? 2) How is the play a product of the social context in which it was written? and 3) How is an audience's or reader's interpretation of the play affected by the manner and context in which it is presented? We will also be concerned with issues of canonicity and research methodology: in other words, how should we decide which plays are worth studying and how should we go about studying them? Assignments will include weekly 1- to 2-page responses to the plays on the syllabus, an annotated bibliography, and a final research project on a dramatic or theatrical topic. Students should expect to attend at least one live performance.

Texts Include: Elizabeth Robins, *Votes for Women*; Susan Glaspell, "Trifles"; Zora Neale Hurston, "Color Struck"; Lorraine Hansberry, *A Raisin in the Sun*; Ntozake Shange, *spell #7*; Maria Irene Fornes, *The Conduct of Life*; Caryl Churchill, *Cloud Nine*; Gay Sweatshop, *Care and Control*; Michelene Wandor, *Whores D'Oeuvre*; Timberlake Wertenbaker, *Our Country's Good*; critical and historical readings TBA.

Area 7 C78 [AREA 7]

Studies in 19th-Century American Literature: The

Cultural Imagination of Turn-of-the-Century America

Carl Smith

TTh 9-10:30 Spring Quarter

Course Description: The purpose of this interdisciplinary course is to examine the relationship between a variety of different imaginative forms and social reality in the United States in the late nineteenth and early twentieth centuries. At the same time it explores the ways computerized methods and materials can assist in this examination. In addition to literature (non-fiction as well as fiction, including various forms of social analysis), materials to be analyzed include painting, photography, and other cultural forms (including the World's Columbian Exposition, the world's fair held in Chicago in 1893). Required readings will include conventional printed texts and a broad range of materials (mainly visual) available on the web through the network (some texts may be available both

ways). It is very likely that there will be the opportunity to prepare one or more of the writing assignments on the computer, and the course will make extensive use of e-mail. While sophisticated computer skills are not necessary, every student who enrolls should have an active e-mail account and know how to use it. Any skills required in browsing the web or preparing assignments on the computer will be taught in class, though students should either have access to a network connection and/or be willing to use one of the university computer labs on a regular basis.

Attendance at first class (and succeeding classes) mandatory. No P/N registration. There may well be a required reading assignment for the first class. Check in the English Department or with the instructor.

Teaching Method(s): mix of presentations and discussions, with students taking an active part in all classes. **Evaluation Method(s):** a series (probably 3) of short (approximately 5-6 pages, or their equivalent) papers and/or electronic assignments; shorter (approximately 1 page) e-mail comments on the readings, to be determined; participation in class discussion.

Textbooks available at: Great Expectations Bookstore.

C78 [AREA 7]

Studies in 19th-Century American Literature:

American Women's Writing II

Julia Stern

TTh 1-2:30 Spring Quarter

Course Description: This course continues our exploration of American women's writing from the end of the Civil War to approximately 1940. It may be taken with or without part I. Texts will be chosen from the following list: Louisa May Alcott, *Little Women* (1868); Charlotte Perkins Gilman, "The Yellow Wallpaper" (1892); Sarah Orne Jewett, *Country of the Pointed Firs* (1896); Frances Harper, *Iola Leroy* (1896); Kate Chopin, *The Awakening* (1900); Edith Wharton, *The House of Mirth* (1905); Gertrude Stein, *Tender Buttons* (1914); Willa Cather, *My Antonia* (1918); Djuna Barnes, *Nightwood* (1936); Zora Neale Hurston, *Their Eyes Were Watching God* (1937).

First class mandatory, as is regular attendance.

Teaching Method(s): discussion. **Evaluation Method(s):** papers, final exam.

Electives

CLS C62-2 [ELECTIVE]

Modern Drama

Douglas Cole

TTh 1-2:30 Spring Quarter

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

Attendance at first class mandatory.

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

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

C85 [ELECTIVE]

Topics in Combined Studies: Verdi and his Development as Supreme Master of Italian Operatic/Music Drama

Albert Cirillo

TTh 10:30-12 Spring Quarter

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

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

Teaching Method(s): combined lecture and discussion.

Evaluation Method(s): papers; final exam.

Textbooks available at: SBX.

ctec@northwestern.edu

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

0421 - Geography

John C. Hudson

Geography C13-0

NORTH AMERICA

Time: Tuesday and Thursday, 7:00-8:30 p.m.

Office address: 1810 Hinman Ave.

Office phone: 491-2855, 491-5402

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 United States and Canada, 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, distinct lifeways and patterns of economic development have evolved in the context of differing regional resource endowments. 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, two midterms, final.

Reading:

Tom L. McKnight, Regional Geography of the United States and Canada.

E.B. Espenshade, ed., Goode's World Atlas, 19th ed.

ctec@northwestern.edu

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Last Updated: February 1, 1996

0422 - Environmental Sciences

Joanna K. Norman

Environmental Sciences B37

ECOLOGY AND ENVIRONMENT

Time: Tuesday and Thursday, 10:30 - 11:50 a.m.

Office address: Searle Center for Teaching Excellence

627 Dartmouth Place

Evanston campus

Office phone: (708) 467-2338

Expected enrollment: 30

COURSE DESCRIPTION: This is a new course offered as part of the core course sequence in the Environmental Sciences major. Ecology and Environment will focus on learning what causes changes in the population size of a species and on when environmental scientists need to be concerned with such changes. Topics to be discussed include basic ecological and evolutionary processes and human impacts on the environment.

TEACHING METHOD: Combination of lecture, discussion, and small group work.

Prerequisite: Math B14-1,2,3; Chem A01, A02, A03; Biol A70 or A90.

Evaluation: Grades will be determined on the basis of class participation, written work during and outside of class, and on a final examination.

Reading: A basic ecology textbook and supplemental readings from research papers.

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[Northwestern University](#)

Last Updated: February 1, 1996

0423 - Geology

Bradley B. Sageman

Geology A01

Earth Processes and Products

(Lab Required)

Time: M,W,F 11 AM

Office Address: Locy Hall #315

Office Phone: 467-2257

Expected Enrollment: 60

COURSE DESCRIPTION: Geological reasoning is unique among academic disciplines for it combines features of quantitative inquiry with the interpretative methods of the humanities. This course teaches geological reasoning through a review of processes that generate, modify, and destroy rocks (lecture and lab focus on geological evidence used to reconstruct Earth Processes; Wisconsin field trip provides opportunity to observe processes and products). Course heightens awareness of the Earth as an integrated natural system; provides framework for evaluating environmental issues.

PREREQUISITES: None

TEACHING METHODS: 3 one-hour lectures per week

1 two-hour lab per week

1 week-end field trip (Required)

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

READINGS: "Physical Geology; Exploring The Earth", J.S... Monroe and R. Wicander, West Publishing Company, 1992;

"Laboratory Manual in Physical Geology", 3rd Edition, Busch, R.M., (ed), AGI/NAGI, 1993

David J. Hollander

Geology A06-0

Oceans, Atmospheres, and Our Climate

Time: 10:30-12 Noon, T,Th

Office: Locy Hall #309C

Phone: 491-5349

Expected Enrollment: 120

COURSE DESCRIPTION: The course presents the climate of the earth as embracing basic physical, chemical, biological and geological properties of the ocean and atmosphere. Atmospheric and oceanographic circulations, how they are generated and what their role is in climate of the earth, is addressed in detail. Using geologic methods for reconstruction the climate record of the earth over the last few millions of years is presented and examined as a guide for understanding possible future climate changes. A general introduction to physical, chemical and biological oceanographic processes is presented. The course emphasizes concepts rather than mathematical formulation.

PREREQUISITES: None

TEACHING METHODS: Lecture and discussions

METHOD OF EVALUATION: Laboratory exercises, one mid-term and a final.

READINGS: "Essentials of Oceanography", H. Thurman, Macmillan Press;
"Laboratory Exercises in Oceanography", B. Pipkin, D. Gorsline, R. Casey, and D. Hammond;
Freeman and Company.

Susan M. Agar

Geology B01

The Skin of The Earth

Time: M,W,F; 10 AM

Office: Locy Hall #204

Phone: 491-7301

Email: agar@earth.northwestern.edu

Expected Enrollment: 35

Course Description: Introduction to the processes that control the formation of and modification of the earth's surface, crust, and upper mantle. Topics include weathering, erosion and sedimentation, groundwater, glaciers, deformation, metamorphism, plutonism and volcanism.

PREREQUISITES: Chemistry A02, Math B14-2, Physics A35-1 or equivalent.

TEACHING METHODS: Three one-hour lectures, one two-hour lab per week.

METHOD OF EVALUATION: Mid-term, final, laboratory and oral presentations.

TEXT: "Earth", by Press and Siever, 5th Edition

Donna M. Jurdy

Geology C09

Reflection Seismology

Time: 2-4 PM, M,W

Office: Locy Hall #206

Phone: 491-7163

Expected Enrollment: 20

COURSE DESCRIPTION: Theory of seismic reflection technique. Acquisition, data-processing and interpretation of seismic reflection data, seismic stratigraphy. Applications to hydrocarbon prospecting, structural geology, tectonics, stratigraphy, and deep continental structure.

PREREQUISITES: Math B14-3 and Physics A35-1 or permission of instructor.

TEACHING MEHTODS: Two 2-hour lecture/discussion periods per week.

METHOD OF EVALUATION: Problems, classroom discussions, mid- term and final exams.

TEXT: "Exploration Seismology", by R.E. Sheriff and L.P. Geldart; Prentice Hall, 1989 as well as journal articles.

Bradley B. Sageman

Geology C13

Sedimentary Geology

Time: 10:30-12 noon, T,Th

Office: Locy Hall #315

Phone: 467-2257

Expected Enrollment: 10

COURSE DESCRIPTION: Review of description and classification of sedimentary rocks. Principle of stratigraphy and sedimentology; methods of local, regional and global correlation; interpretation of ancient depositional systems; facies analysis and sequence stratigraphy in the context of tectonic, eustatic, and climate controls on deposition.

PREREQUISITES: Physical Geology (A01 or B01).

TEACHING METHODS: Two lectures per week.

METHOD OF EVALUATION: Mid-term and final exams; Class participation; Term paper.

TEXT: D.R. Prothero's "Interpreting the Stratigraphic Record", Freeman and Company, NY., 410 pp.

- plus reserved readings. . .

Susan M. Agar

Geology C51

Geological Fluid Processes

Time: TBA

Office: Locy Hall #204

Phone: 491-7301

Email: agar@earth.northwestern.edu

Expected Enrollment: 15

COURSE DESCRIPTION: An introduction to the physical and chemical processes which influence the rheology of the outer layers of the earth. The course will cover the range of mechanisms by which rocks in the crust and upper mantle deform and their governing mechanical equations. Microstructural evidence for failure mechanisms and deformation paths will be discussed, together with the relationship of microstructures to physical properties and geophysical characteristics. The role of fluids in crustal deformation will be examined, incorporating examples of fluid interaction with deforming sedimentary and metamorphic rocks and melt migration.

PREREQUISITES: Geology B01, C07; Chemistry A-02; Math B-14- 3; Physics A35-1 or consent of instructor.

Donna M. Jurdy

Geology D38

Advanced Topics In Geophysics

Time: TBA

Office: Locy Hall #206

Phone: 491-7163

Expected Enrollment: 7

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

PREREQUISITES: None

TEACHING METHODS: Seminar, Class Projects.

METHOD OF EVALUATION: Presentations plus final paper.

TEXT: Reading List will be many papers.

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Last Updated: February 1, 1996

0425 - German

Kristin Thorsen

German A01-3

Elementary German

Time: MTWF*

Office Address: Kresge 119

Phone: 491-7489

Expected enrollment: 100

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

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

TEACHING METHODOLOGY: A variety of teaching techniques are used. Classroom activities are designed to help students master basic German structures by providing daily opportunities to 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, written homework, quizzes, attendance, and class participation.

TEXTS:

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

Terrell et. al., Kontakte: Arbeitsbuch (workbook)

Anthony/Lys, Neue Welle Deutschland (video workbook)

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

Felix/Theo Einer singt falsch

Recommended: Kontakte. Audio tapes

Sections:

20 Paluch

21 Zeller

22 Thorsen
23 Thorsen
24 Paluch

Bill Anthony

German A02-3

Intermediate German

Time: MTWF*

Office: 115 Kresge

Phone: 491-8293 E-mail: wanthony@northwestern.edu

Expected enrollment: 100

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 and a skit performance.

TEXTBOOKS: Allerlei zum Lesen, Teichert and Teichert (SBX)

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

Drehort: Neubrandenburg, Anthony/Lys (SBX)

Sections:

20 09:00 Anthony

21 10:00 Staff

22 11:00 Paluch

23 12:00 Zeller

24 01:00 Zeller

P/N not permitted!

Catherine Grimm

German A04-6

Freshman Seminar: "SOULMATES AND CONFIDANTES:" PORTRAYALS OF FRIENDSHIP IN GERMAN LITERATURE

Time: TTh 10:30-12

Office Address: Kresge 106

Ph: 491-8290

Expected enrollment: 15

COURSE DESCRIPTION: This seminar will focus on the works of some of the most famous German writers and will explore the different notions of friendship represented in their texts. Some of the questions that will be discussed are: How do social attitudes towards friendship affect a literary work's portrayal of it? How does an author's gender affect their depiction of friendship? Why do modern German authors seem preoccupied with their literary ancestors? Our interaction with these texts will enable us to understand more clearly the complex relationship between the "fictional" and "historical" past and present.

TEACHING METHOD: The emphasis will be on discussion, interspersed with an occasional short lecture.

EVALUATION: Class participation and 3 - 5 papers based on the readings.

READINGS: J.W. Goethe, *The Sorrows of Young Werther*
U. Plenzdorf, *The New Sorrows of Young Werther*
Selected shorter works by Bettina von Arnim and Karoline von
Gunderode
Christa Wolf, *No Place on Earth*
Thomas Mann, *Tonio Kroger*
Herman Hesse, *Narcissus and Goldmund*
Franz Kafka, *The Metamorphosis*, *The Judgement*, and *The Stoker*

Volker Durr

German B01-1*

INTRODUCTION TO GERMAN LITERATURE

Time: MFW 10:00

Office Phone: 491-3108

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 (English) and 3 essays written in German. Class participation.

READINGS: Gotthold Ephraim Lessing, Ring-parable, three fables

Johann Wolfgang Goethe, Selected poems

Friedrich Schiller, Selected poems

Ludwig Tieck, Der blonde Eckbert

H. von Kleist, Das Erdbeben in Chili

E.T.A. Hoffmann, Rat Krespel

Edward Morike, Selected poems

Heinrich Heine, Selected poems

Georg Bochner, Woyzeck; Selections from his writings and letters

Arthur Schopenhauer, Über den Tod (Sel.)

P/N permitted for non-majors only.

*Distribution Requirement

Staff

German B03-0

INTERMEDIATE CONVERSATION

Time: MWF 9:00

Office Address: Kr. 120

Phone: 491-8299

Expected enrollment: 15

COURSE DESCRIPTION: This course is designed to enhance the conversational skills by training

you in listening comprehension and speaking. Vocabulary and idioms employed in everyday conversational German will be introduced and practiced in various situations. In addition to the textbook, we will use tapes, videos and slides to enhance and facilitate the learning process. We will stress role-playing and small group discussions. Even though such writing is not the main focus of this class, you will have to do some writing such as dialogues, ads, and descriptions. The writing activities will take place mainly outside of the classroom. The class will be conducted in German.

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

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

PREREQUISITE: Very good performance in A02-1 or by permission of the instructor.

READINGS: Themen 3 by Hartmut Aufderstrasse, Heiko Bock, Jutta Muller, and Helmut Muller

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

Office Address: Kresge 112

Phone: 491-8295

Expected enrollment: 18

COURSE DESCRIPTION: This course is designed for students who wish to practice and improve their conversational as well as reading and writing skills in German. The course material will be selected from current German newspapers, periodicals, and journals representing differing political viewpoints. The emphasis will be on the complex political, economical, and social challenges that Germany is confronted with domestically as a result of the 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).

Kerstin Behnke

German B20-0

THROUGH KRACAUER'S EYES: VIEWING GERMAN MOTION PICTURES, 1918 - 1933

TIME: TTh 12:30-2:30

Office Address: Kresge 107

Telephone: 491-8292 (O), 866-6240 (h)

e-mail: kbehnke @northwestern.edu

COURSE DESCRIPTION: This course will approach a classical period of German film through the work of one of its most eminent theorists, Siegfried Kracauer. Kracauer's "psychological history of German film," *From Caligari to Hitler*, will be our guide through select well-known and less well-known movies of the period, and we will read this book in conjunction with his *Theory of Film* and selections from *The Mass Ornament*, a collection of journalistic pieces, essays, and reviews from the 1920s.

Kracauer's work on film derived from his interest in the medium of photography. We will explore Kracauer's specific film aesthetics and ask what significance film holds for him. The sociological and historical-philosophical nature of his investigations, which emphasize the relationship between man and reality, as expressed in "The Redemption of the Physical World," the subtitle of *Theory of Film*, sharpened his insights in some areas but also limited his view in regard to the sexual. Focussing on cinematic reception, Kracauer sees the fascination of cinema in the "positive value of" distraction of the masses as a necessary counterpart to their surface existence rather than in the lure of the feminine.

We will therefore in turn interrogate our guide by offering different perspectives, both historical and theoretical, on the movies he evaluates, by trying to place those films in their respective cultural context (Expressionism, Dadaism, Surrealism, New Objectivity) and by taking into consideration Kracauer's own position of exile from Germany after 1933, when he wrote his theory and history of film.

READINGS: Bordwell/Thompson, *Film Art: An Introduction* (latest edition)
Kracauer, *From Caligari to Hitler*, *Theory of Film* and *The Mass Ornament*,

plus some secondary materials in a course reader.

FILMS SHOWN: include The Cabinet of Caligari, Dr. Mabuse, Nosferatu, M, Girl in Uniform, Triumph of the Will, all in English or with subtitles (one film per week, outside classroom time).

TEACHING METHOD: Lecture and discussion; weekly showing of a film.

EVALUATION: Two short essays (4-5 pages) and a final paper (6-8 pages).

No prerequisites. P/N allowed.

Peter L. Lehmann

German B33-2

GERMAN HISTORY AND CULTURE: REFORMATION TO FOUNDING OF THE EMPIRE

Time: MWF: 10:00

Office: Kresge 152

Phone: 491-7249

Expected enrollment: 40

COURSE DESCRIPTION: The road to German unity from the Reformation to the founding of the German Empire in 1871. Emphasis will be placed on events of significance for Europe, if not for the world, such as the emergence of Protestantism, the Thirty Year War, the European Enlightenment, the impact of the French Revolution and Napoleon on German affairs, as well as the Romantic movement in philosophy, literature, and music. The rise of Prussia, the national and political awakening of the German people, the revolution of 1848, and the unification of Germany will be discussed in this European context.

PREREQUISITE: None

TEACHING METHOD: Lectures and discussions; analyses of audi-visual specimens from music, architecture, and painting.

EVALUATION: Midterm and final examination (optimal paper)

READING LIST: Reinhardt, Germany: 2000 Years Volume 1 and 2

Martin Luther, Three Treatises

G. E. Lessing, The Education of Mankind

Goethe, Werther

Theodor Fontane, Effi Briest

Bertolt Brecht, Mother Courage and Her Children

German B40-0*

THE THEME OF FAUST THROUGHOUT THE AGES

Time: MWF 11:00

Office Address: Kresge 109

Office Phone: 491-8296

Expected Enrollment: 65

COURSE DESCRIPTION: "To sell one's soul," "to strike a bargain with the devil," or even "to beat the devil at his own game," these expressions and others like them have retained their currency for centuries and continue to enjoy undiminished popularity. Also for centuries, the name of "Faust" has served as a formulaic abbreviation for the folly, daring, and danger in pursuing human ambition at any price. Even the news media of our day frequently invoke the specter of Faust when stories focus on individuals whose inordinate achievements in amassing power--be it in politics, finance, or science--would seem to have been purchased at the cost of their humanity. The medieval tale of Dr. Faustus who made a pact with the devil would seem to have lost none of its appeal and pertinence in an age when the poor trinkets for which that first Faust had to barter his soul can be obtained by most people for a more negligible price. Or can they?

The Faust who made his pact in the sixteenth century undergoes many mutations and incarnations over the years, and so does the devil as well as the contract that would burden human enterprise with a final debt to inhumanity. The texts selected for this course probe the history of this contract and address the question of what terms would assure it the undiminished supply of signatories that have kept the theme of Faust alive throughout the ages.

TEACHING METHOD: Lectures and discussions.

EVALUATION: There will be a midterm and a final examination.

READINGS: The History of the Damnable Life, and Deserved Death of Doctor John Faustus**

Marlowe's Doctor Faustus

Goethe's Faust (parts I and II) (Norton edition)

Stephen Vincent Benet, The Devil and Daniel Webster

Thomas Mann: Doctor Faustus; also film Mephisto

Klaus Mann, Mephisto (Penguin); also film Mephisto

Books may be purchased at CUBS.

P/N not permitted.

* = Distribution Requirement

** = Xeroxed material at Copycat (1830 Sherman)

Peter Lehmann

German C10-2

EPOCHS OF GERMAN CULTURE: MYTHS & MONUMENTALISM

Time: MWF 01:00

Office Address: Kr. 152

Office Phone: 491-7249

Expected enrollment: 20

COURSE DESCRIPTION: The period from 1750 to 1850 covers the most important developments in German intellectual history as well as very significant political changes. The course begins with a critical evaluation of the German version of the enlightenment with specific regard to its political counterpart, the "Enlightened Absolutism" of Frederick the Great. With the advent of the "Storm and Stress" movement we enter the age of Classicism and Romanticism. The dialectical interdependence of both movements as represented in the main works of their protagonists, Schiller, Goethe, Novalis, and others will be read and interpreted as the very climax of modern German culture.

Together with the development of new literary forms arrived the new methods of philosophical thought on the intellectual scene, known as German Idealism with Fichte, Schelling, Hegel, and Schleiermacher as leading figures. At the same time Germany experiences the Napoleonic Wars and develops the very roots of a special kind of nationalism, which was to dominate the XIXth century. This process will be analyzed under the auspices of the unsuccessful revolution of 1848, which failed because of a lack of political realism and an overemphasis on intellectualization of democratic ideals and purposes.

It is significant for and appears to be almost a stigma of modern German civilization when high achievements in the cultural field are being accompanied by remarkable failures and misunderstandings of great consequences in the area of practical politics. Indeed, this kind of fateful coincidences looks like the guiding theme of the epoche and shall be discussed and evaluated as such.

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

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

EVALUATION: Midterm and final examination, one optional paper.

READINGS: Reinhardt, Germany: 2000 Years, II Kant, Was ist Aufklärung?;
Zum ewigen Frieden Goethe, Faust I;
Iphigenie auf Tauris Schiller, Maria Stuart;
Don Carlos Novalis, Die Christenheit oder Europa Holderlin, Ausgewahlte Gedichte Heine, Die Romantische Schule

Helmuth Berking

German C14-0

GERMAN CONTRIBUTIONS TO WORLD LITERATURE:THE CONSERVATIVE REVOLUTION

Time: TTh 10:30 - 12

Office Address: Scott Hall 208

Phone: 467-3207

Expected Enrollment: 25

COURSE DESCRIPTION: The term "Conservative Revolution," coined by German writer Hugo von Hofmannsthal in 1927, has become a trademark to characterize the contradictory, but basically antidemocratic and antiliberal world-view structures and thought- systems of an influential group of intellectuals during the 14 years of the Weimar Republic. Not only an interlude between the World Wars, but also a "laboratory of modernity," the period is shaped by a forceful dialectic of modernization and an exemplary critique of modernism, which themes have been momentous ever since.

This seminar aims at elaborating the basic assessments and the societal images conservative revolutionaries evoked. After a brief review of the historical background, it will focus on those intellectual productions, which became powerful theoretical and practical points of departure for reshaping and finally destroying Weimar Culture. The legacy of the "Conservative Revolution," the question whether these voices of the early days of our century may have something in common with the various types of postmodernism nowadays will be discussed in the final part of the course.

TEACHING METHOD: Lectures and discussions; midterm examination, term paper.

EVALUATION: Final grades will be based on the term-paper (40%),the midterm (30%), class participation (20%), and class participation (10%).

READINGS: TBA

Ilse Loftus

German C80-0

ADVANCED GERMAN IN COMMERCE & INDUSTRY

Time: TTh 1-2:30

Office: Kresge 112

Phone: 491-8295

Expected Enrollment: 15

COURSE DESCRIPTION: Students will begin with final preparations, oral and written, for the Certificate of Business German. They include short oral presentations and written 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 "Prüfung 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, the European Union, and intercultural differences in the business world.

PREREQUISITES: B-level German or permission of instructor, and interest in the business world,

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.

Geza von Molnar

German D21-0

LITERATURE IN THE AGE OF ABSOLUTISM AND REVOLUTION: GOETHE

Time: T 2-4:30

Office Address: Kresge 109

Phone: 491-8296

Expected enrollment: 10

COURSE DESCRIPTION: Goethe's Faust evolved over the six decades of his authorship and, consequently, may be considered central to the entire range of his intellectual and literary endeavors. Accordingly, Faust will also be central to the discussion in this course. It will serve as the primary text that offers approaches towards others, which include Werther, Meister, Tasso, Hermann und Dorothea, Wahlverwandtschaften, and selected essays. Readings will be conducted with an eye to the historical setting that forms the author's context of reference.

TEACHING METHOD: Discussion and lecture.

EVALUATION: Short in-class presentations supplemented by a final paper to be determined on an individual basis.

READINGS: Faust

Werther

Lehrjahre

Tasso

Hermann und Dorothea
Wahlverwandschaften
"Von deutscher Baukunst"
"Zum Shakespearetag"
"Winckelmann und sein Jahrhundert"
"Der Versuch als Vermittler von Objekt und Subjekt"

Volker Durr

German D22-0

**LITERATURE IN THE AGE OF RESTORATION, REVOLUTION, AND REACTION:
REALISM**

Time: Th 1-3:30

Office Address: Kresge 150C

Phone: 491-3108

Expected Enrollment: 10

COURSE DESCRIPTION: A study of major texts from about 1830 to 1890s read in the light of socio-political developments in Germany that culminated in the abortive revolution of 1848 and the founding of the Hohenzollern empire in 1871. Close readings of primary and critical works, a few lectures, student presentations, and much discussion should clarify the concept of "Poetic Realism" in the context of European "Realism" and "Socialist Realism."

PREREQUISITES: Ability to read longer German texts.

TEACHING METHODOLOGY: Lectures, student presentations, discussions.

EVALUATION: Midterm; term paper.

READING LIST: Gottfried Keller, Der Grune Heinrich
Ferdinand Lassalle, Select Writings
Gustave Flaubert, A Sentimental Education
Wilhelm Raabe, Das Odfeld
Theodor Fontane, Schach von Wuthenow
Gerhard Hauptmann, Bahnwarter Thiel

There will also be a short reading list of critical works.

ctec@northwestern.edu

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

0459 - 0463 Portuguese and Hispanic Studies

0459 Portuguese

Vera R. Teixeira

Portuguese A01-3

INTENSIVE ELEMENTARY PORTUGUESE

Time: M,T,W,Th,F 11:00

Office Address: 136 Kresge

Office Phone: 491-8283; e-mail; vmubergh@casbah.acns.northwestern.edu

Course Description: Intensive language program. Regular attendance to classes (5 hours), and independent laboratory work (5 hours) are required each week. This course emphasizes mastery of spoken Brazilian Portuguese and grammar concepts at the intermediate level as the foundation for advanced training in oral expression, comprehension, reading, writing and Brazilian culture and literature. P/N is not allowed for majors, or to fulfill the foreign language requirement

Teaching Method: Classroom presentations, drills and practice are followed by individual practice in the Language Laboratory. Written work is also required.

Evaluation: Class participation (40%), weekly oral/written quizzes(30%) and oral/written final (30%). This course also offers basic information as well as insights into the history and culture of the Portuguese-speaking countries of Europe, Africa and America.

Prerequisite:A01-1 & A01-2 or permission from the instructor.

A01-1,2,3 is a prerequisite for admittance to Port C03, ADVANCED PORTUGUESE; Port. C05, and/or Port. C06, BRAZILIAN LITERATURE.

0459 Portuguese

Vera R. Teixeira

Portuguese C97-0

TOPICS IN LUSO-BRAZILIAN CULTURE AND CIVILIZATION

Time: M-W- F 3:00-4:00

Office Address: Kresge 136

Phone: 491-8283

E-mail : vmubergh@casbah.acns.northwestern.edu

COURSE DESCRIPTION: This course proposes to study topics and themes related to: a) the land;

b) the people; c) society; d) religion ; e) music; f) food g) art and h) celebrations as they characterize and explain the Brazilian national identity.

PREREQUISITES: There are no prerequisites. Classes will be conducted in English.

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

EVALUATION: 3 short papers (3-5 pages) on selected major themes to be presented for class discussion (25%); a midterm (25%), final paper (10-12pages) (25%), and class participation (25%).

READING LIST: The reading list has not been compiled at this time. Readings will include selections from various sources collected in a course pack , and other materials available in the library. All required readings will be English translations of the Portuguese texts, or studies originally available in English. The final paper may be written in Portuguese, Spanish, or English.

TOPICS:

- 1. Physical and political characteristics
 - 2. Territorial expansion: north-south, east-west
 - 3. The Portuguese language and national unity
 - 4. The northeast: the cradle of the nation
 - 5. The European, the Indian and the African heritage
 - 6. Samba & Carnaval & Soccer
 - 7. Syncretism
 - 8. The Brazilian
 - 9. The challenge
-

Renate Robinson, Coordinator

Hispanic Studies A01-3

ELEMENTARY SPANISH

Time: MTWF 9,10,11,12,1

Office Address: 133 Kresge

Phone: 491-8277

Course Description: This is the third quarter of the standard three-quarter introductory Spanish sequence. It meets four days a week in regular class sessions, including approximately one hour in the language laboratory. Emphasis is placed on speaking, reading, writing, and oral comprehension. Students will be presented with audio-visual material to further develop listening and conversation skills. Prerequisite: A01-2

P/N is not allowed for majors, or to fulfill the foreign language requirement.

Evaluation: Homework, quizzes and examinations, oral interviews, compositions and class participation.

Reading List: Galloway & Labarca Vision y Voz (textbook, workbook, lab book and set of audio tapes), Destinos, Viewers Handbook McGraw Hill; Spanish Grammar, Harcourt-Brace. Castillo-Feliu, Lecturas Basicas, Harcourt-Brace

Sonia Garcia

Hispanic Studies A02-3

INTERMEDIATE SPANISH

Time: MWF 8,9,10,11,12,1,2; T flexible schedule

Office Address: Kresge 136

Phone: 491-8280

COURSE DESCRIPTION: This is the third quarter of the A02 sequence. Students will continue their studies of the main grammatical structures of Spanish and will read literary and cultural selections and a novel in Spanish. Students will be presented with audio-visual material to further develop listening and conversation skills.

PREREQUISITE: Completion of A02-2 or placement at A02-3 on the departmental placement system. P/N is not allowed for majors, or to fulfill the foreign language requirement.

EVALUATION: Classroom participation, attendance, an oral interview, compositions, departmental exams, and a video activity.

READING LIST:

- Spinelli, Garcia, & Galvin, Interacciones, Student Tape and Workbook /Lab Manual; Holt, Rhinehart & Winston
- Grammar Exercises to Accompany Interacciones, chaps. 10-13, 15
- Denevi, Marco. Rosaura a las diez (a novel). Prentice Hall

Available at Norris Center Bookstore

Sonia Garcia, Coordinator

Hispanic Studies A15-2

ACCELERATED FIRST-YEAR SPANISH

Time: MTWF 9, 10, 11, 12, 1

Office Address: Kresge 136

Phone: 491-8280

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 not allowed for majors, or to fulfill the foreign language requirement.

EVALUATION: Homework, quizzes and examinations, oral interviews, compositions, class participation, and a video activity.

READING LIST: Galloway & Labarca Vision y Voz (textbook, workbook, lab book and set of audio tapes); Destinos, Viewers Handbook McGraw Hill; Spanish Grammar, Harcourt-Brace. Supplementary Readings: Castillo-Feliu, Lecturas basicas, Harcourt-Brace. Available at Norris Center Bookstore

Susan Herman

Hispanic Studies B02-2

INTRODUCTION TO THE LITERATURE OF LATIN AMERICA

Time: MWF 10:00

Office address: 215

Phone: 491-8127

Expected Enrollment: 25

COURSE DESCRIPTION: Reading, analysis, and discussion of selected works by Spanish-American authors from the colonial period to 1888. The course will emphasize the different literary styles and interpretations of the Spanish-American experience and introduce the student to the social and historical context in which the works were written. In particular, this course will focus on issues of cultural identity, as these unfolded through the transition from the colonial period to the establishment and consolidation of the newly independent states in the nineteenth century.

PREREQUISITE: Spanish A02-3 or placement

TEACHING METHOD: All lectures, readings, class discussion, and written work, including exams, will be conducted in Spanish. Emphasis is placed on close textual readings.

EVALUATION: Class participation, Mid-term and Final exams, and periodical two-page reading

reports.

Penny Fahey, Coordinator

Hispanic Studies B03-3

COMPOSITION AND CONVERSATION

9, 10, 11, 12, 1, 2 MWF,

Office Address: Kresge 137

Office Phone: 1-8136

COURSE DESCRIPTION: SECTIONS 20, 21, 22, 23, 24, 26, 27, 28, 29, 30*

*(See separate description for section 25.)

B03 is an intermediate-advanced level Spanish course designed to improve students' skills in all areas: speaking, listening, reading comprehension, and writing. Conversation and composition centers on current issues of importance in the Hispanic world, and topics are drawn from recent films, novels, essays, and plays. The spring quarter focuses on the Hispanic community in the United States and the relations of this country with its closest neighbors, Cuba and Mexico. Students will examine the media, explore the neighborhoods of the Hispanic community, and read a novel as well as short selections by and about Latinos.

EVALUATION: Class participation, 2 oral presentations, Midterm, 4 compositions, Final Exam

TEXTS: M. Dominicis, Repase y escriba (Norris) C. Garcia, Sonar en cubano (Norris) Course packet: TBA

Hispanic Studies B03-3 (Section 25)

INTRODUCTION TO SPAIN

11 MWF

Office Address: Kresge 206

Phone: 467-1668

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 B04 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

Dario Fernandez-Morera

Spanish B01-3

INTRODUCTION TO THE LITERATURE OF SPAIN

Time:

Office Address: 205 Kresge

Phone: 491-8249

COURSE DESCRIPTION: This course will examine selected masterpieces of Spanish Medieval literature. Close attention will be paid to the literary artistry and the historical and cultural context of the works. ATTENDANCE FIRST CLASS; No P/N.

TEACHING METHOD: Lecture and discussions.

EVALUATION: Pop quizzes 10%, Midterm 40%, Final 50%.

READING LIST: Pattison and Bleznick, ed. Representative Spanish Authors, Vol. I, xeroxed material..

Sonia Garcia (Director Spanish Language Program)

Hispanic Studies C03-0

ADVANCED CONVERSATION

Time: 1:00 PM

Office Address: Kresge 134

Office Phone: 1-8280

E-MAIL: sgarcia@merle.acns.northwestern.edu.

Expected Enrollment: 15

COURSE DESCRIPTION: C03 is an advanced Spanish course designed to improve the students' skills in more elaborate and abstract uses of language both orally and in writing. The focus of the class will be in oral discussion and creative activities, but will also deal with writing projects that emanate from the content-driven materials used. The selection of a few topics for discussion (5-6) allows for an in-depth exploration of and extended exposure to vocabulary and current social and cultural issues. This facilitates the development of advanced-level discourse strategies and skills. The students will be encouraged to attend local lectures and talks given in Spanish.

EVALUATION: Class participation, role-play, simulated interviews, panels, compositions and a report

READING LIST: Crapotta & Ramos. Facetas: conversacion y redaccion. Cornell Demel. Facetas: Lectura (Heinle & Heinle).

Available at Norris Center Bookstore

Gonzalo Diaz-Migoyo

Hispanic Studies C35-0

Literature of the Post-Civil War Spain: The Novel

Time: 2-3:30 TTh

Office: 326 Kresge

Office Phone: 1-8247

Of all literary manifestations, prose fictions has managed to adapt more successfully to the important changes that have shaped Spain's life since the end of its Civil War. (1936-39): from dictatorship, international isolation, and poverty, to democracy, European integration, and affluence. The selected novels reflect the consequences of these changes in the country's daily life both in subject matter and in literary form.

Grading will be based on (the significance of) the student's participation in class discussion, on 1 class presentation, and on 1 final term paper.

Texts:

C.J. Cela, La familia de Pascual Duarte

L. Martin Santos, Tiempo de silencio

M. Vasquez Montalban, Los mares del sur

J. Goytisolo, Makbara

A. Garcia morarles, El Sur /Bene

J. Marse, El amante bilingue

Susan Herman

Spanish C40-0

LATIN AMERICAN LITERATURE BEFORE 1888

Time: MWF 10:00am

Office Address: 209 Kresge

Phone: 491-8129, (messages) 491-8249

COURSE DESCRIPTION: An in-depth study of representative works of Latin American literature from the first encounter (1492), through the colonial and independence periods, up to 1888. Lectures, readings and discussions will be focused on the following topics: 1) the European depiction of the New World and the different views on colonialism; 2) the voice of the colonizer and the colonized; 3) the literary creations of the post-independence period; and 4) the voice and images of women in all periods. This course will be conducted as a seminar in which strong student participation is expected. All primary texts are in Spanish; most theoretical texts will be in English. Class discussion, oral participation is expected. All primary texts are in Spanish; most theoretical will be in English. Class discusiion, oral reports, essays, and exams will be conducted in Spanish. Non-majors may, upon

consent write essays in English. P/N is allowed for non-majors only.

PREREQUISITE: Successful completion of at least one quarter of Hispanic Studies BO2, or permission of the instructor.

METHODS OF EVALUATION: Participation, including one oral report and homework assignments consisting of 1-2 page commentary on the text (25%); Midterm (15%); Final Exam (25%); Research Report (35%).

READINGS:

Colon, Cristobal. Los cuatro viajes del almirante (Espasa Calpe, or Alianza)
Diaz del Castillo, B. Historia verdadera de la conquista de
Mexico (Porrua)
Vision de los vencidos, ed, M. Leon-Portilla (UNAM)
De la Cruz, Sor Juana Ines. La respuesta/The Answer (The Feminist Press)
Sarmiento, Domingo. Facundo (Losada)
Isaacs, Jorge. Mara. (Catedra)
A brief course reader for materials not available in print.

Critical texts

Todorov, Tzvetan. The Conquest of America, HarperCollins, 1984.
Sommer, Doris. Foundational Fictions. University of California Press, 1991.
Additional essays on Reserve in the library

Priscilla Archibald

Spanish C80-0

CRITICAL ANALYSIS

Time: MWF 11:00

Office Address : 213 Kresge

Phone: 467-2612

COURSE DESCRIPTION: Detailed examination of representative selections from Hispanic writers. Critical analysis and discussion in Spanish.

PREREQUISITE:

METHODS OF EVALUATION:

READINGS:

Priscilla Archibald

Spanish C95

TOPICS IN LITERATURE

Time:

Office Address : 213 Kresge

Phone: 467-2612

COURSE DESCRIPTION: Lectures, readings, discussions, and papers on specific topics in Spanish and Latin American literature as announced annually.

PREREQUISITE:

METHODS OF EVALUATION:

READINGS:

Vera Teixeira

Hispanic Studies A05-6

FASCINATING FEMALES: WIVES, LOVERS, VAMPS AND TRAMPS

Office Address: 136 Kresge Hall

Office Phone: 491-8283

T Th 2:30-4:00

COURSE DESCRIPTION: A woman's role in the family and in the public space has undergone important changes in the twentieth century. Brazilian novelists and short-story writers have created unforgettable female characters who fit the various traditional roles as chaste wives, darling aunts, entrepreneurial madams, tantalizing vamps and outright tramps. The course will introduce some of these fascinating females, it will exam the impact they have on their male counterparts, and will delve into some the considerations of current gender relation studies.

TEACHING METHOD: Discussion

METHOD OF EVALUATION: Class participation (25%), three short (3 page)papers (30%), one oral group presentation (15%), a longer (8-10 page) final paper (30%).

READING LIST: Jorge Amado, Dona Flor and Her Two Husbands and The War of the Saints
Selected essays by Camille Paglia and Helene Cixous. Sample prose work by Brazilian male and female writers will be available in a course pack. All required readings will be in English.

ctec@northwestern.edu

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

Last Updated: February 7, 1996

0427 - History

Stuart Strickland

History A01-20

FRESHMAN SEMINAR: TRAVELLERS' TALES

Time: M-W 12:00-1:30

Office Address: Harris 103C

Office Phone: 491-2753

Maximum Enrollment: 15

COURSE DESCRIPTION: This freshman seminar serves as a historical introduction to travel and travel writing. It will consider travel narratives as sources of knowledge about nature and foreign cultures, as vehicles for self-cultivation, as means of reporting discoveries, and as accounts of colonial conquest. In each case, we will attend to the interaction between travel metaphors in literature and their use in organizing concrete historical experiences specific to particular epochs and cultures. Through close reading of texts, active discussion in class, and critical writing exercises, the seminar aims to help students develop tools to appreciate and to question the motivations and effects of travelling and of writing about that experience.

PREREQUISITES: None.

TEACHING METHOD: Seminar discussion.

METHOD OF EVALUATION: Three short (3-5 page) papers.

TENTATIVE READING LIST:

Hernan Cortes, Letters from Mexico

Charles Darwin, Voyage of the Beagle

Goethe, Italian Journey

Letters of the Lewis and Clark Expedition

V.S. Naipaul, A Way in the World

Laurence Sterne, Sentimental Journey through France and Italy

Mark Twain, The Innocents Abroad

Jules Verne, Around the World in Eighty Days

Lynn Schibeci

Freshman Seminar A01-21

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

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

Office Address: 619 Emerson

Office Phone: 491-7524

Maximum Enrollment: 15

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

PREREQUISITES: Attendance at First Class Mandatory.

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

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

READING LIST:

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

Paul Fussell, Wartime

Robert Graves, Goodbye to All That

Course Packet of primary sources, book excerpts and articles

Films:

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

Lynn Schibeci

History A01-22

FRESHMAN SEMINAR: THE INDUSTRIAL REVOLUTION AND BRITISH SOCIETY

Time: T-TH 10:00-11:30

Office Address: 619 Emerson

Office Phone: 491-7524

Maximum Enrollment: 15

COURSE DESCRIPTION: This course will introduce students to the wide range of developments in manufacturing and technology from 1750-1850, and the related changes that took place in British society in that period. Themes that we will consider include the growth of manufacturing and the factory system; the British empire and its relationship to industrialization; urbanization and commercial development; the birth of class society; the effects of commerce and technology on cultural institutions and practices; popular protest and social change; and family life in industrial society, and effects upon the standard of living.

PREREQUISITES: Attendance at First Class Mandatory.

TEACHING METHOD: Two seminar meetings per week.

METHOD OF EVALUATION: 2 short papers (3 pages each); 1 final paper (10 pages); one 10-minute oral presentation; class participation.

READING LIST:

Harold Perkin, *The Origins of Modern English Society*

M.J. Daunt, *Progress and Poverty: An Economic and Social History of Britain 1700-1850*

E.P. Thompson, *The Making of the English Working Class*

Neil McKendrick, *The Birth of Consumer Society*

Bridget Hill, *Women, Work, and Sexual Politics in Eighteenth Century England*

Course Packet of primary sources, book excerpts and articles

Laura Sinclair Odelius

History A01-23

FRESHMAN SEMINAR: "THE GOOD FIGHT"?: HISTORICAL PERSPECTIVES ON THE SPANISH CIVIL WAR

Time: T-TH 3:00-4:30

Office Address: 619 Emerson

Office Phone: 491-7524

Maximum Enrollment: 15

COURSE DESCRIPTION: The Spanish Civil War was the most romantic war of our century--the last good cause. The Spanish Civil War was just part of the build-up to World War II. It also was a fight between the forces of good and evil, a fight between Democracy and Fascism, between anarchy and order. The Spanish Civil War was just an ugly rehearsal for Hitler's Blitzkrieg techniques. All of these interpretations of the Spanish Civil War have been advanced at one point or another--by people who were there, by people who looked on, by historians who studied events later. This course will take a fresh look at the war which captured so much attention in the 1930's, which was seen as so tragic and romantic by writers such as Ernest Hemingway, but which is now often passed over in European surveys as part of the stream of events leading up to World War II. We will look at the

events of the war and at various ways the events were interpreted. Is one interpretation- or method of interpretation- more valid, more correct, more truthful than another? What is the real historical significance of the Spanish Civil War? We will pay special attention to primary materials--original books and documents from people who were there at the time--from the Spanish Civil War contained in Northwestern's Special Collections.

PREREQUISITES: None.

TEACHING METHOD: Seminar discussions supplemented by student presentations.

METHOD OF EVALUATION: 2 analytical papers (5-6 pages each); 1 paper (12-15 pages) on a question requiring research. **PREFERABLY USING PRIMARY SOURCES FROM THE SPECIAL COLLECTIONS DEPARTMENT OF NORTHWESTERN LIBRARY;** before research papers are due, each student will also present his/her project to the class, accompanied by a brief (2-3 pages) written progress report-- presentations will be integral to the course.

TENTATIVE READING LIST:

Gabriel Jackson, A Concise History of the Spanish Civil War

Harry Browne, Spain's Civil War

Peter Stansky and William Abrahams, Journey to the Frontier

Ernest Hemingway, For Whom the Bell Tolls

George Orwell, Homage to Catalonia

Federico Garcia Lorca, Three Tragedies

Andre Malraux, Man's Hope

Course packet of additional readings

Primary sources from NU Special Collections

E. W. Monter

History A01-24

FRESHMAN SEMINAR: LOUIS XIV

Time: Monday, 2:00-4:00

Office Address: Harris 329

Office Phone: 491-2849

Maximum Enrollment: 15

COURSE DESCRIPTION: The seminar will examine the "great man" issue historically, using the example of Europe's best-known absolute monarch, Louis XIV of France. He reigned officially for 72 years (1643-1715) and "absolutely" for 54 years (1661-1715), and built Europe's most famous royal palace. Students will compose a 5,000-word essay on Louis XIV's relationship to people who implemented various aspects of his personal gloire. Topics must be approved by Friday, April 5; a 500-word proposal will be submitted and discussed on April 8, (first drafts of at least 2500 words) will be presented and discussed at three meetings in May; final drafts are due on June 6. Students

with near-proficiency- level French are especially encouraged, although most of the suggested topics can be done quite satisfactorily in English.

Subjects for research include, for example: Cardinal Mazarin (Louis' mentor); J-B. Lully (Louis' musician); any of the three very different major royal mistresses (La Valliere, Mme. de Montespan, Mme de Maintenon); J.-B. Colbert (Louis' navy or Louis' overseas colonies); Vauban (Louis' engineer); James II of England (Louis' foreign policy--enough for two papers, before and after 1688); A. Le Notre (Louis' landscaper); Pope Innocent XI (Louis' religion); Louvois (Louis' army); Moliere (Louis' court theater); Fouquet (the only man Louis apparently feared); La Reynie (Louis' police chief); Le Brun (Louis' architect); the Great Dauphin (Louis' son); or perhaps Louis' Queen, Maria Teresa (strictly for masochists!).

Required readings include P. Goubert, Louis XIV and Twenty Million Frenchmen (Vintage paperback); selections from Norbert Elias, The Court Society and from Louis' Memoires for the Instruction of the Dauphin. We will also spend one of May meetings in Deering, studying the rich collection of guidebooks to a tourist attraction that outdraws Euro-Disney

Tessie P. Liu

History A01-25

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

Time: Tuesdays, 2:30-4:30

Office Address: 320 Harris

Office Phone: 491-3150

Maximum Enrollment: 15

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

TEACHING METHOD: Discussion.

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

TENTATIVE READING LIST:

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

Two films and two field trips

Lane Fenrich

History A02-20

FRESHMAN SEMINAR: THE AIDS CRISIS IN HISTORICAL PERSPECTIVE

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

Office Address: Harris 201-C

Office Phone: 491-3154

Maximum Enrollment: 15

COURSE DESCRIPTION: This course examines the history of the AIDS epidemic in the United States from its beginnings in the early 1980s to the present. Beginning with the reports of rare cancers in gay men that alarmed health professionals in 1981, we will examine various newspaper and television accounts, government reports, instructional materials, and popular films in an effort to understand how different people have experienced, perceived, and shaped the epidemic and how those experiences, perceptions, and actions changed over time.

PREREQUISITES: Attendance at first class mandatory.

TEACHING METHOD: Discussion.

METHOD OF EVALUATION: Grades will be based on short (2 pp.) weekly papers and participation in discussion.

TENTATIVE BIBLIOGRAPHY:

Fox and Fee, eds. AIDS and the Burdens of History

Odets, In the Shadow of the Epidemic

Verghese, In My Own Country

excerpts from newspaper coverage regarding Rock Hudson, Ryan White, Kimberly Bergalis, and Magic Johnson

various films including An Early Frost, Longtime Companion, and The Living End

Leslie Dunlap

History A02-21

FRESHMAN SEMINAR: BLACK ACTIVISM IN THE U.S., 1929-1992: HISTORY IN FILM

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

Office Address: 619 Emerson

Office Phone: 491-7524

Maximum Enrollment: 15

COURSE DESCRIPTION: As political tides in the United States turn conservative and the memory of mass political mobilization recedes, popular representations of African-American activism have gained appeal. Hollywood films as different as Mississippi Burning (1989) and Spike Lee's Malcolm X (1992) turn to history for their subjects, emphasizing certain aspects of the past and flattening out others. In this course, we will reverse the process, and use historical analysis to critique popular representations of black political struggle. We will compare autobiographies, oral histories and scholarly interpretations of black politics with feature films. We will learn to evaluate films using the same skills we bring to written histories; at the same time we will assess the politics that shape the writing of history. Throughout the course we will discuss basic historical questions about the timing and strategies of black protest movements, the sources of racism, the forces that shape racial identity, and the relationship between culture and politics.

TEACHING METHOD: The seminar will meet twice each week to discuss assigned readings and films. Four additional sessions will be scheduled at night to watch films.

COURSE REQUIREMENTS AND EVALUATION: Each participant will be responsible for leading one class discussion and participating actively in discussion (20%). Writing assignments include three short informal "conversation pieces" in response to reading and films (15%); three 2-page summary pieces that describe and assess an assigned text (15%); and three 4-6 page analytic papers (50%).

TENTATIVE READING LIST:

Jane Goodman, Stories of Scottsboro

Anne Moody, Coming of Age in Mississippi

Selections from Henry Hampton & Steve Fayer, Voices of Freedom: An Oral History of the Civil Rights Movement

selected writing of Martin Luther King, Jr.

selections from Gerda Lerner, Black Women in White America: A Documentary History

Malcolm X (with Alex Haley), Autobiography of Malcolm X

Philip S. Foner, ed., The Black Panthers Speak

Mike Davis, L.A. Was Just the Beginning (pamphlet) and

Don Hazon, ed., Inside the L.A. Riots (collected articles)

Films: selections from series Eyes on the Prize: Mississippi Burning; Fundi; The Story of Ella Baker; Malcolm X, Panther; Bill Moyers' CBS Special Report, "The Vanishing Black Family: Crisis in

Michael Tetelman

History A03-20

FRESHMAN SEMINAR: BLACK POLITICS IN TWENTIETH CENTURY SOUTH AFRICA

Time: Tuesday, 2:30-4:30

Office Address: 619 Emerson

Office Phone: 491-7524

Maximum Enrollment: 15

COURSE DESCRIPTION: This course introduces students to South African history in the 20th century. This period and place has produced some of the most exciting, triumphant and tragic moments of our time. In 1994, South Africa became a multi-racial democracy, thus ending a white-dominated, racially-discriminatory system known as apartheid.

In particular, the course focuses on the political activities of black South Africans during the 20th century. We will examine a variety of themes, including: how did formal black political organizations like the African National Congress (ANC) form and grow; what was political activity like for rural black South Africans; how did black women resist apartheid; how did black trade unions emerge and challenge the white-ruled government; how did black students fight for social and political change; how did leaders like Nelson Mandela guide South Africa to its current form of government; and what challenges lie ahead for South Africa.

PREREQUISITES: None.

TEACHING METHOD: The course is seminar-based. Weekly participation is mandatory. The course employs a variety of materials. We will examine autobiographies, fictional works, films, academic sources, and primary materials like student manifestos.

METHOD OF EVALUATION: The course is writing-intensive. There will be three papers. The first two will be 5-7 pages. The last paper will be 7-10 pages. Students will also conduct presentations and a short weekly discussion point for the seminar.

COURSE MATERIALS: There will be a course packet. Students should also purchase several books, including:

W. Beinart, Twentieth Century South Africa

H. Bradford, A Taste of Freedom

B. Bozzoli, Women of Phokeng

E. Mashinini, Strikes Have Followed Me All My Life

S. Mufson, Fighting Years

S. Sephamla, A Ride on the Whirlwind

A. Sparks, Tomorrow is Another Country

Shuping Wan

History A03-21

FRESHMAN SEMINAR: CHINA IN EUROAMERICAN IMAGINATION

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

Office Address: 207B Harris

Office Phone: 491-3418

Maximum Enrollment: 15

COURSE DESCRIPTION: This course will examine images of China in Western major works of fiction and scholarship. A connected theme will be "Orientalism," the Western tendency to reduce Asia to a series of stereotypes and to define the West as "its contrasting image, idea, personality, experience." (E. Said, *Orientalism*, 1978, p.2) We will examine how those stereotyped images of China have evolved in changing historical circumstances. At the same time, we will look at how the legacy of those images has affected Westerners' thinking on China and themselves. Topics for discussion include China as a paradise of merchants, peasants as the Chinese spirit, Chinese emperors as the Oriental tradition of despotism, Chinese culture as an obstacle to development, and China as a utopia of revolutionaries.

PREREQUISITES: None.

TEACHING METHOD: Discussion and video/film screening.

METHOD OF EVALUATION: This will be on the basis of two book reports (25%+25%), a short essay (30%), and class participation (20%).

NUMBER OF WRITING ASSIGNMENTS AND THEIR LENGTHS: Two book reports of 5 pages, and an essay of 6-8 pages.

TENTATIVE READING LIST:

Pearl Buck, *Good Earth*

Jean Levi, *Chinese Emperor*

Andre Malraux, *Man's Fate*

Marco Polo, *The Travels*

E. Said, *Orientalism*

Max Weber, *The Religion of China*

Roger Kittleson

History A03-22

FRESHMAN SEMINAR: POPULAR CULTURE AND HISTORY IN MODERN BRAZIL

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

Office Address: Harris 208

Office Phone: 467-4037

Maximum Enrollment: 15

COURSE DESCRIPTION: What images spring to mind when you think of Brazil? If you read the paper or watch movies or TV, you probably think of a tropical land of soccer, samba, and the Amazon. But you might also remember more disturbing images--the burning of the rainforests, the murder of Chico Mendes, or violence on the streets of Rio de Janeiro. Too often discussions of Brazil stop at noticing the contradictions inherent in these conflicting images. This course will try to delve more deeply into the tensions from which these images emerge. To do so, we will look at the construction of social hierarchies and political institutions in modern Brazilian history. In particular the course will focus on the themes of racial and sexual identities, citizenship, and democracy and authoritarianism in Brazilian society. Instead of using only traditional history texts, the course will focus on different cultural forms--including novels, diaries, films, and music--to analyze the development of the Brazilian state and its relations with the Brazilian people.

PREREQUISITES: None.

TEACHING METHOD: Seminar discussion.

EVALUATION: Students will write 3 short (2-3 page) papers and one longer (8-10 page) paper. The short papers will each count for 15% of the final grade, while the term paper will count for 40%, and class participation 15%.

TENTATIVE READING LIST:

Jorge Amado, *Gabriela, Clove and Cinnamon* (New York, 1962).

Machado de Assis, *Philosopher or Dog?* (New York, 1992).

Emilia Viotti da Costa, *Brazilian Empire: Myths and Histories* (Chicago, 1985).

Alma Guillermoprieto, *Samba* (New York, 1990).

Carolina Maria de Jesus, *Child of the Dark: The Diary of Carolina Maria de Jesus* (New York, 1962).

Films: *Black Orpheus*.

Carmen Miranda: *Bananas is my Business*.

Peter Hayes

History B01-2

EUROPEAN CIVILIZATION SINCE 1750

Time: MWF 12:00-12:50 (Lectures)

Disc. Sections: Thursdays at 9:00, 10:00, 11:00, 12:00, 1:00, 2:00, 3:00

Fridays at 9:00, 10:00, 11:00, 1:00, 2:00

Office Address: Harris 104C

Office Phone: 491-7446

Maximum Enrollment: 375

COURSE DESCRIPTION: This course surveys major themes in the political, economic, diplomatic, social, and cultural history of Europe from the Enlightenment to the collapse of communism. Particular attention to the demise of the ancien regime, liberalism and conservatism, socialism and industrialization, nationalism, imperialism, modernism, the origins and outcomes of the world wars, decolonization, and integration.

PREREQUISITES: No P/N. ATTENDANCE AT FIRST CLASS MANDATORY. Enrollment in discussion sections compulsory.

TEACHING METHOD: Lectures and discussion sections.

METHOD OF EVALUATION: Grades will be based on performance on a midterm (40%), a final exam (40%), and in discussion sections (20%).

REQUIRED BOOKS: TBA.

Jonathon Glassman

History B55-3

AFRICAN CIVILIZATIONS AND CULTURES: THE TWENTIETH CENTURY

Time: MWF 11:00 + mandatory disc. sections: Thursdays, 12, 1,

Fridays, 9, 10

Office Address: Harris 323

Office Phone: 491-8963

Maximum Enrollment: 65

COURSE DESCRIPTION: Contemporary Africa's acute social and political problems are often explained as holdovers from the "traditional" past. Thus the continent's poverty is usually explained as the absence of modern "development"; ethnic tensions are supposedly a continuation of ancient tribalism; famines are said to be similar to those in the Bible.

By contrast, this course will examine how modern Africa was shaped by twentieth century historical processes, in particular those that first emerged during the period of colonial rule (ca. 1890 to ca. 1960). Topics of study will include the origins of economic "underdevelopment," problems of health and hunger, the rise of anti-colonial nationalist movements, the origins of ethnic politics, and the roots of post-colonial political instability. Throughout the course we will try to focus on the ways that ordinary men and women have struggled to shape their lives. To this end, the insights provided by three African novels and a village history are key complements to the broader historical trends outlined in the lectures and other texts.

PREREQUISITES: None. MANDATORY DISCUSSION SECTIONS.

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

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

TENTATIVE READING LIST:

Landeg White, Magomero: Portrait of an African Village.

Basil Davidson, Black Man's Burden: Africa and the Curse of the Nation-State.

R.W. Franke & B.H. Chasin, Seeds of Famine: Ecological Destruction and the Development Dilemma in the West African Sahel.

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)

T. Obinkaram Echewa, I Saw the Sky Catch Fire (novel)

Joyce Park

History B84-0

JAPANESE CIVILIZATION

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

Office Address: Harris Hall

Office Phone: 491-3406

Maximum enrollment: 40

COURSE DESCRIPTION: A survey of Japanese civilization in the historical era, roughly 6th c. AD to present day. Course will be divided into three parts: 1) Japan in the Buddhist age; 2) the Tokugawa shogunate; and 3) modern Japan. We will focus on daily life, as seen through the arts and writings of the times. A major theme of the course will be the historical imagination: how people of each era thought of their relationship to the past. Reading assignments will be primary sources in translation.

PREREQUISITES: None.

TEACHING METHOD: Material will be presented in lectures, and discussion will be encouraged at all stages of the course. Use will be made of films for illustrative purposes. ATTENDANCE AT FILMS IS MANDATORY.

METHOD OF EVALUATION: There will be a total of three exams each carrying one third of the

grade. One of the examinations will be at the end of the three units of the course.

REQUIRED BOOKS: David Keene, Chushingura: The Treasury of Loyal Retainers Masao Miyoshi, As We Saw Them Junichiro Tanizaki, In Praise of Shadows Karl Greenfield, Speed Tribes

Jim Campbell

History C01-1

SURVEY OF AFRICAN-AMERICAN HISTORY

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

Office Address: 301 Harris

Office Phone: 491-2877

Maximum Enrollment: 40

COURSE DESCRIPTION: This course examines the history of African- Americans from the early days of the trans-Atlantic slave trade through the beginning of the Civil War. Themes include: African origins, the rise of the slave trade; the historical origins of racism; slavery and the American Revolution; slave culture and consciousness; the politics and culture of the free Black community; and the coming of the Civil War.

PREREQUISITES: None. ATTENDANCE AT FIRST CLASS MANDATORY.

TEACHING METHOD: Twice-weekly lectures.

EVALUATION: Two take-home midterms, plus an in-class final.

READINGS:

David Walker, David Walker's Appeal

Henry L. Gates (ed.), The Classic Slave Narratives

Lawrence Levine, Black Culture and Black Consciousness

Winthrop Jordan, White Man's Burden: Historical Origins of Racism in the United States

Document packet.

Lane Fenrich

History C15-3

THE UNITED STATES, 1960 TO THE PRESENT

Time: T-Th 10:30-12:00; Film, W 7-9; Disc. Sections: Friday, 10, 11, 1

Office Address: Harris 201-C

Office Phone: 491-3154

Expected Enrollment: 75

COURSE DESCRIPTION: This lecture/discussion course surveys American history from 1960 to the present, a period marked by social upheaval, experimentation and backlash; a long and brutal war; political polarization and reorientation; and economic crisis and reordering.

PREREQUISITES: Attendance at first class mandatory. Students must also be able to attend a mandatory Wednesday evening film series.

TEACHING METHOD: Lecture/discussion.

METHOD OF EVALUATION: Two, 8-10 page papers.

TENTATIVE BIBLIOGRAPHY:

Boyer, Promises to Keep: The United States Since World War II

Farber, The Sixties: From Memory to History

Ambrose, Nixon, Vol. II

Formisano, Boston Against Busing

Gibson, Warrior Dreams: Violence and Manhood in Post-Vietnam America

Odets, In the Shadow of the Epidemic

Filmography:

Dr. Strangelove

The War at Home

Bonnie and Clyde

Patton

Network

Saturday Night Fever

The Times of Harvey Milk

The Day After

Fatal Attraction

Bob Roberts

Ken Bain

History C19-3

HISTORY OF UNITED STATES FOREIGN RELATIONS, 1945-PRESENT

Time: T-TH 1:00-2:15 PM

Office Address: 627 Dartmouth Place

Office Phone: 467-2338

Maximum Enrollment: 50

COURSE DESCRIPTION: Who and what (ideas, intentions, events, etc.) have most influenced how the United States has interacted with the rest of the world since World War II? Who had power

to influence events? What ideas, ambitions, values, attitudes, beliefs and events influenced those who used the power? What major changes occurred in the way power was used? What have been the major results of that interaction? Did the United States help or harm the rest of the world in the first fifty years after it defeated the Axis Powers? This course will explore the scholarship and evidence that might help us answer these questions. Each student will read a series of core articles and books while working with a group of other students to explore these questions in reference to a particular country the group will pick. Students will read 250-400 pages a week, keep journals, discuss the material in class, write one individual report, contribute to a group report that will be published on the Internet, and write a series of very brief responses to questions posed in class. Students must be willing to read the material at a steady pace, work with colleagues in small groups, and contribute to the group's arguments and conclusions. Students must also be willing to meet with other students outside class and possibly to communicate with other students using the Internet. Students will have the opportunity to refine their abilities to identify and analyze arguments, to compare and contrast interpretations, to recognize and evaluate different types of evidence, to make and defend reasoned conclusions, and to think historically. Much, but not all, of class time will be spent discussing the readings and helping students to become more critical readers and thinkers, increasingly able to analyze, critique, and correct their thinking in process. We will also spend time exploring how we can know about the recent past and current events, the possible sources of information and misinformation. We will view and analyze parts of at least three films. Anyone with a particularly heavy schedule of other commitments or who is unable to work with other students should probably not take this course. Students must also be willing to tolerate uncertainty, to keep an open mind, to explore to satisfy curiosity, and to mature as independent thinkers.

LEARNING METHOD: Students will learn from working collaboratively to explore important central questions using recent scholarship and evidence, constructing arguments, drawing conclusions, defending those conclusions, and receiving feedback on their thinking.

EVALUATION: The final grade will assess (1) each student's ability to draw and defend historical conclusions and to think historically as reflected in written and oral work [approximately 80%] and (2) the contributions students make to the thinking of the group [approximately 20%].

VERY TENTATIVE READING LIST: The class will read conflicting interpretations of this recent history and some documentary evidence. The authors under consideration include Rhodri Jeffreys-Jones, Thomas Paterson, Thomas J. McCormick, Michael Kelly, Mark Danner, John Louis Gaddis, Noam Chomsky, George Kennan, and others. Students will have control over much of their reading through their choice of the country upon which they will concentrate.

Robert E. Lerner

History C32-2

EUROPE IN THE HIGH MIDDLE AGES

Time: MWF 9:00-10:00

Office Address: 305 Harris

Office Phone: 467-1966
Maximum Enrollment: 30

COURSE DESCRIPTION: A survey of European history in the age of the Crusades. Topics will include: the first agricultural revolution, the rise of towns, papal monarchy, the Crusades, the formation of nation states, the origins of universities, the crisis of the Papacy.

PREREQUISITES: Not open to freshmen.

TEACHING METHOD: Lectures and discussion.

EVALUATION: One mid-term, one take-home final, one short-answer final.

TENTATIVE READING LIST: J.R. Strayer, Western Europe in the Middle Ages P.J. Geary, Readings in Medieval History H.E. Mayer, The Crusades (one or two other titles)

Peter Hayes

History C49-0

THE HISTORY OF THE HOLOCAUST

Time: Mondays and Wednesdays, 3:00-3:50

Discussions: Fridays at 9:00, 10:00, 11:00, 12:00, 1:00, or 2:00

Office Address: Harris 104C

Office Phone: 491-7446

Maximum Enrollment: 150

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

PREREQUISITES: P/N IS NOT ALLOWED. MANDATORY ATTENDANCE AT THE FIRST CLASS. DISCUSSION SECTION MANDATORY.

TEACHING METHOD: Lectures and discussion, supplemented by several films.

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

TENTATIVE READING LIST:

Richard Levy, Antisemitism in the Modern World

Yehuda Bauer, A History of the Holocaust

Peter Hayes (ed.), Lessons and Legacies

Donald Niewyk (ed.), The Holocaust

Nechama Tec, When Light Pierced the Darkness

Leonard Dinnerstein, America and the Survivors of the Holocaust as well as a xeroxed packet.

David Joravsky

History C50-4

INTELLECTUAL HISTORY OF EUROPE; 20th CENTURY

Time: MWF 2:00-3:00

Office Address: Harris 303

Office Phone: 491-7418

Maximum Enrollment: 40

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

EVALUATION: There will be a twenty-minute quiz every other Friday, to introduce a discussion of readings and lectures. The three best quizzes will be averaged to form one-third of the final grade. An essay comparing an optional work with some of the required reading will count for another third, and so will a final exam consisting of identifications, brief essays, and the like.

TENTATIVE READING LIST:

Xeroxed selections on imperialism, war, fascism (Kipling, Hitler, Hemingway, etc.)

Lenin, Imperialism

Kafka, The Trial

Einstein, Ideas and Opinions

Freud, Dora: Analysis of a Case of Hysteria

Virginia Woolf, A Room of One's Own

Sartre, Existentialism

Foucault, The Order of Things

John Hunwick

History C55-2

ISLAM IN AFRICA

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

Office Address: 106 Harris Hall

Office Phone: 491-7412

Expected Enrollment: 20

COURSE DESCRIPTION: Islam entered the African continent with the Arab conquest of Egypt in 641 A.D. Since then it has continued to exercise a profound influence on the culture and politics of societies in the northern half of the continent. Colonialism in the 20th century broke up many Islamic states and forced Muslims into nation-states in which power often had to be shared with non-Muslims. At the same time, the opportunities provided by the colonial state allowed Islam to spread within Africa, while in the post-independence era, the Muslims of sub-Saharan Africa have become more integrated with the larger Muslim world.

Rather than attempt a broad survey, this course will look in greater depth at such topics as the growth of Muslim intellectualism in Africa, Islamic social and political radicalism, the role of the Sufi (mystical) orders in reaching the masses, the crises engendered by the imposition of colonial rule, and the challenges of the late 20th century: religious pluralism, democracy and the question of women's rights. Two countries will be singled out for special study: Nigeria, and the Sudan, where some of the most significant developments have taken place both historically and in the contemporary period.

NOTE: Some prior knowledge of Islam and/or African history is essential for this course. Suitable background would be religion B28 OR History B55 (any part) OR History C71. If in doubt contact the instructor before registering.

PREREQUISITES: None, but some background in Islam (e.g. Religion B28, History B70 or History C71) will be an advantage.

TEACHING METHOD: Lectures and discussion.

EVALUATION: Mid-term exam. Term paper of about 15-20 pages.

TENTATIVE READING LIST:

Peter B. Clarke & Ian Linden, Islam in Modern Nigeria Mainz-Munich: Kaiser-Grunewald, 1984
Abdelwahab El-Affendi, Turabi's Revolution: Islam and Power in the Sudan London: Grey Seal Books, 1991

Louis Brenner, Muslim Identity and Social Change in Sub-Saharan Africa, London: Hurst, 1993
Mervyn Hiskett, The Sword of Truth, 2nd edn. Evanston: Northwestern University Press, 1994
Readings Package

Jim Campbell

History C56-2

HISTORY OF SOUTH AFRICA FROM 1886

Time: T-TH 2:30-4:00

Office Address: 301 Harris

Office Phone: 491-2877

Maximum Enrollment: 35

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

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

TEACHING METHOD: Twice-weekly lectures; occasional evening films.

EVALUATION: Two take-home midterms, plus an in-class final.

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: T-TH 10:30-12:00

Office Address: Harris 201A

Office Phone: 491-3152

Maximum Enrollment: 30

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 superpower. At the same time, the country 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. Britain pioneered 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 post-industrial

society.

PREREQUISITES: P/N not permitted.

TEACHING METHOD: Two one and a half hour lectures plus discussions per week.

EVALUATION: Two essays and one class presentation, plus final exam.

READING LIST:

Harold Perkin, 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

Professor T.W. Heyck

History C63-0

MODERN IRELAND IN HISTORICAL PERSPECTIVE

Time: MWF 11:00-12:00

Office Address: 313B Harris

Office Phone: 491-3480

Maximum Enrollment: 40

COURSE DESCRIPTION: Karl Marx once wrote that "The tradition of all the dead generations weighs like a nightmare on the brain of the living." Nowhere is this dictum more true than in present-day Ireland. This course, therefore, will be unashamedly present-minded: it will be an attempt to understand the current situation in Northern Ireland (and therefore the Irish Republic) by examining the whole sweep of Irish history. In particular, it will examine the cumulative impact of historical myths and memories on Irish nationalism and Ulster Unionism.

PREREQUISITES: ATTENDANCE AT FIRST CLASS MANDATORY. NOT OPEN TO P/N REGISTRATION.

TEACHING METHOD: There will be two lectures and one discussion per week. Questions and comments during the lectures will be welcome. Informed participation in the discussion groups is mandatory: every student can expect to participate in his/her discussion each week.

METHOD OF EVALUATION: There will be a very short written assignment each week, and a take-home final exam/paper at the end of the course. There will be no in-class exams.

TENTATIVE READING LIST:

Karl Bottigheimer, Ireland and the Irish

Thomas Flanagan, The Year of the French
Cecil Woodham-Smith, The Great Hunger
Paul Bew, Charles Stewart Parnell
Thomas M. Coffey, Agony at Easter
Bernadette Devlin, The Price of My Soul
Conor Cruise O'Brien, States of Ireland
Steve Bruce, God Save Ulster!

Frank Safford

History C66-0

LATIN AMERICA IN THE INDEPENDENCE ERA

Time: MWF 3:00

Office Address: Harris Hall 208

Office Phone: 491-7444

Expected Enrollment: 45

COURSE DESCRIPTION: This course provides a general introduction to the history of Latin America in the 18th and 19th centuries. The course focuses primarily on three subjects: 1) the continuities and discontinuities between eighteenth-century Bourbon rule and the republican regimes of the nineteenth century; 2) the character of socio- economic change between 1750-1880; and 3) the problems of organizing new republics, given these social and economic conditions. These problems include defining the constitutional structure, obtaining political stability, and pursuing economic growth.

No Prerequisites. P/N is allowed.

TEACHING METHOD: Class is taught informally, with lectures, discussion and questions from the class interspersed as the situation requires. Midterm and final examinations; term paper is optional.

TENTATIVE READING LIST: Stanley and Barbara Stein, The Colonial Heritage of Latin America
John Lynch, The Spanish American Revolutions

Shuping Wan

History C81-2

CHINA IN THE TWENTIETH CENTURY 1919-1996

Time: MW 11:00-12:30

Office Address: Harris 207B

Office Phone: 491-3418

Maximum Enrollment: 40

COURSE DESCRIPTION: The goal of this course is to examine China's changing position in the modern world simultaneously with an analysis of structural changes in twentieth-century Chinese society. This course consists of three parts. The first part of the course begins with the May Fourth Movement of 1919 and ends with the victory of Chinese communists in 1949. The development of national and radical consciousness will be the focal point of our investigation. The second part deals with "Mao's China" from the birth of the People's Republic in 1949 to the death of Mao in 1976. In examining the global context of Chinese socialism during this period, this part focuses on the importance of China's status as a Third World society in understanding the dynamics in Chinese politics. The last part surveys developments in Chinese culture and society since 1976, with emphasis on the relationship between the radical change in post-revolution China and its global context.

PREREQUISITES: ATTENDANCE AT FIRST CLASS MANDATORY.

TEACHING METHOD: This is a lecture course, but we will try as much as possible to run it like a seminar, with extensive student participation in the conduct of the course.

METHOD OF EVALUATION: This will be on the basis of a book report of 5-7 pages (30%) and a research paper of about 15 pages (70%). The book report will be on *Family*, a novel written by Pa Chin (Ba Jin). The choice of paper topic is yours, but it should address a problem relevant to China after 1949.

REQUIRED BOOKS:

Wm. Theodore de Bary, *Sources of Chinese Tradition*, Vol. II

Maurice Meisner, *Mao's China and After*

Kazuko Ono, *Chinese Women in a Century of Revolution*

Pa Chin, *Family*

Laurence D. Schiller

History C89-7/20

THE CRUEL WAR IS RAGING: NARRATIVES OF THE AMERICAN CIVIL WAR

Time: Wednesday 3-5

Office Address: 102A Harris

Office Phone: 491-7278 or 491-4654 (voice mail)

Enrollment: 8 maximum

COURSE DESCRIPTION: This seminar will examine the Civil War period of US history through the eyes of the people who lived it. The idea will be to read personal narratives of the period with an eye towards understanding how the events of the day affected people- soldiers, slaves, women, common town and rural folk, Rebels and Yanks alike. How did they live their lives? How did they see or understand what was happening around them? How do their experiences and thoughts inform our understanding of this seminal period in America's history? Our approach will be topical, rather than comprehensive, and we will look at such issues as 1) what it was like to be a soldier (black and

white); 2)slavery, slaves and how their lives changed during the war; #) the position of Northern and Southern women; 4) life on the home front- both North and South; and so on. We will then integrate these personal narratives into a discussion of the wider issues of the day - states rights, the institution of slavery and racial attitudes, the rising Capitalist industrial system of the North versus the agrarian South, westward expansion, immigration, and so on.

PREREQUISITES: PERMISSION OF INSTRUCTOR. JUNIORS ONLY.

TEACHING METHODOLOGY: As a junior tutorial, students will be expected to do a fair amount of reading and writing. Different students will produce short discussion papers for the class each week on the topics relevant to that week's discussion. In addition, a term paper of c. 15 pages will be produced on a topic chosen by the student. Since a seminar depends on everyone doing the work, the reading for each class must be done before class if we are to be successful. There will be no exams.

TENTATIVE SELECTED READINGS MAY INCLUDE:

James McPherson. The Battle Cry of Freedom

Bell Wiley. The Life of Billy Yank

Bell Wiley. The Life of Johnny Reb

Gerald Linderman. Embattled Courage

Susie King Taylor. A Black Woman's Civil War Memories

Elizibeth Mullenfeld (ed.). The Diary of Mary Chestnut Jones. A Rebel War Clerk's Diary

Any one of a number of diaries of soldiers, regimental histories, etc.

Ken De Bevoise

History C89/7-21

JUNIOR TUTORIAL: THE SUPREME COURT IN POLITICAL AND CULTURAL CONTEXT

Time: Tuesdays, 3:30-5:30

Office Address: Harris Hall

Office Phone: 491-3406

Maximum Enrollment: 8

COURSE DESCRIPTION: The Robert Bork and Clarence Thomas nominations to the Supreme Court have demonstrated how much that process has become politicized in recent years. The premise of the course is that judicial nominations, like much else, have become a major battlefield in our society's current political and cultural (gender, race, values, etc.) wars. The course readings will help us locate the confirmation fights (remember Anita Hill?) within that framework. While we are at it, we will try to learn something about the Supreme Court and how it operates. The reading load will be heavy - a book (or its equivalent) each week. Not even one page of that reading is optional. A graded, written exercise on those readings will be given at the beginning of each class meeting. The course is not recommended those having otherwise heavy schedules nor for anyone who is reluctant to take a regular and active part in the class discussions.

PREREQUISITE: Students must read *God Save This Honorable Court* by Lawrence Tribe over Spring Break and be ready for a short quiz at the beginning of the first class. The book will be available for purchase at Great Expectations Bookstore before the end of winter quarter. Attendance at that first class meeting is mandatory.

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

EVALUATION: Quiz average and my judgment of how much your presence in the class benefitted the others.

TENTATIVE READING LIST:

Robert Bork, *The Tempting of America*
David Brock, *The Real Anita Hill*
Ethan Bronner, *Battle for Justice*
Stephen C. Carter, *The Confirmation Mess*
John Anthony Maltese, *The Selling of Supreme Court Nominees*
Jane Mayer & Jill Abramson, *Strange Justice*
James F. Simon, *The Center Holds*
Lawrence Tribe, *God Save This Honorable Court*
Bob Woodward, *The Brethren*

Joan Perkin

History C89-7/22

JUNIOR TUTORIAL: ANGELS OR DEVILS? VICTORIAN WOMEN AT HOME AND IN THE STREETS

Time: Thursdays, 2:30-4:30

Office Address: Harris 201A

Office Phone: 491-3152/866-6938

Maximum Enrollment: 8

COURSE DESCRIPTION: What was life really like for Victorian Englishwomen, from birth to old age? What did they themselves say about childhood and education; courtship, marriage, homemaking; sex and motherhood; marital breakdown; their pastimes and entertainments? In this course we shall hear from women whose voices have been drowned by the cacophony of stronger, often male, versions of history; the unmarried woman worker; the single mother; the prostitute; those who fought for higher education and professional recognition against the regiments of the Church, Parliament and the law; as well as the quiet voices of numerous 'angels in the house'.

This Junior Tutorial will offer the opportunity to improve skills in research and writing, using case studies of particular women's experiences in all three social classes.

PREREQUISITES: JUNIORS ONLY.

METHOD OF STUDY: One two-hour seminar a week.

EVALUATION: Participation in discussion, small research projects and an extended essay at the end of the course.

READING:

Joan Perkin, *Women and Marriage in 19th century England*, (Lyceum Books, 1989)

Jane Lewis, *The Women in England, 1870-1950*, (Indiana University Press, 1984)

plus particular women's biographies for research and essay purposes - these books will be on Reserve in Library.

Professor James Oakes

History C91-3

INDIVIDUALISM AND COMMUNITY IN AMERICAN POLITICAL THOUGHT

Time: Tuesday, 3:00-5:00

Office Address: University Hall 018

Office Phone: 491-7173/491-3525

Maximum Enrollment: 15

DESCRIPTION: Commentators and scholars often describe American political culture as divided between competing traditions, the one emphasizing the sanctity of the individual and the other stressing the priority of the community. This course will examine the origins of this divide and the cases for and against both individualism and communitarianism. More importantly, the seminar will explore a third tradition that the orthodox dichotomy ignores; the "liberal" tradition that distinguishes public from private life while recognizing the value of each; the tradition that emphasizes both the dignity of work and family and the importance of civil society. By tracing the historical origins of the debates over these competing visions of American political culture, the seminar should help students position themselves in contemporary political discussion as well.

REQUIREMENTS: Attendance at weekly seminar discussions; one 20-page term paper. Grading based on term paper and participation in discussion.

TENTATIVE READINGS:

C. B. MacPherson, *The Political Theory of Possessive Individualism*

Bernard Bailyn, *Ideological Origins of the American Revolution*

Jurgen Habermas, *Structural Transformation of the Public Sphere*

David Greenstone, *The Lincoln Persuasion*

Carl Schmidt, *Political Romanticism*

John Dewey, *The Public and its Problems*

John Rawls, *A Theory of Justice*

Tessie P. Liu

History C91-20

WOMEN, WAR, AND REVOLUTION IN TWENTIETH CENTURY EUROPE

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

Office Address: 320 Harris

Office Phone: 491-3150

Maximum Enrollment: 30

COURSE DESCRIPTION: "War is men's business, not ladies," so we are told in "Gone with the Wind." Catastrophic events in this century (two world wars, the Russian Revolution, world economic depression, the Nazi counter-revolution and Holocaust, the division and remapping of Europe) have demolished the long standing myth that men go forth and fight in order to protect their women and children, who remain passive and secure at home. In the twentieth century, military technology and strategy have blurred the boundaries between war zones and homefronts. As civilian populations became military targets, women have had to contend with food shortages, rationing, forced evacuation, and violence. At the same time, women were mobilized for men's work. In the first decades of the century, women won many battles for legal equality. The "new women" of the twentieth century enjoy greater economic, political, intellectual, and sexual freedoms than their nineteenth century grandmothers and great-grandmothers. If conventional warfare was defined by (and reinforced) traditional notions of masculinity and femininity, could the gendered social order be restored after a half century of total war, revolution, and other social dislocations? Is European society after the second world war as emancipatory for women as we are lead to believe?

PREREQUISITES: None

TEACHING METHOD: Lectures, class discussion, and class presentations. Short papers (1-3 pages). Midterm and Final are take-home essay exams.

EVALUATIONS: Class participation, written work, and attendance.

TENTATIVE READING LIST:

Bridenthal, Grossman, and Kaplan, eds., When Biology Became Destiny: Women in Weimar and Nazi Germany.

Vera Brittain, Testament of Youth.

Anne Frank, Diary of a Young Girl.

Margaret Higonnet and Jane Jenson, eds. Behind the Lines: Gender and Two World Wars.

Eric Leeds, No Man's Land: Combat and Identity in World War One.

V.I. Lenin, The Emancipation of Women.

Denise Riley, War in the Nursery.

Mary Louise Roberts, Civilization Without Sexes.

Klaus Theweleit, Male Fantasies.
Ella Winter, Red Virtue.

Ken De Bevoise

History C91-30

AMERICAN INTERVENTION IN VIETNAM

Time: MWF 9:00-9:50

Office Address: Harris Hall

Office Phone: 491-3406

Maximum Enrollment: 40

COURSE DESCRIPTION: What Americans call "The Vietnam War" or even "Vietnam" was actually about a short segment late in the stages of a much longer struggle for Vietnamese independence that turned into a civil war. Three separate military interventions (by Japan, France, and finally the United States) were increasingly unsuccessful, destructive, and tragic. We will weight our study time heavily toward the American involvement, devoting just a week or so on the period leading up to Vietnamese independence from France in 1954 and nine weeks to the years thereafter. The course load is extra heavy. We will read around 4,300 pages, not one of which is optional and all of which is tested in short quizzes at the beginning of each class. The course is therefore not recommended for anyone who already has a demanding schedule of courses and/or extracurricular activities. Graduating seniors are cautioned against taking it as well. Also, evening videos will be shown between 6:30-8:30 p.m. on some of the Tuesday evenings, so please don't enroll if you have a class or other conflict. Finally, since the class is conducted entirely as a discussion (no lectures are given), only those willing to participate regularly and actively should sign up.

PREREQUISITES: Students must read Johnny Got His Gun by Dalton Trumbo over spring break - a quiz will be given at the first class meeting. The book will be available at Great Expectations Bookstore before the end of winter quarter. Any good bookstore should have it, and public libraries will too. The story takes place at the time of World War I, but its relevance to the course should be evident. **FIRST CLASS MEETINGS ARE MANDATORY.** Also, students must not have conflicts on Tuesday evening between 6:30 p.m. and 8:30 p.m.

LEARNING METHOD: Readings and discussion.

EVALUATION: Quiz average adjusted by discussion performance.

TENTATIVE READING LIST:

Peter Arnett, Live From the Battlefield

Gloria Emerson, Winners and Losers

Ronald Glasser, 365 Days

David Halberstam, The Best and the Brightest

Le Ly Hayslip, When Heaven and Earth Changed Places

Michael Herr, Dispatches
Seymour Hersh, My Lai 4
George McT. Kahin, Intervention
Mark Lane, Conversations With Americans
Bao Ninh, The Sorrow of War
Tim O'Brien, The Things They Carried
Jeffrey Race, War Comes to Long An
Neil Sheehan, A Bright, Shining Lie
Jonathan Schell, The Military Half
Dalton Trumbo, Johnny Got His Gun

Roger Kittleson

History C91-40

MODERN BRAZIL, 1822-1996

Time: MWF 1:00-2:00

Office Address: Harris 208

Office Phone: 467-4037

Maximum Enrollment: 40

COURSE DESCRIPTION: This course will examine the major themes of Brazilian history from Independence to the present. Beginning with the relatively (by Latin American standards) easy transition from colony to independent empire, we will analyze the hierarchies of race, class, and gender that have characterized Brazilian society and their relation to the political and economic evolution of the Brazilian nation-state. The course will give particular attention to questions of slavery and its aftermath, women's sexuality and machismo, citizenship and nation- building, and democracy and authoritarianism in social and political relations.

PREREQUISITES: None.

TEACHING METHOD: Lectures and seminar-style discussion.

EVALUATION: Students will write a short (5-7 page) paper (25% of the final grade), a midterm exam (25%), and a final exam (40%). Class participation will account for the remaining 10% of the overall grade.

TENTATIVE READING LIST:

George Andrews, Blacks and Whites in Sao Paulo, Brazil, 1888-1988 (Madison, 1991).

Aluisio de Azevedo, Mulatto (Austin, 1990).

Todd A. Diacon, Millenarian Vision, Capitalist Reality: Brazil's Contestado Rebellion, 1912-1916 (Durham, 1991).

Jojo Jose Reis, Slave Rebellion in Brazil: The Muslim Uprising of 1835 in Bahia (Baltimore, 1993).

Nancy Scheper-Hughes, Death Without Weeping: The Violence of Everyday Life in Brazil

(Berkeley, 1992).
course packet.

Films: Black Orpheus (dir. Marcel Camus).
Antonio das mortes (dir. Glauber Rocha).

Frederick E. Hoxie

History C91-50

INDIANS IN AMERICAN HISTORY

Time: MWF 9:00-9:50

Office Address: Newberry Library, Chicago, and Harris Hall

Office Phone: 312-255-3535

Expected Enrollment: 51

COURSE DESCRIPTION: A survey of the Native American experience in the territory now covered by the United States, beginning in 1492 and ending at the present. This course will provide a general overview of American Indian history and will offer students an opportunity to explore some of the intellectual issues that arise in the study of indigenous people: the impact of "native history" on one's understanding of national history, the possibilities and limits of interdisciplinary research, the difficulty of evaluating cross-cultural interaction, and the contributions this area of inquiry might make to the creation of a humane, plural society. Course materials will range from novels to government documents, oral literature and traditional historical and anthropological writing.

PREREQUISITES: None.

TEACHING METHOD: Lectures, large and small group discussions and individual writing assignments will be used to introduce information and to provide students with an opportunity to reflect upon and to share what they have learned. While tied to an ambitious common syllabus, the course will allow for some individual work and will rely on student contributions.

METHOD OF EVALUATION: Regular attendance at both lectures and discussions is a course requirement. In addition, there will be two short (3-5 page) papers, a midterm and a final examination. Paper assignments will involve exploration of sources available on the Internet and will provide an opportunity to develop electronic materials for classroom presentation. The midterm and final will contain short answer and essay questions; the short answer section of the final exam will focus on material presented during the second half of the course. Final grades will be based on the following allocation of credit: Participation: 20%, Essays: 30%, Midterm: 25%, and Final Exam: 25%.

REQUIRED BOOKS:

Laurence M. Hauptmann, *Tribes and Tribulations: Misconceptions About American Indians and Their Histories*, (University of New Mexico Press, 1995).

Peter Iverson and Albert Hurtado, Editors, Major Problems in American Indian History: Documents and Essays Documents and Essays, (D.C. Heath, 1994).

D'Arcy McNickle, Wind From An Enemy Sky, (University of New Mexico Press, 1988), originally published in 1978.

Nancy Shoemaker, editor, Negotiators of Change: Historical Perspectives on Native American Women, (Routledge, 1995).

Ken Alder

History C91-60

AMERICA'S TECHNOLOGY'S NATION (cross-listed with Science in Human Culture)

Time: MW 11:00-12:00 Disc. Sections, Friday, 10:00-11:00 and 11:00- 12:00

Office Address: 102C Harris

Office Phone: 491-7260

Maximum Enrollment: 50

COURSE DESCRIPTION: Americans have often defined themselves and their nation through the material things they make and own. This class examines the two-century debate over what America is and should be by studying its artifacts, the changing ways they have been made and sold, and the meanings Americans have ascribed to them. From the grandfather clock to the personal computer, the scrubboard to the washing machine, the bicycle to the Apollo mission, Americans have identified technology as central to their personal and national destiny. How have factory workers, slaves, housewives, middle managers, scientific researchers, intellectuals, and hackers conceived of technology? What have Americans been so suspicious of it? Is technology a neutral tool, or is it a bearer of social values? We will consider both the utopian promises of technology and their shortcomings.

PREREQUISITES: None.

TEACHING METHOD: There will be three one-hour meetings a week, with a significant percentage run as discussion meetings.

EVALUATIONS: The student's course grade will be based on class participation, two 4-page essays, and a take-home final exam.

TENTATIVE READING LIST:

Ruth Schwartz Cowan, More Work for Mother

John Kasson, Civilizing the Machine

David Noble, American by Design

Thomas P. Hughes, American Genesis

Shoshana Zuboff, In the Age of the Smart Machine

Edward Bellamy, Looking Backwards

Kurt Vonnegut, Player Piano

Also short works by Benjamin Franklin, Thomas Jefferson, Nathaniel Hawthorne, Henry David Thoreau, Mark Twain, Frederick Taylor, Henry Adams, Buckminster Fuller, Barry Commoner, Charles Reich, and others.

Ken De Bevoise

History C92-20

VIOLENT CRIME IN AMERICA

Time: Thursdays, 6:00-8:00 P.M.

Office Address: Harris Hall

Office Phone: 491-3406

Maximum Enrollment: 13

COURSE DESCRIPTION: Although violent crime in America has apparently declined in the last three years for the first time since 1960, it is still by far the highest in the developed countries and remains our most serious social problem. After the current respite, however, it will get a lot worse since the number of male 14-17 year olds will increase 23 percent by the year 2005. Murders by juveniles (as opposed to all age groups) have increased five fold in the last decade, and the coming crop will be even better armed. Since about 6% of all mid-teenage males become chronic felons for the rest of their lives, the coming epidemic of violence seems inevitable. While we wait for that, this class will focus on the problem of violent criminal offenders in America today. After an introduction to the various theories about historical trends of violent crime in the U.S., we will concentrate on violence in the second half of this century. The reading load is heavy, but the books are truly awesome - maybe the best list ever put together.

PREREQUISITES: PERMISSION OF THE INSTRUCTOR. ATTENDANCE AT FIRST CLASS MEETING IS MANDATORY. Students must read *In Cold Blood* by Truman Capote over Spring Break and be ready for a serious discussion of it during the first class meeting. It will be available for purchase at Great Expectations Bookstore before the end of winter quarter.

LEARNING METHOD: Reading and discussion.

EVALUATION: The grade is based on my perception of how much the other in the group benefitted from your presence in the class.

TENTATIVE READING LIST:

Truman Capote, *In Cold Blood*

Pete Earley, *The Hot House: Life Inside Leavenworth Prison*

Pete Earley, *Circumstantial Evidence*

Mikal Gilmore, *Shot in the Heart*

Norman mailer, *The Executioner's Song*

Ann Rule, *The Stranger Beside Me*

David Simon, Homicide: A Year on the Killing Streets
Sanyika Shakur, aka Monster Kody Scott, Monster
Alice Vachss, Sex Crimes

Adam Green

History C92-21

STRUCTURE AND ACTIVISM IN AFRICAN-AMERICA, 1915-1955

Time: T 3:00-5:00

Office Address: Harris 207-C

Office Phone: 491-7033

Expected Enrollment: 15

COURSE DESCRIPTION: This course addresses the evolution of multiple forms of black political consciousness, from the onset of broad migration and urbanization (1915), to the beginning of the Civil Rights Era (1955). We will study several key topics and themes - cultural, legal and labor movements; racial and patriotic nationalism; the influence of the Left; vanguardism and social change. Also, we will examine how "structure" and "activism" relate both as compliments and antitheses in establishing African-American ideologies and social agendas.

PREREQUISITES: Attendance at First Class Mandatory; Junior and Senior Students Only.

TEACHING METHOD: C-92 is a seminar, so class will follow a discussion format, with the instructor and designated students acting as weekly facilitators. All students are expected to come prepared to discuss each weeks' reading, and relate their thoughts to previous work in the seminar. Occasionally, short videos or listening pieces will be presented.

METHOD OF EVALUATION: All students will turn in two papers. The first and shorter paper (5-8 pp.) will count for 30% of the grade, while the second (10-15 pp.) will count for 50%. The final 20% of the student's grade applies to class participation, appraised more for quality (relevance to readings and earlier discussions) than for quantity.

REQUIRED BOOKS:

David Levering Lewis, When Harlem was in Vogue

Earl Lewis, In Their Own Interests

Robin Kelly, Hammer and Hoe

Richard Wright, American Hunger

Mark V. Tushnet, The NAACP's Strategy Against Segregated Education

E.U. Essien-Udom, Black Nationalism

Lynn Mollenauer

History C92-22

DEVELOPING DIFFERENCE: WOMEN AND GENDER IN EARLY MODERN EUROPE

Time: W 2:00-4:00

Office Address: 619 Emerson

Office Phone: 491-7524

Maximum Enrollment: 15

COURSE DESCRIPTION: Following Aristotle, most Renaissance Europeans believed that men and women belonged to the same sex.; women were considered to be imperfectly formed men. By the 18th century, however, Europeans had come to believe that men and women belonged to two separate and fundamentally unequal sexes. This course will consider the development of ideas surrounding the differences between the sexes and how these ideas impacted the lives of actual men and women during the early modern period.. Topics to be discussed include the development of theories of biological difference, the relationship between gender and power, and the correlation between ideals of femininity and witchcraft beliefs. Course readings will include major secondary works as well as advice books, witch-hunting manuals, sermons and novels from the period.

PREREQUISITES: None.

TEACHING METHOD: One discussion seminar per week.

EVALUATION: two 5-6 page papers, a final research paper and participation in class discussion

TENTATIVE READING LIST:

Joan Scott, Gender and the Politics of History

Barbara Duden, The Woman Beneath the Skin

Lyndal Roper, Oedipus and the Devil

Thomas Laqueur, Making Sex

Machiavelli, The Prince

Madame de Lafayette, The Princess of Cleves

Deborah Holland

History C92-23

DIVIDED LIVES: AMERICAN WOMEN SINCE 1940

Time: Thursdays, 3:00 5:00

Office Address: 619 Emerson

Office Phone: 491-7524

Maximum Enrollment: 15

COURSE DESCRIPTION: Rosie the Riveter---both the World War II public relations campaign character and the millions of women who heeded the call to join the workforce---inaugurated an era of rapid and far-ranging changes in the experience of American women. The collaboration of

government, industry and the media encouraged women to assume male occupations, thereby challenging women's traditional roles. The complete reversal of this stance in the war's waning days demonstrated the reluctance of the establishment to upset distinctive gender roles. Over the next fifty years, women would witness similar stops and starts. This course will examine the shifting conceptions of expected behavior and, in turn, compare these conceptions with women's actual behavior. We will explore the forces which created the idealized images as well as assess how deeply the images resonated with the American people. We will consider how race, class and sexual orientation shaped and were shaped by the ideals. We also will track women's increasing participation in the workforce and politics. Particular attention will be given to the rise of the feminist and anti-feminist movements.

TEACHING METHOD: Discussion.

EVALUATION: Four written assignments and class participation.

TENTATIVE READING LIST:

Sara Evans, *Personal Politics*

Lillian Faderman, *Odd Girls and Twilight Lovers*

Susan Faludi, *Backlash*

Betty Friedan, *The Feminine Mystique*

Susan M. Hartman, *The Home Front and Beyond*

Toni Morrison, *Beloved*

Kathryn Weibel, *Mirror, Mirror: Images of Women Reflected in Popular Culture*

Additional articles and films will be assigned.

Laura Sinclair Odelius

History C92-24

AFTER THE EMPIRE: RACE, CLASS, AND GENDER IN POSTWAR BRITAIN

Time: Wednesday, 3:00-5:00

Office Address: 619 Emerson

Office Phone: 491-7524

Maximum Enrollment: 15

COURSE DESCRIPTION: Does Britain have a "race problem"? Is Britain a "multicultural society"? The position of the relatively small number of non-whites in Britain has always been ambiguous. On one hand, non-whites, especially those from former British colonies, share many aspects of British culture. And in the aftermath of World War II, Britain's rulers extended to them the same rights and privileges as other British subjects. Yet many non-whites in Britain found they lacked social, economic, and political advantages: often they were subject to suspicion and hostility from white neighbors. Some Britons fear that Britain will be "overrun" by Muslims: this sentiment has at times divided Britain's non-white population, making "Pakibashing" a sport for black and white alike.

The roots of this situation lie in British colonial policies and attitudes which accompanied and survived them. Yet attitudes about racial difference have altered over time. Racial and ethnic difference has not meant the same things to people of different sexes, ages, and classes. This course will attempt to explore the experience of non-whites in Britain as well as the cultural response of native Britons to non-whites.

PREREQUISITES: None.

TEACHING METHOD: Seminar discussions supplemented by student presentations.

EVALUATION: 2 analytical papers (5-6 pages each): 1 paper (12-15 pages) on a question requiring research: before research papers are due, each student will also present his/her project to the class, accompanied by a brief (2-3 pages) written progress report--presentations will be integral to the course.

TENTATIVE READING LIST:

Benedict Anderson, Imagined Communities
Bernard Porter, The Lion's Share
Dick Hebdige, Subculture: The Meaning of Style
Colin MacInnes, City of Spades
Bryan, Dadzie, and Scafe, The Heart of the Race
Young & Wilmot, Family and Kinship in East London
Trevor Griffiths, Oi for England
Course Packet of additional short readings

Jessica Riskin

History C92-25

SCIENCE AND POLITICS IN REVOLUTIONARY FRANCE AND AMERICA

Time: Thursdays, 12:30-2:30

Office Address: 313A Harris

Office Phone: 491-3153

Maximum Enrollment: 15

COURSE DESCRIPTION: In the decades leading up to the French and American Revolutions, scientists and political actors collaborated with increasing intimacy. This alliance set the terms for modern relations between science and government. But how did the partnership of natural science and modern politics first emerge? How did Enlightenment conceptions of nature and society influence one another? How might new understandings of natural phenomena, and of the human capacity to explain and manipulate nature, have interacted with new conceptions of proper behavior, economic well-being and good government? In this seminar we will study the exchanges--philosophical, technological, and economic--of Enlightenment natural science with moral and political thought and culture. In this way, we will consider the intellectual and instrumental role of

natural science in the foundation of modern, constitutional democracies.

PREREQUISITES: None. Some background in 18th century French and/or American history is helpful but not required.

TEACHING METHOD: Discussion seminar format.

METHOD OF EVALUATION: Weekly discussions of readings; one brief presentation; a short essay critically reviewing the secondary literature on a chosen topic (5-7 pages); and a final research paper (10-15 pages).

TENTATIVE READING LIST:

Rousseau, Jean-Jacques, Discourse on the Progress of the Arts and Sciences

Montesquieu, The Spirit of the Laws (excerpts)

Condorcet, Sketch for a Historical Picture of the Human Mind

Diderot, ed., Encyclopedia (excerpted articles)

Franklin, Experiments and Observations on Electricity; Autobiography

Jefferson, Notes on the State of Virginia

Tocqueville, Democracy in America, The Old Regime and the French Revolution (excerpts)

Keith Baker, "Science and Politics at the End of the Old Regime"

Charles Gillispie, Science and Polity at the End of the Old Regime

Brooke Hindle, The Pursuit of Science in Revolutionary America

Michael Tetelman

History C92-26

STUDENT ACTIVISM: A GLOBAL AND HISTORICAL PERSPECTIVE

Time: Thursday, 2:30-4:30

Office Address: 619 Emerson

Office Phone: 491-7524

Maximum Enrollment: 15

COURSE DESCRIPTION: This course examines contemporary student movements around the globe. We cover five student movements from the late 1960s onward: student politics in Europe in the late 1960s, U.S. anti-war student movements in the late 1960s, South Africa in the 1970s and '80s, Latin America in the 1970s and '80s, and China in the 1980s.

The course approaches these case studies with a variety of questions. These questions include the following: why did students in these movements abandon their career training to agitate for social, political, and economic change; what types of people comprised the student movements--did they reflect class, generational, and gendered categories; what were significant historical antecedents to these movements; were the movements able to link up with other movements for change, and if not, then why not; when were the movements sustainable and when and why did they dissipate quickly;

and finally, did any or all of the movements generate far-reaching change.

The course first examines theoretical issues involving student politics. It then delves into each of the particular case studies mentioned above.

PREREQUISITES: None.

TEACHING METHOD: The course will be seminar-focused. There will also be several films.

METHOD OF EVALUATION: The course is independent-study oriented. Students will submit a long (20-30pp.) research paper at the end of the term. The paper will cover one student movement or compare a variety of them. The course will also require short presentations and weekly discussion points.

COURSE MATERIALS: The bulk of materials will be photocopied articles and primary sources collected in a course packet. Several books will be put on reserve. Students should also purchase the following books:

P. Altbach, Student Political Activism: An International reference Handbook

R. Cherrington, China's Students: The Struggle for Democracy

S. Sephamla, Ride the Whirlwind

Joan Perkin

History C94-0

WOMEN AND WORK IN CONTEMPORARY BRITAIN AND THE UNITED STATES

Time: Tuesdays, 2:30-4:30

Office Address: Harris 201A

Office Phone: 497-3152/866-6938

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:
Susan Faludi, Backlash, Anchor Books, 1992)
Jane Lewis, Women in Britain since 1945

RECOMMENDED:
Alice Kessler-Harris, Out to Work; a history of wage-earning women, [in the U.S.A.] (OUP, 1982)

Josef Barton

History C95-20

IMMIGRATION IN RECENT UNITED STATES HISTORY

Time: W 2:00-4:30pm

Office Address: Harris 212

Office Phone: 491-7356

E-mail: texbart@merle.acns.northwestern.edu

Expected Enrollment: 15

COURSE DESCRIPTION: This colloquium takes up the origins, course, and consequences of the third great immigration to the United States. Remarkably diverse in its origins, this migration has drawn in the whole world. Moreover, running unbroken from the reform of immigration policy in 1965 down to the present, this great movement has vastly extended the kaleidoscopic variety of the American people. In readings, discussions, and research on the two largest groups of newcomers, Asians and Latin Americans, this colloquium will consider both the impact that the United States has had on the immigrants, and the changes that immigrants have made possible in American society.

PREREQUISITES: History C05, or permission of instructor.

TEACHING METHOD: Discussions, workshops, research projects.

METHOD OF EVALUATION: There will be two papers, the first a proposal due at mid-quarter and the second a substantial research project due at the end of the term.

READINGS: Among the assigned readings will be selections from the following books:

Nancy Abelman & John Lie, *Blue Dreams: Korean Americans and the Los Angeles Riots* (1995)

Ruth Behar, ed., *Bridges to Cuba / Puentes a Cuba* (1995)

Judith Brown & Rosemary Foot, eds., *Migration: The Asian Experience* (1994)

Stephen Castle and Mark Miller, *Age of Migration: International Population Movements in the Modern World* (1933)

Committee on the 90th Anniversary Celebration of Korean Immigration to Hawaii, ed. Samuel S. O. Lee, *Their Footsteps: A Pictorial History of Koreans in Hawaii since 1903* (1993)

Tilokie Depoo, ed. with Prem Misir & Basdeo Mangru, *East Indian Diaspora* (1993) Yen Le Espiritu, *Filipino American Lives* (1995)

Camille Guerin-Gonzales, *Mexican Workers and American Dreams* (1994)

Nazli Kibria, *Family Tightrope: Changing Lives of Vietnamese Americans* (1993)

Elaine H. Kim and Eui-Young Yu, eds., *East to America: Korean American Life Stories* (1996)

Maxine M. Margolis, *Little Brazil: An Ethnography of Brazilian Immigrants in New York City* (1994)

Lucy E. Salyer, *Laws Harsh as Tigers: Chinese Immigrants and the Shaping of Modern Immigration Law* (1995)

Carlos Antonio Torre and Hugo Rodriguez Vecchini, eds., *The Commuter Nation : Perspectives on Puerto Rican Migration* (1994)

Peter van der Veer, *Nation and Migration: The Politics of Space in the South Asian Diaspora* (1995)

Women of South Asian Descent Collective, eds., *Our Feet Walk the Sky: Women of the South Asian Diaspora* (1993)

Judy Yung, *Unbound Feet: A Social History of Chinese Women in San Francisco* (1995)

David Joravsky

History C95-21

LITERATURE AND HISTORY ("TRAILER SEMINAR" TO HISTORY C50-3 OR 4)

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

Office Address: Harris 303

Office Phone: 491-7418

Maximum Enrollment: 15

COURSE DESCRIPTION: This seminar will explore imaginative literature as source material for European intellectual history (early 19th to mid- 20th century). We will begin with a case in point: historical change in "family values" as expressed in Dumas' *Lady with the Camellias* (1848) and Pirandello's *Six Characters in Search of an Author* (1921). Students will then choose individual research projects, perhaps continuing the study of "family values," perhaps exploring such other

topics as national identity, criminal justice, class-power-authority. A common issues in all the projects will be such distinctions as fictive/factual, romantic/realist/modernist, high art/popular culture, ideology/knowledge.

TEACHING METHOD: Discussion. The seminar as a whole will consider each student's proposed research project, with the power to amend it so as to increase its significance for the group as a whole. Each meeting will be devoted to discussion of a particular text assigned by one or more of the students--either some literary work at the focus of their research or some work of their own (a research proposal, a preliminary essay, a term paper). each student's work will be evaluated by the others in brief notes, which Joravsky will summarize and transmit to the writer.

PREREQUISITE: History C50-3 or 4.

EVALUATION AND GRADING: See under "Teaching Method." The final grade will be based on the written work, and on participation in the discussions.

READING LIST: Selected by students in consultation with Joravsky and with the group as a whole. See "Course Description."

Ken Alder

History C98-2

SENIOR HISTORY HONORS SEMINAR

Time: Thursdays, 3:00-5:00

Office Address: 102C Harris Hall

Office Phone: 491-7260

Maximum Enrollment: 15

COURSE DESCRIPTION: Continuation of C98-1.

PREREQUISITES: C98-1 and permission of instructor or department. No P/N registration permitted.

TEACHING METHOD: Individual consultations and evaluations of draft essays.

EVALUATION: Grades based on final essays.

TENTATIVE READING LIST: TBA

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

Last Updated: February 2, 1996

0429 - Religion

Cristina Traina

Department of Religion, A01-6

ENVIRONMENTAL ETHICS

Time: TTh, 9:00-10:20 (Lib 3322)

Office Address: 1940 Sheridan Road

Phone: 491-2938

Expected Enrollment: 15

COURSE DESCRIPTION: The ethical side of the debate over the environment has become increasingly important, especially when decisions about the environment seem to require trade-offs between the needs of human beings and those of other forms of life, or even of non-living systems. This course will explore some of the philosophical and religious commitments behind the debates. Among the issues to be discussed include comparative claims of species and individuals, comparative claims of humans and other species, the relationship of environmental justice to racial and economic justice, and the possibility of developing a global environmental ethic in a pluralist world.

PREREQUISITES: none.

TEACHING METHOD: Discussion.

EVALUATION: Each student will prepare a written analysis of one of the readings for use by the class, two short papers (3-5pp), and one longer paper (9-12pp), in addition to several impromptu in-class writing exercises. 80% of the grade will be based on the papers, and 20% will be based on discussion and attendance.

READINGS: (At Norris)

Mary Evelyn Tucker and John A. Grim, eds., "Worldviews and Ecology: Religion, Philosophy, and the Environment"

Aldo Leopold, "A Sand County Almanac"

Selections from works by J. Baird Callicott, Holmes Rolston III, Carol J. Adams, and others.(Traina)

RICHARD STEGNER

Religion A01-6

PARABLES: WINDOWS INTO THE NEW TESTAMENT WORLD

Office: 1940 Sheridan Rd.

Phone: 491-5488

Time: TTH 10:30-12:00 (Lib 3670)

COURSE DESCRIPTION: This seminar will study the parables from three perspectives. First, a parable is a simple literary form in which some facet of everyday life points to God's will. Secondly, parables picture social and religious dimensions of life in first-century Palestine. Finally, parables contain Jesus' teaching for his followers.

TEACHING METHOD: Readings, discussions, and papers.

EVALUATION: Class participation, one oral report, 2 short papers (3 pages each), and one final paper (at least 10 pages).

READING LIST:

James Dunn, "Jesus' Call to Discipleship"

Robert Stein, "An Introduction to the Parables of Jesus"

Burton Throckmorton, "Gospel Parallels: A Comparison of the Synoptic Gospels"

George Bond

Religion B-22

INTRODUCTION TO BUDDHISM

Time: M W 1:00 (Lvr Aud)

1 mandatory discussion section

Office Address: 1940 Sheridan Road

Phone: 491-5488

Expected Enrollment: 200

COURSE DESCRIPTION: An introduction to the Buddhist religion. The course investigates Buddhism's philosophical base in the teachings of the Buddha in India as well as in the thought of later Buddhist thinkers. From this perspective, the course examines central themes in Buddhist thought about human existence, the gods, and cosmology. The first half of the course also studies the early history of Buddhism, focusing on its origins in India and its expansion in South and southeast Asia. The second half of the course studies the various branches of Buddhism, including the Theravada, the Mahayana and the Tibetan schools of Buddhism. Finally, time permitting, the course examines briefly the place of Buddhism in the modern world.

PREREQUISITES: None

EVALUATIONS: Several methods will be used to establish grades for the course: two exams - a midterm and a final, short quizzes on the readings for the discussion sections, and an optional paper.

READINGS: (at Norris)

Murcott, "The First Buddhist Women"

Babbitt, "The Dhammapada"
Kasulis, "Zen Action, Zen Person"
Lhalungpa, "The Life of Milarapa"
Harvey, "Introduction to Buddhism"

Cristina Traina

Religion B-26

INTRODUCTION TO CHRISTIANITY

Time: M W F 9:00-9:50 a.m. (Ann G15)

1 mandatory discussion section

Office Address: 1940 Sheridan Road

Phone: 491-2938/5488

Expected Enrollment: 100

COURSE DESCRIPTION:We will explore the history of Christian theology, institutions, and practice, with an eye to tracing the roots of contemporary western expressions of Christianity.

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

EVALUATION:One midterm, a final examination, a report on a visit to a Christian service of worship, and discussion section participation.

READINGS: (At Norris)

Sandra S. Frankiel, "Christianity"

T.S. Eliot, "Murder in the Cathedral"

Julia Mitchell Corbett, "Religion in America"

Selected orders of worship and hymns

Excerpts from Christian scripture and other texts

PREREQUISITES:none

WAITING LIST QUERIES:In person at the Department of Religion, 1940 Sheridan Road.

Ben Sommer

Religion C10

MAIN THEMES IN HEBREW SCRIPTURES:

HISTORY WRITING IN THE BIBLE

Time: T TH 9:00-10:30 a.m. (Ann G32)

Office Address: 1940 Sheridan Road

Phone: 491-5488

Expected Enrollment: 20

COURSE DESCRIPTION: In this class we investigate the historical books of the Hebrew Bible in order to answer several questions. What sort of information do they convey? Are they history writing, or is some other classification more appropriate? What different types of historical writing appear in the Hebrew Bible? How do modern ideas about historiography help us in understanding these ancient texts? Throughout the course, we will pay close attention to other ancient historiographic texts (especially those of Babylonia and Assyria) as they shed light on the events the biblical texts describe or on the forms the biblical authors employ. The first part of the course will focus on the stories regarding the origin of the Israelite nation found in Genesis, Exodus, Joshua and Judges. The second part of the course will concentrate on the Deuteronomistic History (Joshua-Kings), its tendencies, and its sources. The third part will cover the history writing of the post-exilic eras (Chronicles and Ezra-Nehemiah).

REQUIRED TEXTS: TBA

TEACHING METHODS: Primarily discussion. Occasional lectures.

EVALUATION: One short paper (5 pages); one medium paper (10 pages).

TRACY PINTCHMAN

Religion C21

TOPICS IN HINDUISM: HINDU MYTH

Office: 1940 Sheridan Road

Phone: 491-5488

Time: TH 12:00-2:30 (Krg 103)

Expected Enrollment: 30

COURSE DESCRIPTION: This course will explore the central mythological traditions that lie at the heart of Hinduism. Materials covered will include not only textual narratives, but also iconographic representations of some of the most widely revered Hindu deities, including Vishnu, Krishna, Shiva, and the Hindu Great Goddess. The class will also explore traditions of Hindu worship and devotion, including forms of religious expression unique to women and low-caste Hindus.

TEACHING METHOD: Lectures with significant periods of discussion of the myths.

REQUIRED TEXTS: (At Norris)

Pintchman, "The Rise of the Goddess in the Hindu Tradition"

Dimmitt and VanBuitenen, "Classical Hindu Mythology"

Eck "Seeing the Divine Image in India"

Hawley and Juergensmeyer, "Songs of the Saints of India"

Kinsley, "The Sword and the Flute: Kali and Krishna"

John Hunwick

Religion 0429 C57

TOPICS IN ISLAM: MODERN ISLAMIC THOUGHT

Office Address: 106 Harris Hall and 1940 Sheridan Rd.

Phone: 491-7412

Time: T TH 2:30 - 4:00 (Krg 302)

Expected enrollment: 20

COURSE DESCRIPTION: In the twentieth century the Muslim world has been undergoing something of a revolution, politically, socially and intellectually. The impact of European colonialism, directly or indirectly brought about huge changes in economic and political structures. It also brought Muslims in close, even sharp, contact with alien ideas and institutions, and at times with hostile criticism of their faith. In the second half of the twentieth century, as Muslims have shaken off direct imperial control of their lands, there has come about an increasingly powerful Muslim reassertion of the centrality of their faith in their lives coupled with an intense questioning about what it means to be Muslim in the emerging technology dominated "global village". Important debates have taken place about issues such as the Islamic state, the role of Islamic law (shari'a) in the state, Islamic economics, the role of women in public and family life, secularism, human rights, democracy and the right to dissent. The course will explore such issues as these through lectures and discussion, and students will have the opportunity to suggest other areas for the class to investigate.

PREREQUISITES: Religion B28 or Instructor's permission.

TEACHING METHOD: Lectures and discussions.

EVALUATION: Students will write a 5 page paper which will be presented and discussed in class. This will form the basis of a term paper of about 20 pages.

READINGS: (At Norris)

John Esposito, "Voices of Resurgent Islam", Oxford University Press, 1983

John Donahue and John Esposito, "Islam in Transition" University Press

Henry Munson, "Islam and Revolution in the Middle East", Yale University Press, 1988.

Course reading package.

George Bond

Religion C90, Section 21

COMPARATIVE STUDY OF RELIGIONS: RELIGION IN GLOBAL PERSPECTIVE

Office: 1940 Sheridan Road

Phone: 491-5488

Time: MW 5:30-7:30 (Rel Dept Sem Rm)

Expected enrollment: 25

COURSE DESCRIPTION: The religious landscape of America has changed radically in the past century or even in the past three decades. One can now find Islamic mosques, Hindu temples and Buddhist centers of meditation in virtually every major American city and in many smaller towns as well. This course examines the nature of this pluralism and discusses the beliefs and practices of the major world religions now present in Chicago and across the country. We shall ask what implications these new religious groups have for the West and will examine the stances that Western religions have taken toward other religions.

In order to be able to understand the meaning of religious pluralism and its implications the course will focus on the beliefs and practices of four of the major global religions: Christianity, Hinduism, Buddhism and Islam. The dialogue and contrast between these religions will constitute a central emphasis of the course. In addition to considering the global dimensions of these important religious traditions, we will also examine the local manifestations of these religions. The class will include a significant element of field experience and will include visits to Hindu temples, Buddhist centers and Islamic mosques in the Chicago area.

PREREQUISITES: None

TEACHING METHOD: Lectures and Discussion.

EVALUATION: Exams, group participation and paper.

READINGS: tba

Cristina Traina

Religion D-60, TOPICS IN CHRISTIANITY:

Political Theology and the Theology of Politics

Time: Thursday, 1:30-4:00 (Rel Dept Sem Rm)

Location: 1940 Sheridan Road, seminar room

Office Address: 1940 Sheridan Road

Phone: 491-2938/5488

e-mail: c-traina@northwestern.edu

Expected Enrollment: 15

COURSE DESCRIPTION: This "book a week" seminar covers religion and politics from two perspectives. First, we will read selected 20th century American and European Christian theological writings on politics. Second, we will read selections from the contemporary American debate over the place of religion in American society and the place of religious rhetoric in American political discourse.

METHOD: Discussion.

EVALUATION: 1-2 short analytical papers; active participation in discussion; final essay of 8-10 pp.

PREREQUISITES: Graduate status or permission of instructor.

TENTATIVE READING LIST:(At Norris)

H. Richard Niebuhr, "Christ and Culture"

Reinhold Niebuhr, "Moral Man, Immoral Society"

Jurgen Moltmann, The Trinity and the Kingdom: "The Doctrine of God"

Johann Baptist Metz, "Faith and the Future"

Dorothee Soelle, "Choosing Life"(selections)

John Howard Yoder, "The Priestly Kingdom" (selections)

Michael Perry, "Love and Power"

Kent Greenawalt, "Private Consciences and Public Reasons"

Stephen Carter, "The Culture of Disbelief" (selections)

WAITING LIST QUERIES: In person at the Department of Religion, 1940 Sheridan Road.

ctec@northwestern.edu

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

[Northwestern University](#)

Last Updated: February 22, 1996

0430 - European Thought and Culture

Helmut Muller-Sievers

Stuart Strickland

European Thought and Culture B16-0

THE AGE OF ENLIGHTENMENT

Time: MWF 11:00

Office Address: Kresge 111, Harris Hall

Phone: 491-8291, 491-3406

Expected Enrollment: 100

COURSE DESCRIPTION: This course will explore, in lectures and discussions, the achievements of the European Enlightenment. Starting with Newton's groundbreaking natural philosophy, we will concentrate on the scientific progress during the eighteenth century (theories of light, of magnetism, of gravity, of space and time) and see how the scientific developments influenced artistic and literary productions, as well as political and philosophical theories. We will keep the discussion of science on a level accessible to all, but require the willingness to read and think in an interdisciplinary context.

FORMAT: Lectures and weekly discussion sections (required)

EVALUATION: Class participation, Midterm quiz, Final quiz and in- class essay

ctec@northwestern.edu

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

[Northwestern University](#)

Last Updated: February 1, 1996

0433 - African and Asian Languages

M. Eissa

African and Asian Languages AO5-1,2,3

Arabic I

Office: Kresge Hall 356

Phone: 491-5288

Expected enrollment: 20

COURSE DESCRIPTION: This is a three-segment course of which the first begins in the Fall quarter of every academic year. The entire course (Arabic I) constitutes an introduction and building elementary proficiency in modern standard Arabic. The main emphasis will be on basic structure of the language, reading simple texts and oral communication. Useful and essential vocabulary will be used for the application of grammatical points. There are a number of extracurricular activities providing cultural context to the study of the language. Students with any background in Arabic study should either take a placement examination or consult the instructor before enrollment.

PREREQUISITES: None for the first segment (Fall quarter) and AO5-1 or equivalent for Winter quarter and AO5-2 or equivalent for Spring quarter.

TEACHING METHOD: Classes meet five times a week and class time is devoted to reading, oral communication, translation and grammar explanation. Students are required to use audio- visual materials available in the language lab and be prepared to devote additional time to daily homework.

EVALUATION: Weekly quizzes, no midterm and no final. Quiz grades and class performance will count towards the final grade as well as class and lab attendance.

TEXTBOOKS: Check with the instructor; Hans Wehr, A Dictionary of Modern Written Arabic

M. Eissa

African and Asian Languages AO6-1,2,3

Arabic II

Office: Kresge Hall 356

Phone: 491-5288

Expected enrollment: 10

COURSE DESCRIPTION: This is a three-segment course as a continuation of Arabic I (AO5-

1,2,3). The first of those segments begins always in the Fall quarter of every academic year. This course deals with more sophisticated yet essential topics of daily and literary use of the Arabic language. The emphases of this course will be on training students to read Arabic texts correctly and reasonably fast, to discuss orally text content and writing short paragraphs and translation (English/Arabic/English). In addition to the manual used for instructions, there will be other selections for outside reading and use of audio-visual materials.

PREREQUISITES: Arabic AO5 or equivalent for the first segment, (Fall quarter) AO6-1 for the second segment (Winter quarter), AO6-2 for the 3rd segment (Spring quarter).

TEACHING METHOD: Class time is devoted to conversation, reading, translation and structure exercise. Students are required to use assigned audio-visual materials available in the language laboratory. Students are encouraged to participate actively in extracurricular cultural activities in support of their language acquisition.

EVALUATION: Periodic quizzes (40%), attendance (35%), class participation and performance (25%).

TEXTBOOK: Check with the instructor. Hans Wehr, A Dictionary of Modern Written Arabic

M. Eissa

African and Asian Languages B07-1,2,3

Arabic III

Office: Kresge Hall 356

Phone: 491-5288

Expected enrollment: 6

COURSE DESCRIPTION: This is a high intermediate level course in Modern Standard Arabic. Our goal is to enhance the student's ability to read, understand and discuss Arabic writings utilizing a variety of articles, documents, short stories and other materials of interest to the students and relevant to their field of study. Special emphasis is placed on oral communication and developing reading and writing skill. Remedial work on grammar as well as fluency building will be in focus in various stages of this class.

PREREQUISITES: Arabic II or equivalent for the first segment (Fall quarter), or consent of the Instructor for other quarters.

TEACHING METHOD: The class will meet twice a week to discuss assigned and new materials.

EVALUATION: Grades will be based on class participation, individual progress in comprehending textual material and acquired degree of fluency in the language.

READINGS: Intermediate Modern Standard Arabic

Richard Li-Cheng Gu & Hong Jiang

African and Asian Languages All-1,2,3 Section 22,23

Chinese I

Office: Kresge Hall 348B & 338

Phone: 491-2760 & 467-1350

Expected enrollment: 20

COURSE DESCRIPTION: This course introduces grammar, 600 single characters and 1600 compound words of standard modern Madarin Chinese. It emphasizes speaking and reading as well as writing. We use textbooks compiled by Beijing Language Institute and Peggy Wang.

PREREQUISITES: None

TEACHING METHOD: Four regular class hours and one language lab hour are for pronunciation drills, analysis of sentence structure, sentence buildup, etymology of Chinese words, translation, conversation and dictation. In class, after explaining grammar and characters in English, the instructor will use Chinese for oral drills, sentence buildup, and conversation. After class, the students should use the language lab regularly.

EVALUATION: Classroom performance, language lab attendance, written assignments, oral reports, quizzes, a midterm exam and a final exam.

Richard Li-cheng Gu

African and Asian Languages All-1,2,3 Section 21, 22

Accelerated Chinese I (For students with some speaking ability)

Office: Kresge Hall 348B

Phone: 491-2760

Expected enrollment: 20

COURSE DESCRIPTION: The course introduces grammar, 900 single characters and 2000 compound words of standard modern Madarin Chinese, e.g., vernacular Chinese. It emphasizes reading as well as writing. Students will learn to read essays and short stories. They will also learn to write notes, letters, and essays. They will also learn to make speeches to public in Chinese. The textbooks that we use are compiled by Beijing Language Institute, Princeton University and Beijing University.

PREREQUISITES: 1 year of Chinese in high school or consent of instructor.

TEACHING METHOD: Four regular class hours are for analysis of sentence structure, sentence buildup, etymology of Chinese words, translation, conversation and dictation. In class, after explaining grammar and characters in English/Chinese, the instructor will use Chinese for sentence buildup and conversation. After class the student should spend 30 minutes doing writing assignments regularly.

EVALUATION: Classroom performance, written assignments, oral reports, quizzes, a midterm exam and a final exam.

LiCheng Gu & Hong Jiang

African and Asian Languages A12- 1,2,3 Section 20,21,22

Chinese II

Office: Kresge Hall 348 & 338

Phone: 491-2760 & 467-1350

Expected Enrollment: 15

COURSE DESCRIPTION: The course is designed to improve students' comprehension in speaking and reading Chinese. Through carefully edited texts we will build up a basic vocabulary for reading, writing and conversation. **PREREQUISITES:** Chinese I. P/N is allowed.

TEACHING METHOD: Four regular class hours for the etymology of Chinese words, analysis of sentences structure, translation and conversation. Students are expected to prepare and participate actively in classroom discussions.

EVALUATION: Classroom performance and written assignments (10%), three quizzes (30%), Mid-term (30%), a final (20%) and two oral presentations.

READINGS: Practical Chinese Reader, Vol. II

Laughing in Chinese

Strange Friends (Movie Scripts)

Intermediate Reader of Modern Chinese

Twenty Lectures on Chinese Culture

Wen-Hsiung Hsu

African and Asian Languages B13-1,2,3

Chinese III

Office: Kresge Hall 348

Phones: 491-2768 (Office), 708/945-8627 (Home)

Expected enrollment: 10

COURSE DESCRIPTION: The course is designed to enhance students' abilities in speaking, reading, and writing Chinese. Students read modern Chinese novels, stories, essays, poems and current news reports for class discussions.

PREREQUISITES: Chinese II; P/N is allowed.

TEACHING METHOD: We use Chinese to discuss our readings. Students are also expected to write short essays based on Chinese literary works.

EVALUATION: Classroom performance and essay assignments (30%), weekly quizzes (20%), two exams (20%) and a final (30%)

READINGS: Ba Jin, Jia (Family)
Cao Yu, Lei-yu (Thunderstorm)
Ru Zhi-juan, Baihe-hua (the Lillies)
Shen Rong, Rendao zhong-nian (At Middle Age)
A Lu Hsun Reader
Readings from Chinese Writers, 2 Vols.
Selected Readings in Modern Chinese Prose
Newspaper Chinese
Glimpses of China
A Chinese Text for a Changing China
Advanced Reader of Modern Chinese: China's Own Critics

Edna Grad

African and Asian Languages AOL-1,2,3 Sections 20, 21, 22

Hebrew I

Office: Kresge Hall 352

Phone: 708/491-2769

Expected Enrollment: 20-30

COURSE DESCRIPTION: This is a course in elementary modern Hebrew. The course is designed to develop all four language skills (listening, speaking, reading and writing) and an explicit knowledge of Hebrew grammar.

PREREQUISITES: None

TEACHING METHOD: Classwork centers on learning new vocabulary and grammatical structures. These are introduced and exercised orally in anticipation of dealing with written dialogues and essays. Drills in the texts and on the tapes expand and reinforce the new material. Independent lab

work is part of the coursework.

EVALUATION: A student's grade for this course will be based upon (1) daily homework assignments, (2) weekly quizzes, (3) a midterm exam and (4) a final exam.

READINGS: The textbook used is our own materials obtained at Copycat of Evanston. The accompanying workbook is TARGILON (Academon, Jerusalem, 1982).

Edna Grad

African and Asian Languages AO2-1,2,3 Sections 20, 21

Hebrew II

Office: Kresge Hall 352

Phone: 491-2769

Expected enrollment: 12-15

COURSE DESCRIPTION: This is an intermediate level course in Hebrew. The purpose of the course is to enlarge the student's vocabulary and to reinforce and expand his/her knowledge of Hebrew grammar in order to improve conversational and writing skills as well as the ability to handle literary texts (from Biblical to modern).

PREREQUISITES: Northwestern students should have completed and received credit for AO1-1,2,3. New students must have permission of the instructor.

TEACHING METHOD: The lessons will center around the reading and discussion of literary texts (prose and poetry -- occasionally-- newspaper articles. Homework assignments will include written exercises, compositions and preparation for oral presentations in class.

EVALUATION: Grades will be based on (1) daily homework assignments (2) quizzes (3) oral presentations (4) a midterm exam and (5) a final exam.

READINGS: Intermediate Hebrew (text and workbook). Northwestern U. Press, Evanston, 1987

Edna Grad

African and Asian Languages BO1-1,2,3

Hebrew III

Office: Kresge Hall 352

Phone: 491-2769

COURSE DESCRIPTION: This is an advanced level course in Hebrew. Literary works from Old

Testament to contemporary Hebrew prose and poetry will be read, discussed and analyzed orally and in writing.

PREREQUISITES: Northwestern students should have completed and received credit for Hebrew AO2-3. New students must have permission of the instructor.

TEACHING METHOD: The lessons will center around discussion of literary works. Homework assignments will comprise short compositions and exercises.

EVALUATION: Grades will be based on (1) weekly short compositions and exercises and (2) midterm and final papers.

Staff

African and Asian Languages A15-1,2,3 Sec 20,21,22,23,24,25

Japanese I

Office: Kresge Hall 367 &368

Phone: 491-2762

Expected enrollment:90 (15 maximum each section)

COURSE DESCRIPTION: This is an introductory year-course in elementary Japanese. It is designed to master the basic spoken and written communication skills in Japanese. It prepares students for the AAL 16, which in turn leads to Japanese III AAL B17.

PREREQUISITES: P/N is not allowed.

TEACHING METHOD: Hiragana and Katakana during the first quarter of A15 students learn the (using computer programs), and Kanji. By the end of the first year students in addition will be able to use the adequate number of vocabulary and approximately 200 Kanji, and to be familiar with the grammar and pronunciation of modern colloquial Japanese. Classroom activities and assignments are designed to strengthen proficiency in listening, speaking, reading and writing. The class meets five days a week.

EVALUATION: Weekly quizzes, weekly assignments, oral examinations, final examination and class attendance are taken into account in determining a grade for each student.

READINGS: Course packet

Seiichi Makino & Michio Tsutsui (1986)

A Dictionary of Basic Japanese Grammar Tokyo: The Japan Times Kodansha (1991). Kodansha's Compact Kanji Guide Tokyo Kodansha International

Staff

African and Asian Languages A16-1,2,3 Sections 20,21,22, 23

Japanese II

Office: Kresge Hall 367 & 368

Phone: 491-2762

Expected enrollment: 60 (15 maximum each section)

COURSE DESCRIPTION: This is the second year Japanese course. It is designed to develop students' mastery of modern Japanese as a continuation of Japanese I. Reading, writing, speaking and listening will all continue to be emphasized.

PREREQUISITES: Successful completion of A15-3 or with permission of the instructor.
(Placement test will be given)

TEACHING METHOD: The course format is the same as Japanese I. Students are expected to learn approximately 270 Kanji by the end of this course. The class meets five days a week.

EVALUATION: Weekly quizzes, weekly assignments, oral assignments, a final examination and class participation are all taken into account in determining a grade for each student.

READINGS: Course packet Seiichi Makino & Michio Tsutsui (1986) A Dictionary of Basic Japanese Grammar Tokyo: The Japan Times Kodansha (1991) Kodansha's Compact Kanji Guide Tokyo: Kodansha International

Staff

African and Asian Languages B17-1,2,3

Japanese III

Office: Kresge Hall 367

Phone: 491-2762

Expected enrollment: 15

COURSE DESCRIPTION: This is the third year course which covers advanced intermediate level Japanese. The yearlong course is designed to increase the students' ability in reading, writing, speaking and listening comprehension. The course also aims at expanding the students' vocabulary and Kanji to the extent that is necessary for advanced level reading and writing. A wide range of topics in the cultural and social issues of contemporary Japan will be discussed using textbook, videos, etc.

PREREQUISITES: Successful completion of A16-3 or with permission of the instructor. (Placement test will be given)

TEACHING METHOD: Students meet with the instructor five days a week. The class time is devoted to strengthen proficiency in speaking, listening, reading and writing while reviewing grammar points. The class is conducted primarily in Japanese.

EVALUATION: Quizzes, assignments, oral examination, a final examination and class participation are all taken into account in determining each student's grade.

READINGS: Akira Miura and Naomi Hanaoka McGloin (1994) *An Integrated Approach to Intermediate Japanese* Tokyo: The Japan Times Kodansha (1991). *Kodansha's Compact Kanji Guide* Tokyo: Kodansha International

Staff

African and Asian Languages C18-1, 2, 3

Japanese IV

Office: Kresge Hall 356

Phone: 491-2766 491-2762

Expected enrollment: 15

COURSE DESCRIPTION: This is an advanced level Japanese course for those who have finished at least the equivalent of three years of Japanese language including a working knowledge of approximately 1000 kanji and basic conversational skills. The main focus of this course will be to introduce contemporary day-to-day Japanese materials, such as newspapers, journal articles, contemporary fiction, video, etc. It will be taught in Japanese.

PREREQUISITES: Successful completion of BI7-3 or with permission of the instructor. (Placement test will be given.)

TEACHING METHOD: Typical class format will include reading text and discussion. Also, at least one presentation or project is assigned by the end of the year.

EVALUATION: Quizzes, assignments and class participation are taken into account in determining each student's grade.

READINGS: All materials will be distributed in photocopies.

Richard Lepine

African and Asian Languages A21-1,2,3

Swahili I

Office: African & Asian Languages, 350 Kresge

Phone: 491-2765

Expected Enrollment: 15-20 (not limited)

COURSE DESCRIPTION: This is the beginner's Swahili class, and is open to undergraduate and graduate students. There are three courses in sequence from fall to spring. Grads register as D10-1,2,3, section 23. The course presents the essentials of modern Standard Swahili grammar while proficiency in the language is developed. The expectation is that by the end of the first year students will be able to interact comfortably in Swahili and will have acquired basic literacy.

PREREQUISITES: None for A21-1; appropriate Swahili study background for further quarters. Course may be taken P/N if not used to satisfy CAS language proficiency requirement.

TEACHING METHOD: Students attend five sessions each week during the noon hour. They should plan at least one additional period of work per week on audio, video and computer materials, ideally in the MMLC. There are oral, written, audiovisual and computer class exercises, written homework assignments and projects, and regular quizzes and longer tests.

EVALUATION: Attendance in lectures and labs, participation in classroom exercises, performance on homework, quizzes, tests and special projects will all count towards the final grade. Tests and assignments during the course are intended primarily as means of discovering and correcting problem areas. There is an ongoing assessment of oral proficiency skills in classroom and lab sessions, so more than 5 unexcused absences results in a tenth of a grade point penalty. In addition to brief written quizzes in class, there will be a period-long (50 min.) writing exercise at mid-term. Classes will be held, with attendance optional, during Reading Week. Final exams are take-home exercises, due on the scheduled final exam date for a given quarter.

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

African and Asian Languages A22-1,2,3

Swahili II

Office: African & Asian Languages, 350 Kresge

Phone: 491-2765

Expected Enrollment: 7-12 (not limited)

COURSE DESCRIPTION: This is the second-year Swahili course, and is open to undergraduate and graduate students who have completed first-year Swahili or its equivalent. Graduate students register as D10-1,2,3, section 23. There are three courses in sequence from fall to spring. The first quarter of the course begins with a review of the essentials of Swahili grammar covered in the first year; then more detailed grammar and more complex structures are explored through the use of oral, written and videotaped materials. Development of speaking and literacy skills are equally emphasized, and students begin their study of Swahili literary texts.

PREREQUISITES: A21 or equivalent for A22-1; appropriate Swahili study background for further quarters. Course may be taken P/N if not used to satisfy CAS language proficiency requirement.

TEACHING METHOD: There are four lecture hours each week, and an additional weekly audio, video or computer assignment done independently. Swahili is the primary medium of instruction.

EVALUATION: Attendance in lectures and labs, participation in classroom exercises, performance on homework, quizzes, tests and special projects will all count towards the final grade. Tests and assignments during the course are intended primarily as means of discovering and correcting problem areas. There is an ongoing assessment of oral proficiency skills in classroom and lab sessions.

TEXTS: REQUIRED: Provided by instructor, various original Swahili sources **RECOMMENDED:** Fredrick Johnson, Swahili-English Dictionary, Oxford University Press, 1980.

Richard Lepine

African and Asian Languages B23-1,2,3

Swahili III

Office: African & Asian Languages, 350 Kresge

Phone: 491-2765

Expected Enrollment: 1-5 (not limited)

COURSE DESCRIPTION: This is the third-year course, and is open to undergraduate and graduate students who have completed second-year Swahili or its equivalent. Graduate students register as D10-1,2,3 section 23. The course is an introductory study of classical and modern Swahili verbal arts--including non-fiction prose and oral narrative performance as well as poetic, narrative, and dramatic texts. It is ordinarily but not necessarily taught in a three- quarter sequence: Fall, oral verbal arts tradition; Winter, classical literary tradition; Spring, modern Standard Swahili literature.

PREREQUISITES: Swahili A22, or the equivalent with the consent of instructor.

TEACHING METHOD: Students have three lecture hours each week. Swahili is the medium of instruction. There are oral and written classroom exercises, and written and audio, video and computer homework assignments and projects. There is some English-language background reading

expected, but most work involves texts or other materials written or composed originally in Swahili.

EVALUATION: Attendance in lectures, participation in classroom exercises, performance on homework and special projects will all count towards the final grade. However, any tests or assignments during the course are intended primarily as means of discovering and correcting problem areas. Evaluation is based both on an ongoing assessment of general interactive proficiency skills as well as on oral and written tests of comprehension and analysis performed in connection with specific coursework materials.

TEXTS: REQUIRED: Fredrick Johnson, Swahili-English Dictionary, Oxford University Press, 1980
Taasisi ya Uchunguzi wa Kiswahili, Kamusi ya Kiswahili Sanifu, Oxford University Press-East Africa, 1981.

(for B23-2 only:) Ibrahim Noor Shariff, Tungo Zetu, Red Sea Press, 1988.

other texts provided by instructor

Eunmi Lee

African and Asian Languages A25-1,2,3

Korean I

Office: Kresge 336

Phone: 467-1323

Expected enrollment: 16

Course Description: This is an introductory year-course in elementary Korean. The course is designed to equip students with the basic all-around communicative ability in speaking, reading and writing. It also aims to provide students with increasing vocabulary and a command of correct grammar and accurate spelling.

PREREQUISITES: none

TEACHING METHOD: Class participation is strongly encouraged. After the instructor's lecture, students are suggested to elaborate on the vocabulary, grammar pattern, or given dialogue. The lecture will be basically conducted in Korean and students are also encouraged to speak Korean only.

EVALUATION: Grade will be given based on the attendance, assignments, quizzes and tests, and final examination.

READINGS: Korean I (by Korea University)
Korean Conversation I (by Korea University)

Eunmi Lee

African and Asian Languages A26-1,2,3

Korean II (2nd year)

Office: Kresge Hall 336

Phone: 467-1323

Expected enrollment: 32 (16 maximum each section)

COURSE DESCRIPTION: This is a year-course in Korean. Students should be able to read and write Korean and understand daily conversation in Korean. The course is designed to equip students with the advanced all-around communicative ability in speaking, reading and writing. It also aims to provide students with increasing vocabulary and a command of correct grammar and accurate spelling.

PREREQUISITES: Students who completed Korean I or take a placement test in advance.

TEACHING METHOD: Class participation is strongly encouraged. After the instructor's lecture, students are suggested to elaborate on the vocabulary, grammar pattern, or given dialogue. Also various kinds of reading materials will be given and writing exercises will be followed. The lecture will be exclusively conducted in Korean and students are also encouraged to speak Korean only.

EVALUATION: Grade will be given based on the attendance, assignments, quizzes and tests, and final examination.

TEXTBOOK: Korean II (by Korea University)

Korean Conversation II (by Korea University)

ctec@northwestern.edu

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

[Northwestern University](#)

Last Updated: February 1, 1996

0434 -Linguistics

Robert Gundlach Spring Quarter 1995-96

Linguistics A01-6, Section 20

LANGUAGE AND CHILDHOOD

Time: TTh 10:30-12:00

Office: 1902 Sheridan Road

Phone: 491-7414

Expected Enrollment: 15

COURSE DESCRIPTION: Is the capacity to learn and use language a human instinct, as Steven Pinker has recently argued, wired into our brains by evolution like web spinning in spiders or sonar in bats? If so, what role do families, schools, communities, and larger societies and cultures have in shaping what we learn when we acquire language in childhood? How does the acquisition of language interact with how we learn to communicate, how we learn to think, and how we develop a sense of who we are? This seminar offers students an opportunity to explore these questions and to learn about some of the current perspectives and controversies in the study of children's language development. We will begin by reading and discussing Steven Pinker's book, *The Language Instinct: How the Mind Creates Language*. Students will then have the opportunity to sample the topics, methods, and forms of argument characteristic of current scientific research on children's language acquisition by analyzing selected articles originally published in such journals as *Language*, *Child Development*, *Cognition*, and *Behavioral and Brain Sciences*. Finally, we will extend our exploration of language and childhood by considering how children begin learning to read and write, and by reflecting on the role of language, both spoken and written, in a person's development of cultural and individual identity.

TEACHING METHOD: The heart of this seminar will be discussions in which we explore a variety of perspectives on language and childhood. In addition to learning about current research on children's language, students will have the opportunity to reflect on their own experience as developing speakers, listeners, readers, and writers. Furthermore, because an important goal of this seminar is to strengthen each student's current writing ability, students can expect writing instruction and individual guidance, both in class meetings and in conferences with the instructor.

METHOD OF EVALUATION: Four essays of varying length, with opportunities for revision. Class participation.

TEXTS:

Paul Bloom (ed.), *Language Acquisition: Core Readings* (selections).

Eva Hoffman, *Lost in Translation: A Life in a New Language*.

Joan B. McLane and Gillian D. McNamee, Early Literacy.
Steven Pinker, The Language Instinct: How the Mind Creates Language.
Additional brief selections to be distributed in class.

Rae A. Moses Spring Quarter 1995-96

Linguistics B04

THE LANGUAGE OF PREJUDICE

Time: MW 11-12:30

Office Address: 2016 Sheridan Road

Phone: 491-8053

Expected Enrollment: 40-60 ATTENDANCE AT FIRST CLASS MANDATORY.

COURSE DESCRIPTION: The discursive habits of a speech community reflect the stereotypes and prejudices of its members. The language of the media, government, education, the stories citizens tell and the derogatory names given to a society's ethnic minorities all provide evidence of the ways that language defines and propogates our stereotypes and prejudices. We will examine the verbal modes of expression that groups have at their disposal and analyze how prejudice is represented and reproduced. We will also address the related topics of speech codes, the balance between rules of civility and freedom of speech, the language policies of schools and governments and the imposition of language standards.

PREREQUISITES: None.

TEACHING METHOD: Lecture-discussion. We will also have discussion on an electronic bulletin board.

METHOD OF EVALUATION: Mid-term, final exam and a short paper.

TEXTS:

Discourse and Discrimination, Geneva Smitherman, Donaldson & Teun Van Dijk, eds.
Beyond P.C. , Patricia Aufderheide ed.

Gregory Ward Spring Quarter 1995-96

Linguistics B05

MEANING

Time: MWF 2

Office Address: 2016 Sheridan Road

Phone: 491-8055

Email: gw@northwestern.edu

Expected Enrollment: 40 ATTENDANCE AT FIRST CLASS MANDATORY.

COURSE DESCRIPTION: An introduction to the study of meaning. This course introduces students to basic concepts in word and sentence meaning. Topics covered include: sense and reference, prototypes, predicate-argument structure, metaphor, logic, speech acts, presupposition and implicature. In addition, we will explore various issues of linguistic and philosophical interest, e.g. where is 'meaning' located? What is the influence of culture on language (and vice-versa)? What is the role of 'truth' and the 'real world'?

PREREQUISITES: None

TEACHING METHOD: Lecture and discussion with class participation.

METHOD OF EVALUATION: Final grade will be based on: two exams of equal weight, weekly assessments, homework, and class participation. A final exam is optional. P/N is not available.

TEXTS: Two textbooks and a reading packet.

Michael Broe

Spring Quarter 1995-96

Linguistics B07

SOUND PATTERNS IN HUMAN LANGUAGE

Time: MW 3:30-5

Office Address: 2016 Sheridan Road

Phone: 491-5778

Expected enrollment: 60 ATTENDANCE AT FIRST CLASS MANDATORY.

COURSE DESCRIPTION: This course introduces students to the formal analysis of the sound systems of human language. The course includes phonetics (the analysis of sounds in terms of their physiological and acoustic properties) and phonology (the study of sounds in terms of their cognitive and symbolic function). Illustrative material will be drawn from a digitized database of sounds from 90 languages.

The courses Linguistics B07, B05 ("Meaning"), and B06 ("Formal Analysis of Words and Sentences") form a three-course introduction to linguistics, for majors and non-majors alike. Each course may be taken independently of the others and in any sequence. All three courses are prerequisites for the major and minor in Linguistics. Linguistics B07 also satisfies the CAS Area II Distribution Requirement in Formal Studies.

PREREQUISITES: None.

TEACHING METHOD: Smart-classroom presentations and discussion. Students must attend first

class and keep up from class to class. Missing a class or postponing homework will put the student seriously behind. Regular homework required.

METHOD OF EVALUATION: Homework assignments, a midterm, and a final exam.

TEXTS: Ladefoged, Peter (1993) A Course in Phonetics: 3rd Edition.

William Stone Spring Quarter 1995-96

Linguistics B09

LANGUAGE AND SOCIETY

Time: MWF 12

Office Address: 2016 Sheridan Road

Phone: 491-5776

Expected Enrollment: 40 ATTENDANCE AT FIRST CLASS MANDATORY

COURSE DESCRIPTION: This course examines the ways in which relationships and structures in society influence language and vice versa. It examines variations in language that are determined by region, sex, social level and cultural groupings.

COURSE OBJECTIVES: To encourage students to think about the language issues in their own lives and to help them establish positions in the light of the findings of sociolinguistic research. This course satisfies the CAS Area III (Social and Behavioral Sciences) Distribution Requirement.

PREREQUISITES: None.

COURSE REQUIREMENTS: Attendance at the first class is mandatory. Subsequent unexcused absence will lower a student's grade.

TEACHING METHOD: Lectures, readings and class discussions.

METHOD OF EVALUATION: Group and individual projects and a final examination. P/N is not available.

TEXTS:

Language: The Social Mirror (3rd Ed) Elaine Chaika

Language & Society Reading Packet available at Copy Cat

Ken Paller and Gregory Ward Spring Quarter 1995-96

Cognitive Science B10

INTRO. TO COGNITIVE SCIENCE: VISION, LANGUAGE, AND MEMORY

Time: T-Th 2:30-4:00

Discussion Sections: TBA

Offices: 122 Swift Hall (Paller), 2016 Sheridan Rd.(Ward)

Phones: 467-3370 (Paller), 491-8055 (Ward)

Email: kap@northwestern.edu (Paller), gw@northwestern.edu (Ward)

Expected Enrollment: 90

COURSE DESCRIPTION: The scientific study of human cognition, focusing on vision, language, and memory. The psychological and biological nature of these functions is explored, demonstrating many of the methods of Cognitive Science. Some of the specific topics covered include linguistics, language acquisition, monitoring the human brain during acts of cognition, neuroanatomy, and disorders of vision, language, and memory.

PREREQUISITES: None.

METHOD OF 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. 70% of the grade will be based on two exams of equal weight (2 x 35%).

Assessments. 20% of the grade will be based on 6-8 very brief in-class 'assessments', designed to assess students' understanding of previous lectures and/or the reading assigned for the current lecture.

Homework. 10% of the grade will be based on weekly homework assignments (1- 2 pages). Late assignments will not be accepted.

TEXTS:

Pinker, Steven. 1994. The Language Instinct: How the Mind Creates Language. Morrow.
Reading Packet. SATISFIES CAS AREA I (NATURAL SCIENCE) DISTRIBUTION
REQUIREMENT.

Morris Goodman Spring Quarter 1995-96

Linguistics C02

INTRODUCTION TO COMPARATIVE AND HISTORICAL LINGUISTICS

Time: MW 2-3:30

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: Lecture.

METHOD OF EVALUATION: Midterm and final exam.

TEXTS:

Arlotto, Introduction to Historical Linguistics.

Supplemented by Bloomfield, Language, (Chaps. 17-27)

Beatrice Santorini

Spring Quarter 1995-1996

Linguistics C15

BILINGUALISM

Time: TTh 2:30-4

Office: 2016 Sheridan Road, Room 12

Phone: 491-8054

Expected Enrollment: 25

COURSE DESCRIPTION: The linguistic and psychological factors affecting the simultaneous or sequential acquisition of two or more languages. Effects of bilingualism on phonology, syntax, lexicon, cognition and language change.

PREREQUISITES: Linguistics B05, B06 or B07.

TEACHING METHOD: Lecture and discussion.

TEXTS:

Grosjean, Francois. 1982. Life With Two Languages. Cambridge, MA: Harvard University Press.

Reading packet of primary sources.

Beth Levin Spring Quarter 1995-96

Linguistics C71

MORPHOLOGY

Time: MW 11-12:30

Office Address: 2016 Sheridan Road

Phone: 491-8050

Expected Enrollment: 25

COURSE DESCRIPTION: This course examines the internal structure of words and productive processes for creating new words. This course will introduce the central problems that any theory of morphology will have to face, as well as the evolution of theories of morphology within generative grammar. Issues that will be discussed include: word-formation, processes, productivity, grammatical function-changing rules, inflection vs. derivation, level- ordering, bracketing paradoxes, and the autonomy of morphology. Where possible, examples will be taken from a variety of languages.

PREREQUISITES: Linguistics B06 or B07 or permission of the instructor.

TEACHING METHOD: Lectures and discussions.

METHOD OF EVALUATION: Regular homework, a mid-term exam, and a project.

TEXT: Reading Packet.

Staff

Spring 1995-96

Linguistics C80

ENGLISH IN THE UNIVERSTIY: FOCUS ON ACADEMIC CULTURE

Time: TTh 1-2:30pm

Office Address: 2016 Sheridan Road

Phone: 491-8059

Expected Enrollment: 15

COURSE DESCRIPTION: This course for international graduate students will explore cultural issues relevant to studying and teaching in an American university. The course will provide some practical skills for teaching (lecture, discussion group, laboratory, etc.) as well as for public presentations (of research results, project proposals, etc.). The discussion-oriented course emphasizes developing greater fluency and comprehensibility in conversation.

Students are expected to complete background readings and short assignments, to be active in class discussions, to give several short presentations, and to participate in the conversation partners program. This class can serve as helpful preparation for oral proficiency exams, professional presentations, and especially for teaching assistant assignments.

PREREQUISITES: None

TEACHING METHOD: Discussion, oral presentations, emphasis on class participation.

TEXTS: TBA

P/N REGISTRATION IS STRONGLY ENCOURAGED

Laurel Stvan

Spring 1995-96:

Linguistics C81

ADVANCED ENGLISH IN THE UNIVERSITY: FOCUS ON ACADEMIC WRITING

Time: TH 6:30-9:15pm

Office: 2016 Sheridan Road, Room 32

Phone: 491-8059

Expected Enrollment: 15

COURSE DESCRIPTION: This course for international graduate students who are non-native speakers of English focuses on written argumentation skills and all aspects of academic writing. The class is tailored to the skills and needs of the students enrolled at the time, and work on assignments for other classes, research papers, and thesis chapters is incorporated into the class plan.

Students are expected to complete short assignments, to keep a written journal, to work on a longer piece of writing, and to participate in class discussions.

PREREQUISITES: None.

TEACHING METHOD: Discussion.

TEXTS: TBA

P/N REGISTRATION IS STRONGLY ENCOURAGED.

Rae Moses Spring Quarter 1995-96

WomStud C92 (crosslisted with Linguistics)

TOPICS IN WOMEN'S STUDIES: LANGUAGE AND GENDER

Time: TTh 10:30-12

Office: 2016 Sheridan Road

Phone: 491-8053

Expected Enrollment: 45 ATTENDANCE AT FIRST CLASS MANDATORY

COURSE DESCRIPTION: The language we use to talk about men and women is often different. Men and women also use language differently. This course examines these differences, how societies evaluate them, attempt to regulate them, and how these differences have changed over time reflecting our changing society. We will explore the use of gender specific language, e.g., him/her, waitress, postman, the best man for the job, and language attitudes about these expressions. We will also examine the language used by men and women in special contexts, how gender differences are learned and what these differences seem to mean in our society and in cultures very different from our own.

PREREQUISITES: None.

TEACHING METHOD: Lectures/Discussion.

METHOD OF EVALUATION: Four reaction papers, a class presentation, a late midterm quiz, and a take-home final.

TEXTS:

Language, Gender, and Society. Barrie Thorne, Cheris Kramarae and Nancy Henley, eds. 1983. (at SBX)

Language, Gender and Professional Writing. Francine Wattman Frank and Paula A. Treichler. 1989.

Women, Men, & Language. 2nd ed. Jennifer Coates. 1993.

Janet Pierrehumbert

Spring Quarter 1995-96

Linguistics D04-2

PHONOLOGICAL ANALYSIS II

Time: T-Th 1-2:30, F 11

Office Address: 2016 Sheridan Road, Rm. 30

Phone: 467-1570

Expected Enrollment: 15

COURSE DESCRIPTION: Phonology is the study of the sound patterns of language. This course, which is a continuation of D04-1, will provide students with the basis for understanding current research. topics covered include metrical and autosegmental phonology and the relation of phonology to morphology and syntax.

PREREQUISITES: Linguistics D04-1

TEACHING METHOD: The course will be divided between lectures presenting new material and student participation to discuss homework problems and any other questions that may arise.

METHODS OF EVALUATION: TBA.

TEXT: TBA.

Beatrice Santorini Spring Quarter 1995-96

Linguistics D05-2

ADVANCED SYNTACTIC ANALYSIS

Time: T Th 10:30-12

Office Address: 2016 Sheridan Road, Room 12

Phone: 491-8054

Expected enrollment: 5

COURSE DESCRIPTION: This course is a continuation of D05-1. Like it, its objective is to introduce students to the assumptions and goals of generative grammar, specifically Chomsky's Government-Binding framework and its more recent developments.

PREREQUISITES: Linguistics D05-1

TEACHING METHOD: The class will be conducted through critical discussion of recent primary source readings. Students will lead the discussion of at least some of the readings, and will be welcome to share responsibility for their selection.

METHOD OF EVALUATION: TBA

TEXT: Reading packet.

ctec@northwestern.edu

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

[Northwestern University](#)

Last Updated: February 2, 1996

0435 - Mathematics

Staff

Mathematics B14- 2, 3

CALCULUS

Phone: 491-3298

Expected Enrollment: 30-50 per section

COURSE DESCRIPTION:

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- 2, 3): Edwards and Penney, 4th ed., Calculus and Analytic Geometry

PREREQUISITES: See the requirements and recommendations in the mathematics section of the Undergraduate Catalog. Students who have studied calculus in high school are strongly urged to register for the next appropriate course at Northwestern and should not repeat work done in high school. The Fall Quarter of B14-3 consists largely of entering freshmen who have had a full year of calculus in high school. Students who are in doubt about which course to take may obtain a self-testing calculus placement examination from the Mathematics Department, Lunt Building. P/N is allowed.

TEACHING METHOD: Lecture and discussion sections meet three or four times a week. Classes with only three lectures per week are accompanied by quiz sections (of 20-25 students), which meet

one day a week for problem solving and discussion under the supervision of a teaching assistant.

EVALUATION: Grades are determined from the grades on quizzes, hour examinations, and a final exam. Some sections will have a common final exam.

Staff

Mathematics B15-0

MULTIPLE INTEGRATION AND VECTOR CALCULUS

Time: MTWF 11-11:50, MWThF 12-12:50

Phone: 491-3298

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, 4th ed., Calculus and Analytic Geometry

Staff

Mathematics B17-0

SEQUENCES AND SERIES, LINEAR ALGEBRA

Time: MTWF 11-11:50, MWThF 12-12:50

Phone: 491-3298

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 Penney, 4th ed., Calculus and Analytic Geometry; Groetsch and King, Matrix Methods and Applications

Dan Kahn

Mathematics B20-3

ACCELERATED CALCULUS OF SEVERAL VARIABLES

Phone: 491-5567

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.

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

Chun-Nip Lee

Mathematics B21-0

DIFFERENTIAL EQUATIONS

Phone: 491-5587

Time: MTWF 9-9:50, 12-12:50, 1-1:50

Expected Enrollment: 30

COURSE DESCRIPTION: First order equations, linear second order equations, first order systems of equations, series methods.

PREREQUISITES: B17

METHOD OF INSTRUCTION: Lectures

EVALUATION: Weekly quizzes, hour exams, final examination.

TEXT: Boyce and Deprima, Introduction to Differential Equations

Jonathan Shapiro

Mathematics B90-3

HONORS COURSE - FIRST YEAR

Time: MTWF 12:00-12:50

Office Address: Lunt 213

Phone: 491- 8702

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

Michael Barratt

Mathematics B91-3

HONORS COURSE FOR SCIENTISTS, FIRST YEAR

Time: MTWThF 11:00-11:50

Office Address: Lunt 303

Phone: 491-5598

Expected Enrollment: 35-40

COURSE DESCRIPTION: Multidimensional calculus, linear algebra and differential equations.

PREREQUISITES: Admission to Integrated Science Program. P/N not allowed.

TEACHING METHOD: Lectures and homework.

EVALUATION: Quizzes, hour exams and final.

Kenneth Mount

Mathematics B92-3

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.

Yanmu Zhou

Mathematics C05-0

COMPLEX VARIABLES FOR APPLICATIONS

Time: MTWF 11-11:50

Office Address: Lunt 218B

Phone: 491-8020

COURSE DESCRIPTION: The course will cover the first nine chapters of the text in a three lecture per week format. Highlighted topics include differentiation and the Cauchy-Riemann equations, contour integration and the associated Cauchy theorems, and the study of series. Also included is the important topic of conformal mapping and residue calculations, and applications to real improper integrals. Harmonic functions are also studied.

EVALUATION: Grade will be determined by two in-class midterms (17 1/2% each), an in-class quiz (10%), a take-home quiz (10%), and the final (35%). Homework will be assigned, but not collected. Instead, each student will present problems at the quiz section for 10% of the grade.

TEXT: R.V. Churchill and J.W. Brown, Complex Variables and Applications, 5th ed., McGraw-Hill

Andrei Paraschivescu

Mathematics C08-0

SET THEORY AND METRIC SPACES

Time: MTWF 10:00-10:50

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)

George Gasper

Mathematics C10-3

INTRODUCTION TO REAL ANALYSIS

Time: MTWF 1:00-1:50

Office Address: Lunt 222

Phone: 491-5592

Expected Enrollment: 15

COURSE DESCRIPTION: Fourier series, functions of several variables, metric spaces, Lebesgue measure theory.

PREREQUISITES: C10-2 or permission of the department. P/N is allowed.

TEACHING METHOD: Lectures, discussions and homework.

EVALUATION: Quizzes and hour exams.

TEXT: S.G. Krantz, Real Analysis and Foundations, and notes.

Michael Sullivan

Mathematics C13-2

CHAOTIC DYNAMICAL SYSTEMS

Time: MTWF 9-9:50

Office Address: Lunt 205

Phone: 491- 5559

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, A First Course in Chaotic Dynamical Systems, Addison-Wesley Publishing Co.

Todd Young

Mathematics C20-0

CONCRETE MATHEMATICS I

Time: TTh 10:00

Office Address: Lunt 220

Phone: 491-4275

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.

Mark Pinsky

Mathematics C30-3

PROBABILITY AND STATISTICS

Time: MTWF 12-12:50

Office Address: Lunt B6

Phone: 491-5519

Expected Enrollment: 30

COURSE DESCRIPTION: Random walk, stochastic processes, 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.

Gregory Fasshauer

Mathematics C34-0

LINEAR ALGEBRA FOR APPLICATIONS

Time: MTWF 2:00-2:50

Office Address: Lunt 209

Phone: 491-8545

Expected Enrollment: 30

COURSE DESCRIPTION: This is a second course in linear algebra. It assumes a basic knowledge of matrix theory, solutions of systems of equations, and eigenvalues and eigenvectors as covered in Math B17-0. Certain of these topics are then studied in greater depth and additional topics such as the theory of complex matrices are developed. In addition selected applications from the following areas will be considered: networks and incidence matrices, least squares approximation, systems of differential equations, the fast Fourier transform, the finite element method and linear programming.

PREREQUISITES: B17 or the equivalent or the consent of the instructor.

TEACHING METHOD: Lectures, with some discussions.

EVALUATION: Problem sets, midterm, and final examination.

TEXT: Gilbert Strang, Linear Algebra and Its Applications.

Judith Sally

Mathematics C37-3

INTRODUCTION TO MODERN ALGEBRA

Time: MWThF 10:00-10:50

Office Address: Lunt 307B
Phone: 491-5544
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.

ctec@northwestern.edu

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

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Last Updated: February 1, 1996

0436 - Mathematical Methods in the Social Sciences

MMSS B92-3 Rational Models of Human Behavior

DESCRIPTION: An introduction to rational-choice models of human behavior; application of rational-choice approach to such "non-economic" topics as the family, religion, drug addiction, the inner-city "underclass", and crime.

MATH B92-3 Calculus Topics

DESCRIPTION: First-order differential equations; eigen-value and eigen-vectors theory applied to the problem of solving linear differential equations and systems of linear differential equations; Taylor series in n-variables; inverse function theorem; implicit function theorem.

MMSS C92-3 Art of Modelling

DESCRIPTION: A "capstone course" designed to bring together material learned in the curriculum by engaging in the art of modeling social science phenomena.

MATH C92-3 Longitudinal Data Analysis

DESCRIPTION: Rationale behind longitudinal data analysis, types of longitudinal data (panel studies, event history data), lagged regression models, discrete time event history models, proportional hazards models, special problems.

MMSS C98-2 Senior Seminar

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

[Northwestern University](#)

Last Updated: February 5, 1996

0439 - Philosophy

Meredith Williams

Philosophy A10-0

INTRODUCTION TO PHILOSOPHY

No P/N allowed

COURSE DESCRIPTION: A 20th Century philosopher once said that all of Western philosophy is but a "footnote to Plato". What he meant by this is that Plato's view of reason and the demands of reason supported a conception of knowledge and reality that led to the scientific revolution of the 17th Century and so the modern world. In this introductory course, we will examine several of the major theories of knowledge and reality that have been supported by critical rationality, beginning with Plato's Republic, comparing and contrasting the rationalism of Descartes and the empiricism of Hume, and ending with a reassessment of the nature and limits of reason in the work of Nietzsche and the American pragmatist William James.

READINGS:

Plato, Republic

Descartes, Meditations on First Philosophy

D.Hume, Dialogues Concerning Natural Religion

F.Nietzsche, Twilight of the Idols in the Portable Nietzsche, ed., Walter Kaufmann

William James, Essays in Pragmatism

Kenneth Seeskin

0486 Writing Arts A10-2

MODES OF WRITING: Social Order and the Right to Dissent

David Bullwinkle

Philosophy A11-0

INTRODUCTION TO CONTEMPORARY PHILOSOPHY

TTh 1:00-2:30

COURSE DESCRIPTION: The course is an historical introduction to the "linguistic turn in four twentieth-century philosophical traditions: phenomenology, logical positivism, Heideggerian existentialism and naturalism. Emphasis throughout is on the question of philosophy's relation to the sciences in terms of its reflections on language.

ATTENDANCE: Students are responsible for all material discussed either in class or in discussion sections. Therefore attendance is mandatory. (Discussion section times will be announced in the first week of class; sections begin the following week.)

EVALUATION: Several short writing assignments during the quarter and a final examination.

TEXTS:

Martin Heidegger, Basic Writings

Edmund Husserl, Cartesian Meditations

Thomas S. Kuhn, The Structure of Scientific Revolutions
course packet

Ira Singer

Philosophy B10-3

HISTORY OF PHILOSOPHY

MWF 11:00-12:00

Expected Enrollment: 150

COURSE DESCRIPTION: We will examine the views of 17th and 18th century philosophers about knowledge and the nature of reality (that is, about epistemology and metaphysics). Descartes, Spinoza, Leibniz, Locke, Berkeley, and Hume are the philosophers we will discuss, and the particular topics we will discuss include perception, the limits and the justification of knowledge, substance, causality, secondary qualities, free will, personal identity, and the existence of God. We will also pay attention to the historical context for these philosophical views: the effort all these philosophers made to accommodate and incorporate the new science.

PREREQUISITES: None, though having taken B10-1 or B10-2 would be helpful.

TEACHING METHOD: Lecture, w/class time for questions, and with discussion sections.

David L. Hull

Science in Human Culture B20-0

CREATIONISM AND SOCIOBIOLOGY

TTh 10:30-12:00

Expected Enrollment: 50

COURSE DESCRIPTION: Scientific creationism is the view that scientific evidence supports the Biblical story of creation more strongly than it does evolutionary theory. Evolutionary biologists argue that such claims are pseudo-scientific nonsense. Both sides claim that the other side is not being

truly "scientific." Sociobiology is the view that evolutionary explanations can be provided for the social and psychological characteristics of human beings, the way that they can for all other organisms. The opponents argue that sociobiologists are merely reading their prejudices into nature and that sociobiology is not truly "scientific." The general issue in both cases is what does it mean for some activity to count as "science."

PREREQUISITES: None.

TEACHING METHODS: Lecture and discussion.

EVALUATION: Two tests during the quarter and a final exam.

TEXTS:

Richard Dawkins, *The Blind Watchmaker* (1986)

Christopher Toumey, *God's Own Scientists* (1994)

Ashley Montagu (ed.), *Sociobiology Examined* (1980)

Melissa Zinkin

0480 Women's Studies B91-0

FEMININE IDENTITY AND FEMINIST POLITICS

TTh 3:00-4:30

COURSE DESCRIPTION: This course will begin with discussions of female identity. The question "What does it mean to claim that one is a woman?" will be evaluated with respect to women's writing, women's psychology and cultural descriptions of women. In the second half of the course, we will discuss how the complex issues of women's identity manifest themselves in politics. We will thus focus on political issues such as pornography and equal rights.

TEXTS: Will include bell hooks, Carol Gilligan and Catherine MacKinnon.

Kenneth Seeskin

Philosophy C21-0; see also Religion

STUDIES IN MEDIEVAL PHILOSOPHY: MAIMONIDES' GUIDE FOR THE PERPLEXED

MW 2:00-3:30

COURSE DESCRIPTION: A critical study of Maimonides' attempt to bring together prophetic knowledge with the philosophy and science of his day. Among the issues to be addressed: anthropomorphism in the Bible, the limits of human understanding, knowledge of God, creation, revelation, divine providence, and the meaning of religious ritual. Comparison will be made to

thinkers like Plato, Aristotle, Al-Farabi, Aquinas, and Spinoza.

PREREQUISITE: Students should have a good background in either: (1) Biblical studies, or (2) ancient and medieval philosophy.

TEACHING METHOD: Lecture and discussion.

EVALUATION: A short (5-7 page) paper and a long (15 page) paper.

TEXTS:

Maimonides, Guide for the Perplexed, Pines trans., University of Chicago Press

Buijs (ed.), Maimonides: A Collection of Critical Essays, University of Notre Dame Press

Kevin Hill

Philosophy C22-0

STUDIES IN MODERN PHILOSOPHY: KANT'S CRITIQUE OF JUDGMENT

TTh 11:00-12:30

COURSE DESCRIPTION: We will attempt to read Kant's third critique from both contemporary and historical perspectives. Topics will include: Kant's notion of reflective judgment, Kant's aesthetics, and Kant's philosophy of biology. We will focus on four issues. First, how do the three Critiques together form the Critical system? Second, how did the third Critique pave the way for Hegel? Third, what underlying unity does the book's two halves possess? Fourth, to what possible uses might Kant's work be put in the "postmodern" present?

ATTENDANCE: You are responsible for all material presented in class, including announcements about course procedures. Exams often include questions on material presented only in class, so performance on these indirectly reflects attendance.

EVALUATION: Examinations: There will be a midterm, a non-cumulative final, and, for graduate students, a term paper. Each assignment is of roughly equal weight in determining the course grade. Exam dates will be announced in class; they will be at least one week after the study questions are handed out.

TEXTS:

Immanuel Kant, Critique of Judgment, trans. James Meredith

John Zammito, The Genesis of Kant's Critique of Judgment

Jean-Francois Lyotard, Lessons on the Analytic of the Sublime

Howard Caygill, A Kant Dictionary

Kevin Hill

Philosophy C23-0

STUDIES IN CONTEMPORARY PHILOSOPHY: 19TH CENTURY PHILOSOPHY

MW 11:00-12:30

COURSE DESCRIPTION: A survey of themes in 19th century Continental philosophy, by way of the philosophical texts of Hegel, Kierkegaard, Marx, and Nietzsche.

ATTENDANCE: You are responsible for all material presented in class, including announcements about course procedures. Exams often include questions on material presented only in class, so performance on these indirectly reflects attendance.

EVALUATION: Examinations: There will be a take-home midterm on Hegel (40 points), and a take-home final on Kierkegaard, Marx, and Nietzsche (60 points). Exam dates will be announced in class; they will be at least one week after the study questions are handed out.

TEXTS (required):

Hegel, Phenomenology of Spirit

Kierkegaard, Concluding Unscientific Postscript

Marx, Early Writings

Nietzsche, The Will to Power

Richard Schacht, Hegel and After

John Deigh

Philosophy C27-0

PHILOSOPHY OF PSYCHOLOGY

TU TH: 12:00-1:30 p.m.

Office address: 1812 Hinman Ave.

Phone: 491-3656

COURSE DESCRIPTION: This course will concern philosophical questions that the idea of a scientific study of the mind raises. It will be organized around a historical survey of various programs for understanding psychology as a natural science. The survey will cover Cartesian dualism, the associationism of British empiricism, introspectionism, behaviorism, psychoanalysis, functionalism and cognitive psychology.

PREREQUISITES: The course is open to juniors, seniors, and graduate students only. Students must have completed at least two courses in philosophy. Pass/No pass is not an option.

TEACHING METHOD: Lecture and discussion

EVALUATION: Two papers, a short (4-6 pages) paper and a longer (10-12 pages) paper.

READINGS: Selections from Descartes, Hume, James, Skinner, Freud, Putnam, and Dennett, among others.

Cristina Lafont

Philosophy C53-0

PHILOSOPHY OF LANGUAGE: THEORIES OF TRUTH

MW 3:00-5:00

COURSE DESCRIPTION: The aim of this seminar will be to examine the most important theories of truth that finds in today's philosophical discussions. In order to understand the reasons for the high number of vastly different theories of truth that are currently being adopted it is useful to distinguish between realist theories of truth that take as basic the internal relationship between truth and reality on one side, and epistemic theories of truth on the other, that try to account for the internal relationship between truth and knowledge. That is why the discussion of these different theories of truth will be centered on the question whether it is possible to give an account of both intuitions about truth at the same time or if, on the contrary, these two general accounts of truth are as incompatible as the defenders of each of them normally claim them to be.

Richard Kraut

Philosophy C68-0

PROBLEMS IN SOCIAL AND POLITICAL PHILOSOPHY: ROUSSEAU AND THE SOCIAL CONTRACT TRADITION

TTh 3:00-4:30

COURSE DESCRIPTION: Rousseau exercised as profound an influence on social thought and the modern sensibility as any philosopher of his time. He led Kant to the idea that morality is a system of rules one imposes on oneself, and yet he also provided Schopenhauer with the opposite insight -- that compassion for human suffering is the basis of all morality. (Schopenhauer considered him "undoubtedly the greatest moralist of modern times" and said that "he alone was endowed by nature with the gift of being able to moralize without being tedious.") We will study five of his works: his three Discourses, which attack the artificiality and ostentation of modern society; Emile, his deepest work, a treatise on education and autonomy; and The Social Contract, his exploration of the conditions under which a state can claim legitimacy. We will also discuss the background to his political thought in Plato, Hobbes, and Locke.

TEXTS:

Rousseau, Discourse on the Sciences and the Arts

Discourse on the Origin of Inequality

Discourse on Political Economy
Emile
The Social Contract
N.J.H. Dent, A Rousseau Dictionary
Pass/No Pass is not an option

David M. Levin

Philosophy C80

PHILOSOPHY OF ART

MWF 10:00

COURSE DESCRIPTION: Topics will include: the definition of art, the relation of art to truth and illusion, censorship in the arts, the role of art in society and culture, and the avant garde.

PREREQUISITES: At least two courses in Philosophy at the B-level.

TEACHING METHOD: Lectures and class discussion.

EVALUATION: A take-home midterm and critical reports on the texts.

TEXTS: Works by Plato, Aristotle, Kant, Schiller, Nietzsche, Heidegger, Sartre, Benjamin, Adorno, Berger.

Mark Sheldon

Philosophy C94-0

SENIOR LINKAGE SEMINAR IN MEDICAL ETHICS

W 7:30-10:00

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.

TEXTS: Articles.

Ira Singer

Philosophy C95-0

JUNIOR-SENIOR SEMINAR: FREE WILL

MW 3:00-4:30

EXPECTED ENROLLMENT: 15

COURSE DESCRIPTION: This course will examine these issues: What is it for a person to act freely? Do various versions of the thesis of determinism threaten the belief that some of our actions are free? If so, can we meet the threat? How is the concept of free action connected with concepts like moral responsibility, and with our practices and emotions?

PREREQUISITES: Course enrollment is limited to junior and senior philosophy majors. P/N registration is not allowed.

TEACHING METHOD: Lecture and discussion.

EVALUATION: 5-page midterm paper, 8-10 page final paper, and class participation.

TEXTS (tentative):

Free Will, ed. Gary Watson

Moral Responsibility, ed. John Martin Fischer

Thomas McCarthy

Philosophy D10-0, Section 20

GRADUATE SEMINAR: HABERMAS

M 3:00-5:30

COURSE DESCRIPTION: A close reading of Habermas' magnum opus on legal and political theory, *Between Facts and Norms*.

TEACHING METHOD: Discussion.

EVALUATION: Research paper. Permission of department, attendance at first class mandatory

Meredith Williams

Philosophy D10-0, Section 21

GRADUATE SEMINAR

Permission of department, attendance at first class mandatory

COURSE DESCRIPTION: A critical reading of Philosophical Investigations 1-242 with special attention paid to the notion of a language-game, ostensive definition, rule- following, and necessity. These issues will be discussed in connection with selected readings from Frege, Quine, and Dummett as well as commentary from Diamond, Goldfarb, Kripke, and others. We shall also draw on parts of Remarks on the Foundations of Mathematics and On Certainty. This will be followed next year by a companion seminar on Wittgenstein's Philosophy of Mind which will focus on PI 243-end and Remarks on the Philosophy of Psychology.

David M. Levin

Philosophy

D10-0, Section 22

GRADUATE SEMINAR: ADORNO

W 2:00-5:00

COURSE DESCRIPTION: An opportunity for an in-depth discussion of Adorno's philosophy, using major early and late texts.

TEXTS:

Adorno, Kierkegaard and the Construction of the Aesthetic

"Natural History"

"Subject and Object," in The Essential Frankfurt School Reader

Negative Dialectics

Aesthetic Theory

Permission of department, attendance at first class mandatory

David L. Hull

Philosophy D54-0

PHILOSOPHY OF BIOLOGY

TBA

EXPECTED ENROLLMENT: 6

COURSE DESCRIPTION: the course will begin with Science as a Process and then zero in on

selected issues in philosophy of biology, the issues being chosen by those enrolled in the course. Science as a Process deals with a variety of issues in philosophy of science and exemplifies a nonstandard way of doing science studies. It employs all current methods of studying science. Once the students have selected the topics in philosophy of biology, a package of xerox copies of papers will be distributed.

PREREQUISITES: none

TEACHING METHODS: discussion and class presentations

EVALUATION: class presentation and paper

TEXTS:

David L. Hull, Science as a Process (1988).

Daniel C. Dennett , Darwin's Dangerous Idea: Evolution and the Meanings of Life (1995).

John Deigh

Philosophy D77-0

SEMINAR IN VALUE THEORY

W: 3:00-5:00

Office Address: 1812 Hinman Ave.

Phone: 491-3656

COURSE DESCRIPTION: In Euthyphro, Socrates asks whether an act is good because the gods love it or whether they love it because it is good. This seminar will consider what's wrong with Socrates's question. The discussion will focus on a dispute among contemporary philosophers that presupposes the legitimacy of the question. The disputants include J.L. Mackie, Allan Gibbard, David Lewis, John McDowell, David Wiggins, and Crispin Wright, and we will be reading and discussing their works.

TEACHING METHOD: Seminar

EVALUATION: term paper and participation in seminar

TEXTS:

(available at Great Expectations):

J.L. Mackie, Ethics: Inventing Right and Wrong

Allan Gibbard, Wise Choices, Apt Feelings

David Wiggins, Needs, Values, Truth

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Last Updated: February 5, 1996

0447 - Physics

Physics A03-0

Ideas of Physics

Time & Place: MWF @ 2, Tech LR8

Instructor: David Taylor

Office Address: Tech 1261

tele: 491-2053; email: infocom@casbah

Course description: We will discuss the concepts which underlie modern physics, including conversation laws, relativity, quantum mechanics, and statistical physics. The history of how these ideas came about will be particularly emphasized.

Prerequisites: none

Evaluation: One midterm, a final, homework, and a paper.

William Halperin

Physics A10-6 (Freshman Seminar)

Quest for Absolute Zero

Time & Place: MWF @ 1, Tech 1395

Office address: Tech 2261

tele: 1-3686; e-mail: halperin@ casbah

Course description: Physicists can create much lower temperatures in the laboratory than occur anywhere in the natural Universe, even in the depths of outer space. There are unusual manifestations of nature at ultra-low temperatures, including unique materials properties and persistent motion of liquids. In this nontechnical seminar we will explore the common aspects of the cores of neutron stars, superconductors, and super-fluid helium. We will also discuss how to achieve and measure ultra-low temperatures.

Prerequisites: none

Teaching Method: short lectures followed by classroom discussion. There will be laboratory tours, invited talks from experts, and demonstrations of cryogenics.

Grading Method: two papers of 8 to 10 pages, brief essays, class participation, and a brief oral presentation.

Reading List: The Quest for Absolute Zero, K. Mendelssohn
Selected articles from Science magazine, Scientific American

Donald Ellis

Physics A25-3

General Physics for ISP

Time & Place: MWF @ 10 and discussion W @ 3, Tech LR8

Office address: Tech 3387

Office Phone: 1-3665

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. Eight two-hour laboratories.

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 Giles Novak

Times: 9:00 (Halperin)

12:00 (Novak)

1:00 (Novak) The lecture at 9:00 is open only to students with little or no high-school physics, and is by permission of the department only.

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

Times: 9:00 and 11:00

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. Eight two-hour laboratories.

Evaluation: The final examination counts one-third of the course grade. Each of the following count one-sixth: each of two midterm exams, the laboratory work, and grades on ten- minutes quizzes given each week in the discussion/quiz sessions.

Text: Fundamentals of Physics, Extended 4th Edition, Halliday, Resnick, and Walker.

Physics C30-2

Advanced Mechanics

Time & Place: TTh @ 10:30-12:30, Tech B397

Instructor: Venkat Chandrasekhar

Office address: Tech 2306

tele: 1-3444; e-mail: v-chandrasekhar@northwestern.edu

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 A25-1 or A35-1 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: two lectures per week. Computer exercises will be an integral part of the course.

Evaluation: One or more midterms and a final examination.

Physics C33-2

Advanced Electricity and Magnetism

Time & Place: MWF @ 11:00, Tech B396 discussion M @ 5, Tech B397

Instructor: Liu Liu

Office address: 3377 Tech

Office Phone: 1-5626

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, 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

Time & Place: MWF @ 2, Tech B396

Instructor: Donald Ellis

Office address: Tech 3387

Office Phone: 1-3665

Course description: Physics C35-0 is a survey of modern physics for students with technical backgrounds who are not majoring in physics. The course concentrates on the two major theories of twentieth century physics, relativity and quantum physics, and on their application to nuclear, atomic, and molecular structure, and to problems in electrical conductivity. The syllabus may be adjusted to

accommodate the interests of those students who enroll in the class.

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

Teaching method: Three lectures, laboratory, one discussion per week.

Evaluation: One or more midterm examinations and a final examination.

Physics C39-2

Quantum Mechanics

Time & Place: MWF @ 10, ISP Building discussion W @ 3, Tech 1384

Instructor: Paul Auvil

Office Address: 3374 Tech

tele: 491-3510, e-mail: p-auvil@northwestern.edu

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

Time & Place: MW 1 - 5, Tech F252

Instructor: Ralph Segel

Office address: 1308 Tech

Office telephone: 491-5459

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](#)

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Last Updated: February 1, 1996

0449 - Political Science

William Munro

A01-6, Section 20

FRESHMAN SEMINAR

THE POLITICS OF POPULAR PROTEST

Wednesday, 11:00 a.m.-2:00 p.m.

Course Description: Many people in the world today-especially peasants, workers and the poor- spend their lives being told what to do, or being treated unjustly or oppressively, by others. Sometimes they rebel. More often they do not. This poses several puzzling questions for social scientists: when, or under what historic conditions, are people most likely to rebel against oppression or injustice? Are some social groups more likely to rebel against oppression or injustice? Are some social groups more likely to rebel than others? Are some forms of oppression or injustice more likely to cause popular protest than others? What forms of protest or resistance, other than rebellion, might people resort to? How effective are different forms of protest? What is the role of leadership and organization in igniting popular political protest?

This course addresses these questions by carefully analyzing a combination of theoretical approaches and case studies. The aims of the course are twofold: first, to learn more about the political processes through which popular protest is mobilized; and second, to enhance student's analytical skills in using theories to understand the world, and in evaluating discussion centered on the weekly readings. Each student will be required to make a short in-class presentation to facilitate debate. Student evaluations will be based on class participation, their presentation and on three short (5-7 page) analytical papers. Students will be encouraged to improve their skills or argumentation by re-writing and revising draft papers.

Patricia Goff

A01-6, Section 21

FRESHMAN SEMINAR

NATIONAL POLITICS AND INTERNATIONAL TRADE

Tuesday, Thursday 10:30 a.m.-12:00 noon

Course Description: In recent decades, the economies of the world have become increasingly integrated into a global market. Although this growing interdependence brings economic gains, it often threatens the ability of individual nation- states to pursue their particular interests. This seminar examines basic concepts in international trade theory in an effort to understand the potential conflict between the sovereignty of the nation-state and the global expansion of the capitalist market.

Among topics to be discussed: free trade, protectionism, GATT, NAFTA, economic integration in the European community, the multinational corporation, international trade and the developing world. Students will write 3 short papers based upon their readings, research and class discussion.

Kenneth Janda

B20, Section 01

AMERICAN GOVERNMENT AND POLITICS

Monday, Tuesday, Wednesday 12:00 noon - 12:50 p.m.

Course Description: Do people need government? If so, why? What desirable goals--if any--can government achieve that individuals cannot achieve on their own? What is the U.S. government's record in furthering these goals? This course grapples with these questions while surveying the broad and complex subject of American government and politics. I will try to make the subject clear to those with little preparation while challenging those who already know a good deal about U.S. politics. Our framework for analysis will involve five major concepts: freedom, order, equality, majoritarian democracy, and pluralist democracy. Understand these and their interrelationships, and you will know much about American government and politics.

Prerequisites: No prerequisites. P/N is not allowed. This course serves a prerequisite for law and politics, legislative process, political parties, and some other courses in American and national politics. This will be a large class, and lectures will necessarily be the main method of teaching. However, I encourage questions from the class, and often it may turn into a discussion format. Weekly quiz sections will be led by teaching assistants to provide more opportunity for discussion. One more thing: all the class lectures will be taped and made available for replay in the Poetry and Listening Room of the library for those who may miss class for any reason.

Evaluation: Performance in the class will be evaluated according to performance on the mid-term (counting 25%), the final (40%), a term paper (20%), and whatever criteria your teaching assistant establishes for you and communicates to you at your section meetings (15%). The term paper must not exceed seven pages (double-spaced) and must demonstrate your capacity for analyzing American politics through one of several options, explained in class.

Tong Whan Park

B40, Section 01

INTRODUCTION TO INTERNATIONAL RELATIONS

Monday, Wednesday, Friday 11:00 -11:50 a.m.

Course Description: This course is designed to be an introduction to the study of international politics. Thus, a wide spectrum of concepts and approaches found in ordinary international relations texts will be covered here. Instead of treating various international phenomena (e.g., diplomacy, collective security, war, interdependence, etc.) as unrelated topics, an attempt is made to locate them in a larger context. The context employed is that the study of international politics is essentially one of conflict and cooperation. Therefore, diverse international issues will be analyzed as they relate, on one hand, to the causes of conflict and management thereof, and, on the other, to the conditions for peace and cooperation. Specific goals of this course are: (1) to stimulate student interest in international politics both as a subject matter and field of inquiry; (2) to familiarize the students with major explanatory theories of international politics; and (3) to sensitize the students with an "international perspective" to human problems.

Prerequisites: No Prerequisites. No P/N allowed. Lecture and t.a.-led discussions. Each student is required to

be evaluated by one of two methods: (1) one midterm exam plus final exam; or (2) two short (5-8) papers (one exploring a thought, the other defending a position) plus final exam.

Reading List: Bruce M. Russett and Harvey Starr. World Politics: The Menu for Choice Helen E. Purkitt (ed). Annual Editions: World Politics 95/96 Robert S. Schulzinger. American Foreign Policy in the 20th Century G. John Ikenberry (ed). American Foreign Policy: Theoretical Essays

Susan Liebell

C03, Section 20

CONCEPTS IN DEMOCRATIC THEORY

Tuesday, Thursday 2:30-4:00 p.m.

Course Description: This course will examine the mechanisms that make modern democracy possible and explore the tensions within democratic theory that make it dynamic and controversial. We will focus simultaneously on 1) the historical and theoretical origins of democratic government and 2) current debates and concerns about the strengths and limits of democracy. Thus, the readings will include both classic texts (e. g. Rousseau's "On the Social Contract", Tocqueville's "Democracy in America") and more modern debates (e. g. Charles Taylor's "Multiculturalism", Iris Marion Young's feminist critique of liberal democracy). Is democracy a set of processes (like elections) or is it participation in the governing process? How is modern democracy different from classical or "Athenian" democracy? How are notions of equality, freedom and stability balanced in democratic governments? How can democracies balance the rights of the majority, minorities and the individual?

Sarah Hughes

C11, Section 01

METHODS OF POLITICAL RESEARCH

Monday, Wednesday, Friday 10:00-10:50 a.m.

Course Description: There are lies, damn lies, and there are statistics. But statistical methods are just one way political scientists do their work. This course will introduce students to a number of methods for conducting political research: survey research, comparative-historical analysis, interviewing, participant observation and ethnography, and statistical methods. As students explore each methodology, they will examine a superior application of it from a subfield within political science. The goal of the course is to teach students how political scientists build theories, gather data, apply methods, and analyze results. Discussion section required.

Julie Strauss

C25, Section 01

LEGISLATIVE PROCESSES

Monday, Wednesday 2:00 - 3:30 p.m.

Course Description: This course is concerned with the modern United States Congress. It will examine the sources of congressional power, the nature of congressional elections and representation, the organization of

Congress, the relationships between Congress and other actors in the political system, and congressional policy making.

Adolph Reed

C27, Section 01

AFRICAN-AMERICAN POLITICS IN THE U.S.

Tuesday, Thursday 1:00-2:30 p.m.

Course Description: This course is an historical survey of the bases and substance of politics among black Americans and the relation of black politics to the American political system. The sweep of the course covers the period from Emancipation to the present. The intention is to provide a general sense of pertinent issues and relations over this period as a way of helping to make sense of the present.

Bruce Cumings

C41, Section 01

U.S. FOREIGN POLICY

Tuesday, Thursday 8:00-9:30 a.m.

Course Description: This course provides a background for understanding American foreign policy, and the many contemporary issues with which it is involved. Our main concern is the postwar period, and we begin with the shaping influences of four wars: World War II, the Cold War, and the Korean and Vietnam Wars. Then we look at the processes by which the government arrives at foreign policy decisions, including the influence of the following: elites, public opinion, intelligence activities, bureaucratic politics, and various presidents. Next we consider the nuclear balance of terror and the process of arms control, and the broad subject of US relations with the Third World. The final part of the course lasts four weeks, examining the long process by which the Cold War came to an end, through five administrations, along with foreign policy alternatives for the 1990s.

Evaluation: This is a reading and discussion course, as well as a lecture course. Students are therefore expected to have done the required reading before class, and may be called upon to discuss the reading, especially in discussion sections. The reading is carefully specified for each lecture, and the final exam will test your grasp of it. The required books below, include the main textbook for use in the first part of the course, the Spiegel reader in the second part, and the McCormick book in between. The Hogan book, which represents a wide variety of opinions, will be supplementary to the final four weeks. Students are also expected to read The New York Times during the course of the term. Discussion section required.

Reading List

C. Kegley & E. Wittkopf, American Foreign Policy
S. Spiegel, ed., At Issue: Politics in the World Arena
Thomas McCormick, America's Half-Century
Michael Hogan, ed., The End of the Cold War

In addition to the emphasis on reading and class discussion, students will be expected to complete one paper, 10-12 pages in length, in which they choose one or two options: a research paper on a subject related to the

main concerns of this courses, or a critical essay on two or three related books dealing with US foreign policy, comparing and contrasting the different approaches. The final exam will consist of a long essay question, and multiple-choice questions on the assigned reading. In determining your final grade the paper and the final exam will count 50% each. Good class participation will get you an incremental improvement in your grade.

Cecelia Lynch

C42, Section 01

INTERNATIONAL ORGANIZATIONS

Monday 2:00-5:00 p.m.

Course Description: Has 50 years of the United Nations made any difference to international politics? How has globalization affected the U.N.'s goals and functions? These are the primary questions we will examine in this course.

For most of the U.N.'s existence, scholars have derided it as little more than a debating forum, while national policy-makers have used it to further their own ends. Yet there is also evidence that the organization and its affiliated agencies have played important roles, and that their roles are expanding and becoming increasingly controversial. The U.N. is at the forefront of developing innovative responses to conflict and humanitarian crises, the World Health Organization (WHO) and has put AIDS at the top of its agenda, the radical political changes occurring in Eastern Europe and the Third World are placing new emphasis on the intertwining of development and political participation. At the same time, the role of new actors such as non-governmental organizations (NGO's) in determining the directions and policies taken by international organizations is growing considerably -- demonstrated most significantly in recent U.N. conferences on the environment (in Rio de Janiero), human rights (in Vienna), and social and economic affairs (in Copenhagen and Istanbul).

After examining the foundations -- historical and theoretical -- of international organization, we will focus on one specific issue-area per week to analyze the U.N.'s goals, functions, and efficacy. Issue-areas include peacekeeping, refugees, the environment, human rights (including women's rights), social and cultural affairs, and economic development. We will incorporate both first and third-world perspectives, and will hear from several guest speakers who are either experts on particular issues or who have been actively involved in U.N. fora.

Evaluation: Grades will be based on three factors: participation, group projects or presentations, and a final paper or essay exam.

Kathleen Thelen

C62, Section 01

POLITICS OF WESTERN EUROPE

Tuesday, Thursday 10:30 a.m. - 12:00 noon

Course Description: This course deals with the organization of political power and the dynamics of political change in four major European countries: Britain, France, Germany, and Italy. We will focus especially on the structure of political power within the state and on important institutions that form the link between state and society (especially political parties and interest organizations).

The organization of political power within the state and society vary across our four countries. These differences reflect the outcome of previous political conflicts. Hence a part of the course will review critical aspects of the pre-WWII development of each country that sent them along in different "paths," to understand how political power becomes entrenched in particular institutions. In Britain this means understanding the emergence of what historically has been considered Europe's most stable parliamentary democracy; in France, the all-important role of the state, in Germany, the turbulent antecedents of the current government, and in Italy the politics of factionalism that have historically characterized one of West Europe's most volatile political systems.

Peter Swenson

C90, Section 20

SPECIAL TOPICS

POLITICS OF THE WELFARE STATE

Wednesday, Friday 11:00 a.m. - 12:30 p.m.

Course Description: In the course of less than two years (1992-1994), the political pendulum shifted from reform euphoria for building on the American welfare state with the Clinton administration's health care legislation, to the anti-welfare state campaign of Newt Gingrich and the new Republican Congress. All along, public opinion polls show majority support for practically all social programs, from the least to the most controversial in the current debate. Beginning with the origins of the American welfare state in the Progressive and New Deal periods, this course examines the complex, interactive role of public opinion and elite politics in shaping the welfare state. A special focus will be on American business community's mixed of supportive and antagonistic attitudes about workmen's compensation, old-age pensions, unemployment insurance, aid to dependent children, and national health insurance. How issues of race and gender figure in the politics of social policy will also be a central topic. Finally, the course will contrast the origins and development of the American welfare state with social reform in other countries, especially European.

Jeffrey Winters

C90, Section 21

SPECIAL TOPICS

THE HUMAN RIGHTS DEBATE: LESSONS FROM SOUTH EAST ASIA

Monday, Wednesday 11:00-12:30 p.m.

Course Description: Activists claim that human rights are universal. Prominent national leaders in Asia argue that different standards and practices are appropriate for different countries. They say that the international movement for human rights reflects Western values and perspectives that do not fit with Eastern views and priorities, and that more cultural sensitivity is needed. This course will focus on this debate (and struggle) through a detailed examination of Southeast Asia. Through this theme we will learn about the countries, their histories, their political struggles. We will draw on actual human rights documents as well as the statements of those on all sides of the debate.

Cameron Findlay

C94, Section 20

SEPARATION OF POWERS IN THEORY AND PRACTICE

Wednesday 6:30-9:00 p.m.

Course Description: This course will explore some of the theoretical and practical issues raised by a system of separation of powers. For years politicians and political theorists have extolled the virtues of the American system of checks and balances. Recent times have seen less unanimity. In the 1960s and 1970s some complained of an "imperial presidency." In the 1980s some discerned a shift in power in Congress. And in the 1990s, many criticized "gridlock" at the federal level.

We 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. In recent years, the course has featured guest speakers who have served in Congress, as Cabinet secretaries, or as federal judges.

Robert Kustra

C94, Section 21

SENIOR LINKAGE SEMINAR

Tuesday 3:00-6:00 p.m.

Course Description:No description available at this time.

Meredith Woo-Cumings

C95, Section 20

RESEARCH SEMINAR

THE POLITICS OF INTERNATIONAL TRADE

Tuesday, Thursday 9:00-10:30 a.m.

Course Descriptions:The year 1996 opened on an auspicious note: our trade deficit against Japan has fallen for the first time in five years. To the extent that this is largely the result of recent trade (including foreign exchange) policies, we will examine how specific trade policies are made: what does our balance of trade look like? What sectors are affected and how? Who are the advocates of various policies? How are trade policies chosen? Since our biggest trade partner is East Asia, we will also examine the structure of foreign trade in Japan and China (as the latter threatens to eclipse Japan as the country most responsible for the U.S. trade deficit.)

Helmuth Berking

C95, Section 21

RESEARCH SEMINAR

MAKING DEMOCRACY WORK: POSTSOCIALIST SOCIETIES AND THE FUTURE OF

EUROPEAN UNIFICATION

Wednesday, 2:00-4:30 p.m.

Course Description: This research seminar aims at analyzing the ongoing transformation process of Eastern European societies in its main economic, political, social and cultural dimensions, its structural constraints and its consequences for European unification. Situating the fundamental problems post-socialist societies have to deal with, the course first will focus on what is referred to as the "dilemma of simultaneity," that is to simultaneously establish a market economy and political democracy. It then turns to a detailed analysis of certain countries including Poland, Hungary and the former Eastern Germany asking particularly how and why the return of (reformed) socialist parties to power has occurred. The impact of these post-socialist paradoxes on European unification, on one hand, and the European Community's recent loss of legitimacy and public support, on the other hand, will be discussed in the final part of the seminar. Teaching method will be lecture-discussion. Final grades will be based on class participation, class presentation and a research paper.

Nayef Samhat, Paul Friesema

C97

JUNIOR TUTORIAL MANAGING THE GLOBAL ENVIRONMENT

Thursday, 2:30-5:30 p.m.

Course Description One of the most significant challenges confronting international society is the management of the global commons for the dual purpose of the environmental well-being of our planet, and the amelioration of conflict arising from competition over finite resources. Both objectives require the formation of durable, credible, and legitimate international institutions that will promote ecological and economic sustainability while fostering cooperation amongst states. The tutorial explores how the international community responds to environmental dilemmas, the formation of institutions, and the political, economic, and social conflicts encountered amongst states, nongovernmental organizations, international organizations, transnational groups, and indigenous communities. The issues and international environmental institutions considered include endangered species, atmospheric protection (ozone, climate change, acid rain), oceans and seas, and deforestation. Through intensive reading, writing, and discussion, students will develop an understanding of the conflicts that exist at the global and local levels, how effective and credible policy is fostered by the resolution of these conflicts, and the different institutional designs to reconcile contending interests.

Prerequisite: Students should have had an introductory course in international relations and in environmental politics.

Kenneth Janda

D18, Section 20

AMERICAN POLITICAL PARTIES

Monday, Thursday, 9:00 - 10:30 a.m.

Course Descriptions: This course will review the functions and organization of political parties. The course will develop some understanding of the contributions of political parties to a democratic society by concentrating on examining their activities, organization and personnel in American and, to a more limited extent, comparative context. The course treats, in varying degrees of depth, party functions, intellectual and political history, party activities and impact, leadership selection and campaigning, electoral arrangements and party systems, legislative parties and policy making, and political funding.

Jonathan Casper

D22, Section 20

APPELLATE PROCESS

Thursday, 2:00-5:00 p.m.

Course Descriptions: This seminar examines the role of appellate courts in national policy making in the U. S. The topics covered include a brief examination of litigation in lower courts, the role of lawyers and interest groups in the promotion of litigation and in agenda-setting processes in appellate courts, judicial selection, the role of individual attributes and small group processes in collegial decision making, and issues of implementation, compliance, and impact of appellate court decisions. Much of the reading focuses upon the Supreme Court of the United States. The requirements of the course include participation in discussions, some class discussion, and two short papers.

Reading List:

Marc Galanter, "Reading the Landscape Disputes"

Sarat and Felstiner, "Law and Strategy in the Divorce Lawyer's Office"

Abraham Blumberg, "The Practice of Law as a Confidence Game"

Karen Olson, "The Political Evolution of Interest Group Litigation"

Caldeira and Wright, "Organized Interests and Agenda Setting in the U.S. Supreme Court"

Neal Tate, "Personal Attribute Models of Voting Behavior on the Supreme Court"

Segal and Cover, "Ideology, Values, and the Votes of Supreme Court Justices"

Robert McCloskey, The American Supreme Court

Sheldon Goldman, American Court Systems

Walter Murphy, Elements of Judicial Strategy

William Muir, Law and Attitude Change

Gerald Rosenberg, The Hollow Hope

Tong Wan Park

D42, Section 20

FOREIGN POLICIES

Monday 2:00-5:00

Course Description: This seminar will combine both theoretical and case study approaches to the study of

foreign policies. It will begin with an analysis of foreign policy as a field of inquiry in international relations. Special emphasis will be given to the evolution of foreign policy studies as well as the description of foreign policy as a political phenomenon. Then a comprehensive survey will be made about the determinants of foreign policy as can be found in existing literature. Finally, various methodological and substantive issues of foreign policy analysis will be investigated with the hope of synthesizing some solutions thereof.

Prerequisites: Any graduate survey course in International Relations, International Political Economy, or Comparative Politics.

Evaluation Seminar participants are expected to go through a full cycle of research activity on a specific aspect(s) of foreign policy. There will be three written requirements on the topic of the participant's choice: (1) the compilation of an annotated bibliography; (2) the building of a small theory module; and (3) the heuristic testing of that module. Each written assignment should not exceed ten pages in length and is expected to undergo revision after presentation.

Reading List: Seminar participants are expected to read broadly in the area of foreign policy, international political economy, and global systemic changes. The following books have been selected to help lay a foundation for discussion.

Neack, Laura, Jeanne A. K. Hey, and Patrick J Haney (eds). Foreign Policy Analysis: Continuity and Change in Its Second Generations. Prentice Hall, 1995.
Hermann, C.F., et al(eds) New Directions in the Study of Foreign Policy.
Rosati, J., et al(eds) Foreign Policy Restructuring: How Governments Respond to Global Change.
East, M.A., et al(eds). Why Nations Act.

Jeffrey Winters

D81, Section 20

POLITICAL ECONOMY OF PREINDUSTRIAL SOCIETIES

Tuesday, 9:00 a.m.-12:00 noon

Course Description:

This course centers on the political and economic changes in the "Third World" mostly during this century but especially since WWII. Important topics will be revolution, authoritarianism, the changing economic and political relations between advanced-industrial countries and post-colonial states, and industrialization.

Adolph Reed

D90, Section 20

SPECIAL TOPICS

URBAN POLITICAL ECONOMY

Tuesday, 4:00-7:00 p.m.

Course Description:No description available at this time.

Kathleen Thelen

D90, Section 21

SPECIAL TOPICS

CONTEMPORARY ISSUES IN COMPARATIVE POLITICS

Tuesday, 1:00-3:30 p.m.

Course Description This course introduces students to important contemporary debates and issues in comparative politics. It is organized around a discussion of a series of key works in comparative politics that are not only important in their own right, but that have set an agenda within the field more generally. The course is open to students who have already taken D50 Intro to Comparative Politics and at least one other graduate course in comparative politics.

Meredith Woo-Cumings

D90, Section 22

THE POLITICS OF GROWTH IN EAST ASIA

Wednesday, 9:00 a.m.-12:00 noon

Course Description No description available at this time.

Herbert Jacob & Benjamin Page

D90-3, Section 20

SPECIAL TOPICS

AMERICAN POLITICS WORKSHOP

Monday, 3:00-5:00 p.m.

Course Description The American Politics Workshop focuses on important new and classic work on American politics. We meet regularly during each quarter to discuss readings and to hear guest lecturers. There will ordinarily be an opportunity to confer privately with guest speakers about your own research interests. The only requirement for the class is attendance and participation; there are no papers or examinations.

Evaluation: The workshop is offered as a D90 class led by Professor Benjamin I. Page and Professor Herbert Jacob; it gives those enrolled one quarter of credit in either the Winter or Spring quarters. We begin meeting in the fall quarter and students are expected to participate throughout the year. Given the format of the Workshop, students should register for it as a fourth course and as a P/N course.

Students who registered for the workshop in previous years are welcome to register again this year--the readings and lectures are entirely new! Participation is limited to graduate students in political science.

We will be distributing materials and announcements by e-mail whenever possible. To facilitate this, every enrolled student should subscribe to the class listserv. To do so, send an e-mail message: SUBSCRIBE AMPOLWS to: listserv@listserv.acns.northwestern.edu.

ctec@northwestern.edu

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Last Updated: February 1, 1996

0451 - Psychology

Kenneth Howard

Psychology, A01-20

Freshman Seminar: MODELS OF THE PERSON

Time: MW 11-12:30

Office Address: 227 Swift Hall

Phone: 491-4996

Expected Enrollment: 15

COURSE DESCRIPTION: The "person" can be viewed from many different perspectives. This course will examine the human psyche as understood by several psychological conceptualizations of personality. The conflict, fulfillment, and consistency models of personality will be examined from both core and distal perspectives. The conflict model postulates that the person is necessarily involved in an internal struggle between powerful opposing forces and that life is characterized by compromises that are effected between these polarized forces. The fulfillment model holds that the person is influenced by one great life force (striving toward actualization or perfection) that is either expressed or inhibited. The consistency model emphasizes the influence of environmental feedback for providing information used to help the person maintain consistent functioning. These models of the person will be examined through didactic class presentations, group discussions, and four equally weighted papers generated by students during the quarter. Library skills will also be developed as students prepare their papers.

TEACHING METHOD: Teacher and peer lecture, class discussion, writing assignment.

METHOD OF EVALUATION: Four papers, equally weighted (15% each), student presentations (20%), and class participation (20%).

READINGS: Tentative core text: Maddi, S.R. (1989). Personality Theories: A comparative analysis. Homewood, Illinois: Dorsey Press.

Susan Mineka

Psychology, A10-20

INTRODUCTION TO PSYCHOLOGY

Time: TTh 1-2:30

Office Address: 316 Swift

Phone: 491-7711

Expected Enrollment: 264

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.

METHOD OF EVALUATION: The student's grade for this course will be based upon two midterm exams and a final exam.

READINGS: TBA

Nancy Rhodes

Psychology, A10-21

INTRODUCTION TO PSYCHOLOGY

Time: TTh 10:30-12

Office Address: 302 Swift Hall

Phone: 467-2290

Expected Enrollment: 250

COURSE DESCRIPTION: This course provides a general introduction to the various topics which comprise the field of scientific psychology. Coverage will include research design, brain-behavior relationships, theories of evolutionary bases for behavior, learning, cognitive processes, motivation, human development, theories of personality, classifications of and treatments for abnormal behaviors, and social psychology.

PREREQUISITES: None

TEACHING METHOD: Lecture and discussion.

METHOD OF EVALUATION: Two mid-term examinations and one cumulative final examination. All examinations will be multiple choice.

READING LIST: Required textbook to be determined. Optional study guide to accompany text.

Peter W. Frey

Psychology, B01

STATISTICAL METHODS IN PSYCHOLOGY

Time: TTh 9-10:30

Office Address: 204 Swift Hall

Phone: 491-7405

Expected Enrollment: 60

COURSE DESCRIPTION: The objective of this course is to provide an introduction to descriptive and inferential statistics for students in the behavioral sciences. Topics covered include methods in visualizing and summarizing data distributions, simple ideas about random variables and probability distributions, and common methods for estimating population parameters from sample statistics. Students will study common inferential techniques including chi square, Student's t, and analysis of variance. The course stresses understanding of concepts and methods which are relevant to behavioral research.

PREREQUISITES: A10 or B12

TEACHING METHOD: Lectures, demonstrations, & weekly quiz section. Students will have weekly assignments.

METHOD OF EVALUATION: Grades will be based on weekly assignments, a midterm exam, and a final exam.

READINGS: Cohen, Barry H. (1996). Explaining Psychological Statistics. Brooks/Cole Publishing.

Joan Linsenmeier

Psychology, B04

SOCIAL PSYCHOLOGY

Time: TTh 10:30-12

Office Address: 311 Swift Hall

Phone: 491-7834

Expected Enrollment: 100

COURSE DESCRIPTION: This course will provide an overview of the field of social psychology. We will look at ways in which psychologists have studied social behavior, at the basic findings of their research, and at how an understanding of social psychological theories and research can lead to better understanding of the social world. Topics covered will include: social perception, social influence, altruism, aggression, interpersonal relationships, and group processes.

PREREQUISITES: Psychology A10 or A12.

TEACHING METHOD: Lectures, class discussions, and reading assignments.

METHOD OF EVALUATION: Course grades will be based on performance on multiple choice/ short essay exams and on papers. A variety of options for papers will be provided.

READINGS: Social Psychology: The Heart and the Mind by Aronson (required)
Readings about the Social Animal edited by Aronson (recommended)

Gail McKoon

Psychology, B05-20

GENERAL EXPERIMENTAL PSYCHOLOGY

Time: TTh 1-2:30

Office Address: 113 Swift Hall

Phone: 491-7701

Expected Enrollment: 20

COURSE DESCRIPTION: To follow.

Gail McKoon

Psychology, B05-21

GENERAL EXPERIMENTAL PSYCHOLOGY

Time: TTh 2:30-4

Office Address: 113 Swift Hall

Phone: 491-7701

Expected Enrollment: 20

COURSE DESCRIPTION: To follow.

James M. Lampinen

Psychology, B05-22

GENERAL EXPERIMENTAL PSYCHOLOGY

Time: TTh 2:30-4

Office Address: 210 Cresap

Phone: (847) 467-2487

Expected Enrollment: 20

COURSE DESCRIPTION: This course is an introduction to the empirical science of Psychology.

Topics include experimental designs used by psychologists, how to design experiments to answer questions about human behavior, how to analyze experimental results, how to critique the results of experiments and how to write up the results of a Psychology Experiment.

PREREQUISITE: Psychology B01 (statistics) or equivalent and at least one additional course in Psychology

TEACHING METHOD: The class will be taught using a combination of lectures, discussion and laboratory assignments.

METHOD OF EVALUATION: Participation in class discussions, two experimental write ups and two examinations over course material.

READINGS: To be announced

Kenneth Howard

Psychology, B15

PSYCHOLOGY OF PERSONALITY

Time: TTh 9-10:30

Office: 227 Swift Hall

Phone: 491-4996

Expected Enrollment: 120

COURSE DESCRIPTION: The purpose of this course is to provide students with a comprehensive overview of personality psychology. The topics to be covered include the definition and diverse meanings of "personality," research methodologies in the study of personality, psychodynamic theories of personality and personality assessment, trait and biological approaches to the study of personality, phenomenological formulations of personality, behavioral views of personality, and cognitive social approaches to personality. There will also be a marked focus on the role of personality theory in clinical psychology, the application of personality theories to the understanding and assessment of clinical disorders, and to the development of psychological treatments for psychopathology.

PREREQUISITE: Psychology A10.

TEACHING METHODS: Lecture.

METHOD OF EVALUATION: There will be two exams for the course: a midterm test (40% of the final mark) and a final examination (60% of the final mark). Both exams will consist of a combination of multiple-choice, short-answer, and essay questions. Examination questions will be based on information contained in the text book and in lecture material.

PRIMARY READING: Mischel, W. (1993). Introduction to personality (5th ed.). Forth Worth: Harcourt, Brace, Jovanovich.

David Uttal

Psychology, B18

DEVELOPMENTAL PSYCHOLOGY

Time: TTh 9-10:30

Office Address: 304 Swift

Phone: 467-1925

Expected Enrollment:

COURSE DESCRIPTION: The focus of this course is the development of thought, personality and social interaction, from infancy through adolescence. The first part of the course will be devoted to perspectives and methods in developmental research. Next, we will explore specific issues in the field, 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.

PREREQUISITES: Psychology A10

TEACHING METHOD: A combination of lectures, discussion, and films. There will be several guest lectures from 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 and a final.

READING LIST: We will use a textbook and a selection of additional readings.

Dedre Gentner

Psychology, B28

COGNITIVE PSYCHOLOGY

Time: TTh 1-2:30

Office Address: 213 Swift Hall
Phone: 7-1272
Expected Enrollment: 100

COURSE DESCRIPTION: Introduction to the empirical and theoretical research on mental processes such as perception, memory, language reasoning, problem solving, and decision making.

PREREQUISITES: A10 or B12. B05 is recommended.

TEACHING METHOD: Two lectures per week with classroom demonstrations of cognitive phenomena.

READINGS: TBA

Susan Mineka

Psychology, C03

PSYCHOPATHOLOGY

Time: MW 2-3:30

Office Address: 316 Swift

Phone: 491-7711

Expected Enrollment: 120

COURSE DESCRIPTION: The primary goal of this course is to familiarize the student with basic principles, concepts, and research in abnormal psychology. The topic will be addressed with a scientific approach in order to further develop the student's capacity to evaluate and think critically. All of the major categories of adult psychopathology will be covered, including anxiety disorders, mood disorders, personality disorders, substance use disorders, schizophrenia, sexual disorders. There will also be some coverage of childhood disorders. In addition to focusing on understanding what causes these disorders, there will be some coverage of the major treatment approaches as well.

PREREQUISITES: Intro to Psych (A-10) or Intro to Neuroscience (A- 12)

TEACHING METHOD: Lecture

METHOD OF EVALUATION: Two midterms and a final

READINGS: TBA

James M. Lampinen

Psychology, C11

HUMAN MEMORY AND LEARNING

Time: MW 12:30-2

Office Address: 210 Cresap

Phone: (847)467-2487

Expected Enrollment: 20

COURSE DESCRIPTION: This is a course on how to do research in the field of human memory and learning. Class sessions will be devoted to reading and discussing current and classic research in the field of memory and learning with the goal of understanding how and why the research was done in the way it was done as well understanding potential pitfalls of different research strategies.

Laboratory sessions will be devoted to designing, conducting and analyzing experimental studies of human memory.

PREREQUISITE: Psychology B01 (statistics) or equivalent, Psychology B05 (Experimental Psychology) and at least one additional course in Psychology

TEACHING METHOD: The class will be taught using a combination of lectures, discussion and laboratory assignments.

METHOD OF EVALUATION: Participation in class discussions, three experimental write ups.

READINGS: A course packet will be available at DYN-O-MITE Copies located at 1625 Chicago Ave in Evanston.

Sohee Park

Psychology, C14-20

SPECIAL TOPICS: BIOLOGICAL BASIS OF MENTAL ILLNESS

Time: W 2-5:00

Office Address: 305 Swift Hall

Phone: 491-7730

Expected Enrollment: 25

COURSE DESCRIPTION: We will examine possible consequences of brain abnormalities on cognitive and emotional behaviors in this course. We will discuss neuroanatomical, neuropsychological and neurochemical theories of mental disorders and critically assess current experimental paradigms and methods. Topics include schizophrenia, mood disorders, Parkinson's disease, anxiety disorders, Alzheimer's disease, frontal lobe syndrome and others.

PREREQUISITES: A10 and C03; A12 is strongly recommended, but not required.

TEACHING METHOD: Lectures, discussions, student presentations

METHOD OF EVALUATION: Oral presentation, paper

READINGS: See syllabus in the psychology office
Course packets will be available

Alice Eagly

Psychology, C14-21

SPECIAL TOPICS: PSYCHOLOGY OF GENDER

Time: TTh 10:30-12

Office Address: 312 Swift Hall

Phone: 467-5026

Expected Enrollment: 120

COURSE DESCRIPTION: An overview of psychological research on gender. Topics include stereotyping of women and men, sex differences in social behavior and cognition, women and achievement, aggression and power, interpersonal relationships, mental health, and changing gender roles.

PREREQUISITES: A10

TEACHING METHOD: Interactive lecture

METHOD OF EVALUATION: Paper plus two essay exams.

READING LIST: General text and selected readings.

Aryeh Routtenberg

Psychology, C14-22

SPECIAL TOPICS: MEMORY AND THE BRAIN

Time: WF 11-12:30

Phone: 491-3628

Expected Enrollment: 15

COURSE DESCRIPTION: Where are memories stored in brain? How are those memories stored in those particular locations? What are the latest attempts to deal with disorders of memory in aging? Are there any "smart drugs"? What do brain imaging studies tell us about human memory?

Prerequisites: B12 or C12; the B10 (Biological Sciences) series is recommended.

TEACHING METHODOLOGY: Lecture.

METHODS OF EVALUATION: Quizzes and final exam.

READINGS: To be assigned.

J. Peter Rosenfeld

Psychology, C21

PSYCHOBIOLOGY LABORATORY

Time: TBA

Office Address: 206 Cresap

Phone: 491-3629

Expected Enrollment: 20

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.

METHOD OF EVALUATION: The quality of data generated (brain waves demonstrated, etc.) will be graded by an instructor and a teaching assistant and will comprise 75% of the grade. A final data compilation and paper on a final project will comprise 25%.

READING LIST: Handouts (paid for by students).

Douglas L. Medin

Psychology, C33

PSYCHOLOGY OF THINKING

Time: TTh 2:30-4

Office Address: 222 Swift Hall

Phone: 467-1660

Expected Enrollment: 20

COURSE DESCRIPTION: This course examines psychological research on various aspects of thinking. Students learn to (a) critically evaluate psychological research (b) design and run experiments that investigate hypotheses about human thinking and analyze their results, and (c) report the findings to the psychological community.

PREREQUISITES: B01, B05

TEACHING METHOD: Primarily discussion

METHOD OF EVALUATION: Grades are based on: 1) assignments/class participation 2) two research papers

READING LIST:

Required: Plous, S. (1993). The Psychology of Judgment and Decision Making. New York: McGraw-Hill.

Recommended: Publication Manual of the American Psychological Association, Fourth Edition (1994). Washington, D. C.: American Psychological Association

Mari Broman Olsen

Psychology, C34

PSYCHOLOGY OF LANGUAGE

Time: T 10:30-1:30

Office Address: 302 Swift Hall

Phone: 467-2290

Expected Enrollment: 25

COURSE DESCRIPTION: This is a seminar course (with some lectures) that presents an overview of psycholinguistic research, addressing such questions as how we learn, produce, comprehend, store, and recall language, and how linguistic behavior can be studied experimentally. Specific attention will be paid to the organization and computational modelling of the mental lexicon. Other topics will be geared toward student interests. The course involves extensive reading of original journal articles.

PREREQUISITES: Statistical Methods (B01) and Cognitive Psychology (C28).

METHOD OF EVALUATION: Homework and class participation, including presentation of articles; term paper. Quizzes and/or test possible.

READINGS: Kess, Joseph F. "Psychology, linguistics, and the study of natural language". John Benjamins Press.

Reading packet.

John D. Coley

Psychology, C62

COGNITIVE DEVELOPMENT

Time: MWF 11:00

Office: 219 Swift Hall

Phone: 467-2421

Expected Enrollment: 30

COURSE DESCRIPTION: Recent research has revealed surprising and impressive cognitive capabilities in infants and preschool children. However, children's cognitive functioning is nevertheless quite different from that of adults. This course explores patterns of thought characteristic of infants and young children, how those patterns change with age, and different theoretical explanations for those patterns of change. Specific topics include object concept, classification, reasoning, memory, and language.

PREREQUISITES: Intro to Psychology (A10) and EITHER Developmental Psychology (B18) OR Cognitive Psychology (B28).

TEACHING METHOD: Lecture, discussion.

EVALUATION: Students will be evaluated on the basis of short papers, exams, and a term paper.

READING LIST: Text plus empirical journal articles.

COGNITIVE SCIENCE

COGNITIVE SCIENCE B10 INTRODUCTION TO COGNITIVE SCIENCE: VISION, LANGUAGE, AND MEMORY

INSTRUCTORS:

Prof. Ken Paller (Psychology)

Office Address: 122 Swift Hall

Phone: 467-3370

kap@northwestern.edu

Prof. Gregory Ward (Linguistics)

Office Address: 2016 Sheridan Road

Phone 491-8055

gw@northwestern.edu

TIME: TTh 2:30-4:00

DISCUSSION SECTIONS: F 1, F 2, M 10, M 12

EXPECTED ENROLLMENT: 90

COURSE DESCRIPTION: The scientific study of human cognition, focusing on vision, language, and memory. The psychological and biological nature of these functions is explored, demonstrating many of the methods of Cognitive Science. Some of the specific topics covered include linguistics, language acquisition, monitoring the human brain during acts of cognition, neuroanatomy, and disorders of vision, language, and memory.

COUNTS TOWARDS CAS AREA I (NATURAL SCIENCE) DISTRIBUTION REQUIREMENT.

PREREQUISITES: None

REQUIRED TEXTS:

Pinker, Steven. 1994. The Language Instinct: How the Mind Creates Language. Morrow Press.
Reading Packet.

METHODS OF 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. 70% of the grade will be based on two exams of equal weight (2 x 35%).

Assessments. 20% of the grade will be based on 6-8 very brief in-class 'assessments', designed to assess students' understanding of previous lectures and/or the reading assigned for the current lecture.

Homework. 10% of the grade will be based on weekly homework assignments (1-2 pages). Late assignments will not be accepted.

ctec@northwestern.edu

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

[Northwestern University](#)

Last Updated: February 1, 1996

0455 - French

French A05-6 Section 20

FRESHMAN SEMINAR: WOMEN'S ROLE AND IMAGE IN FRENCH CULTURE AND SOCIETY

Time: MWF 9:00

Instructor: Tilde Sankovitch

Office Address: Kresge 141

Office Phone: 467-1448

e-mail: tsankov@merle.acns.northwestern.edu

DESCRIPTION: In its examination of the female presence in French culture and society this course will focus on three historical periods: the Middle Ages; the time of the French Revolution; and the second half of the twentieth century. For each of these periods we will consider a variety of literary and historical texts, as well as visual representations of women, in order to define the female role, and to evaluate its changing configuration and impact.

TEACHING METHOD: Some lecturing, in the form of introductory lectures for each period and each author; mostly discussion. Films to be viewed in the media center of the library.

EVALUATION: Evaluation will be on the basis of three papers, and active participation in class discussions.

French A05-6 Section 21

THE MEAL IN THE FRENCH NOVEL

Time: MWF 11:00

Instructor: Marie-Simone Pavlovich

Office address: Kresge 128

Office Phone: 491-8263

e-mail: mpa347@northwestern.edu

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, Flaubert, Maupassant, Colette, Duras, and others. 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 on the characters' psyche and actions. The study will also include the showing of movies like "Babette's Feast", "A Day in the Country", "The Discreet Charm of the Bourgeoisie"; discussion will relate to other movies with topics dealing with

food, such as "The Wedding Banquet", or "Man, Woman, Eat, Drink" for instance.

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

EVALUATION: 4 compositions, 1 final paper that consists of a research on the topic but as seen in English-speaking literature.

READING LIST: Flaubert: Madame Bovary

Duras: Moderato Cantabile

A reading packet available at Copy Cat

French A11-3

FIRST-YEAR FRENCH

Time: MTWTHF at 9, 11, and 1

Coordinator: C. Tournier

Office Address (coordinator): Kresge 139

Phone: 491-2654

e-mail: tournier@merle.acns.northwestern.edu

Instructors: Wilson (9), Norris-Delgado (11) and Abiragi (1)

DESCRIPTION: A11-3 is the third quarter of Elementary French. Class meets five days a week. The aim of the course is to build skills in speaking, understanding, writing and reading French through study, practice, and class activities. Note that P-N is not allowed for students who take this course because of the CAS language requirement.

PREREQUISITES: French A11-2 or consent of the coordinator (C. Tournier)

TEACHING METHOD: Classes will include a variety of activities designed to help students acquire a knowledge of the basic French vocabulary and structures along with the ability to use what they have learned in situations of communication. Classes will be conducted in French except when explanation of grammar or other material may necessitate the use of English. Students are expected to prepare outside of class, to participate actively in class activities, and to work independently with laboratory materials.

EVALUATION: Final grades are based on class performance and attendance, homework and compositions, quizzes, 2 unit tests, and a final oral exam. Note that the final oral exam, which lasts 15 minutes and for which students sign up , will be given on Monday and Tuesday of final week.

TEXTS:

-Voila, Heilenman, Kaplan and Tournier, Heinle and Heinle, 1992 (second edition). Available at Norris Bookstore.

- Voila, Cahier d'activites ecrites et orales , Heilenman, Kaplan and Tournier, Heinle and Heinle, 1992 (second edition). Available at Norris Bookstore
 - Voila, Audio Tape Program, Heilenman, Kaplan and Tournier, Heinle and Heinle, 1992 (second edition). Available at Norris Bookstore (optional)
 - Course packet (to be purchased from your instructor).
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French A21-3

SECOND-YEAR FRENCH

Time: MTWTh: 9, 10, 11, 12, 1 & 2

Coordinator: Janine Spencer

Office Address: Kresge 145C

Phone: 491-8259

e-mail: j-spencer@northwestern.edu

DESCRIPTION: French A21-3 is the third quarter of a three- quarter course for students who have completed French A21-2 or have been placed in the course by the French department. Classes meet four times a week and consist of grammar, reading, writing, and conversation. Classes are be conducted in French except when explanation of grammar or other material necessitates the use of English. Students are expected to attend class regularly, to prepare outside of class, and to work in the language laboratory outside of regular class hours. Completion of this course with a grade of C- or better satisfies the CAS Language Proficiency Requirement. (CAS students: P/N not allowed).

EVALUATION: Class participation, homework, quizzes, 3 unit tests, final project.

TEXTS: (available at Norris Bookstore)

Valette & Valette, A votre tour!, D.C. Heath, 1995

Valette & Valette, Cahier d'exercices with audiocassettes to accompany A votre tour!

French A23-0

SECOND-YEAR FRENCH: INDIVIDUALIZED INSTRUCTION

Time: M-W: 10, 11, 12, 1, 2, or T-Th: 10, 11, 1 & 2

Coordinator: Janine Spencer

Office Address: Kresge 145C

Phone: 491-8259

e-mail: j-spencer@northwestern.edu

DESCRIPTION: The individualized program of second-year French is a three-quarter sequence which offers some flexibility in determining your "specialization" and rate of progress in learning French. It includes a general grammar review (treated as an independent study), a listening comprehension program, and a choice of concentration classes. This course is not calendar-bound;

students can start the first quarter at the beginning of any given quarter, except summer. Progress is measured by a series of exams (minimum 4 per quarter, no final exam), administered at regular intervals during the quarter. The exams, however, may also be taken at any time previously upon mastering a predetermined amount of material. This self-pacing and self-study feature allows students to complete the program in less than the three quarters normally required. CAS students must choose a different "specialization" each quarter. Choices are: a) Conversation: For students who wish to develop their spoken fluency, this option will offer a variety of activities requiring active oral participation. b) Composition: For students who wish to develop their writing skills, this option is conducted as a workshop where students will write in small groups. c) Civilization: For students who wish to develop a cultural awareness, this option deals with the cultural characteristics of French-speaking communities around the world. d) Literature: For students who wish to develop their reading skills, this option will teach strategies for understanding and enjoying modern short stories.

PREREQUISITE: Placement by department or permission of coordinator. P/N is not allowed for CAS students who are taking the course to satisfy the language proficiency requirement.

TEXTS:

Study Packet (one per quarter)

Valette & Valette, RENCONTRES, D.C. Heath, 1985

Workbook for Rencontres

French B01-0

INTRODUCTION TO FRENCH STUDIES

Time: MWF at 10 and 1

Janine Spencer and Claude Tournier, Coordinators

Office: Kresge 145C/ Kresge 139

Phone: 491-8259/491-2654

DESCRIPTION: French B01 is third-year course designed primarily to develop fluency, and accuracy in speaking, listening, reading, and writing French while introducing students to social, cultural, and literary topics central to an understanding of France and French-speaking peoples. Classes meet three times a week and are conducted in French. Students are expected to attend class regularly, prepare outside of class and work independently in the language lab.

EVALUATION: Class participation, regular oral and written assignments, quizzes, two midterms and Final project.

PREREQUISITES: Proficiency in French (completion of a second-year course, AP score of 3, College Board score of 680 or placement test assignment.)

TEXTS:

-Mort, Slack & Hares, Droit au but!, John Murray Publishers Ltd, London: 1993 (available at Norris

Bookstore)

-Aicha Benaissa, Née en France (Reading packet for sale in Kresge 145D)

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 and 11

Instructor: Anne Landau

Office address: Kresge 128

Phone: 49 1-8263

e-mail: alandau@merle.acns.northwestern.edu

DESCRIPTION: This course is designed to develop and improve your writing skills through a variety of classroom activities. Selected grammar points will be discussed in class. Homework will include short writing exercises and compositions as well as the preparation of grammar exercises.

PREREQUISITES: French B01-1 and/or B01-2, AP score of 4 or placement by the department. Students must open an e-mail account before the first day of classes.

TEACHING METHOD: A writing workshop, with written and oral activities organized around communicative strategies. Students will be expected to prepare at home or in the computer lab for each class session.

EVALUATION: The final grade will be based on class participation, homework, quizzes and 2 exams.

TEXTS:

-Gerrard et al, En train d'ecrire, McGraw-Hill, 1993

-Carlut & Meiden, French for Oral and Written Review, Holt, 1993 (available at Norris Bookstore)

Recommended reference material:

-Collins Robert French-English, English French dictionary (or good bilingual dictionary)

-Micro Robert de Poche (available at Norris Bookstore)

Suggested software:

Microsoft Word French Proofing Tools , Alki Software Corp. (available at Norris Bookstore, for Macintosh or IBM)

Systeme-D, Heinle & Heinle (available at Norris, for Macintosh or IBM)

French B03

INTERMEDIATE CONVERSATION

Time: MWF 9

Instructor: C. Tournier

Office address: Kresge 139

Phone: 491-2654

e-mail: tournier@merle.acns.northwestern.edu

DESCRIPTION: This course is designed to build fluency in speaking and understanding French. Classes will concentrate on increasing listening comprehension, building vocabulary and idiom use, and enhancing communication skills.

Prerequisite: French B02. Permission from the French department is required (go to Kresge 145D to obtain a permission slip during registration).

TEACHING METHOD: Spoken activities in class organized around communicative strategies needed to carry on a meaningful conversation. Students are expected to prepare at home for each session as well as to go individually to the computer lab to work on the interactive laser disk "A la Rencontre de Philippe. " (final project). Students are also expected to subscribe to and participate in the listserv group "Jasette" on the Internet.

EVALUATION: The final grade will be based on class participation, participation in the listserv group conversation, a listening comprehension midterm, an oral exam and a final project.

TEXT: Bragger and Rice, Du Tac au Tac, Heinle and Heinle, 1991 (second edition). Available at Norris.

French B04-0

ADVANCED INTERMEDIATE CONVERSATION

Time: MWF 12 noon

Instructor: Gerald Mead

Office: Kresge 146 C

Phone: 1-7567, 1-8262

e-mail: g-mead@northwestern.edu

DESCRIPTION: An advanced intermediate course designed to build fluency in speaking and understanding French. Classes will concentrate on increasing listening comprehension, building vocabulary and idiom use, and enhancing oral communication skills.

PREREQUISITE: French B02 or B03 or permission of instructor. Note that a permission slip,

available in the French Department, is required for registration.

TEACHING METHOD: French B04 will use daily news broadcasts received by satellite from France, if available, or pre-recorded video material rather than a primary text. Students will be required to view videotaped broadcasts in the Multi-Media Learning Center in preparation for class discussion and conversation. Cultural notes and vocabulary aids will be provided for each program. Individual presentations and conversation activities usually one day a week. In addition, there will be some basic exercises in pronunciation including individual tape recordings and some outside reading required for individual presentations.

EVALUATION: General participation 20%

Weekly pronunciation recordings 20%

Exercises, quizzes 20%

Individual presentation 10%

Mid-term exam 10%

Final exam 20%

TEXT: No specific text required; some photocopied handouts. Students should have a good (i.e., not pocket-book size) French/English, English/French dictionary, for example Harrap's French Dictionary or Harper-Collins-Robert .

French B10

INTRODUCTION TO FRENCH LITERATURE

Time: MWF 12:00

Instructor: Sylvie Romanowski

Office Address: Kresge 150E

Phone: 491-2772

e-mail: s-romanowski@northwestern.edu

DESCRIPTION: This course will examine a few representative works of 19th and 20th century authors drawn from the major genres, the short story, the novel, drama and poetry. The works are grouped in order to compare and contrast works that are more traditional in form and style, and those that are more modern and experimental. We will study the form of these works and how the forms relate to the content, thus acquiring a useful terminology for studying the structure and meaning of literary writing.

The students will report on their reading and write several short papers of analysis. A longer paper will replace the final exam. The class will consist principally of discussion and reports by the students. It will be conducted entirely in French.

PREREQUISITES: At least one of the following: B01-1, B01-2, B02, B03, B80, Departmental placement in B10, A P of 5, or special permission of instructor.

READING LIST:

Balzac, "Facino Cane" (course packet)

Colette, La Chatte

Duras, Moderato cantabile

Anouilh, Antigone

Beckett, En attendant Godot

Ba, Une si longue lettre

Poetes francais des 19e et 20e siecles

Some additional materials in the course packet

The books will be available at Europa Books, Foster Street, at the "el."

French B71-0

INTRODUCTION TO THE FRENCH NOVEL

Time: T TH 2:30

Instructor: Michal Ginsburg

Office address: Kresge 146b

Phone: 491-8261

e-mail: m-ginsburg@northwestern.edu

DESCRIPTION: In this course we will trace the development of the French novel from the 18th to the 20th century. The novels we will read are different in their themes, tone, and narrative technique, thus enabling students to become acquainted with major forms of the novel. In discussing the four novels we shall focus on the relation between themes and narrative form and on the social, historical, and intellectual background of each text.

PREREQUISITES: B02 and B03 or consent of instructor

TEACHING METHOD: Short lectures, class discussions. Readings and discussions in the French language.

EVALUATION: Class participation, two papers.

READING LIST:

Voltaire, Candide

Prevost, Manon Lescaut

Balzac, Eugenie Grandet

Nerval, "Sylvie"

Modiano, La Rue des boutiques obscures

Available at Europa Book Store, 915 Foster St., Evanston

French B82-0

INTRODUCTION TO FRENCH CIVILIZATION: CONTEMPORARY FRANCE

Time: MWF 1:00

Instructor: Gerald Mead

Office address: Kresge 146 C

Phone: 1-8262, 1-7567

e-mail: g-mead@northwestern.edu

DESCRIPTION: A broad introduction to France today, designed to help students understand daily life and current events as presented in newspapers and on television. A basic text will provide background information on the physical aspects of France, its government and politics, social life including the family, work, and social services, and cultural aspects, including language, religion, education, and the media. In addition, we will examine four topics important in contemporary France: Vichy, Mitterrand, immigration, and Americanization. Some video material, to be viewed outside of class, will supplement the readings. Each student will be required to give at least one oral presentation on a current topic. The course will be conducted in French.

PREREQUISITE: B02 or B03 or permission of instructor.

TEACHING METHOD: Some short lectures, class discussion, individual student presentations.

EVALUATION: Grades will be based on class participation, individual presentation, midterm exam, and a final paper.

TEXTS: Edmiston et Dumenil, *La France contemporaine*, Holt, 1993.

Other texts to be announced.

French C03

ADVANCED CONVERSATION

Time: MWF 10:00

Instructor: Anne Moreau

Office address: Kresge 43

Phone: 491-4662

e-mail: amo085@northwestern.edu

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, French video programs, films, 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 dialogic based on homework and lab preparations.

EVALUATION: Students will be evaluated on oral individual presentations and also on a group basis. Preparation and participation will also be important parts of the final evaluation. Therefore regular attendance is essential. Weekly testing the oral comprehension of the student. Mid-term individual meeting and evaluation. Final exam based on group presentation.

TEXT: No textbook required but students will be expected to purchase their own French magazines and packet.

PREREQUISITES: BO2, BO3, CO2-1 & -2, or consent of instructor.

French C30

CLASSICAL THEATER AND SOCIETY

Time: MWF 1:00

Instructor: Sylvie Romanowski

Office: Kresge 150E

Phone: 491-2771

e-mail: s-romanowski@northwestern.edu

DESCRIPTION: We will read major works of seventeenth-century theater with the goal of understanding the relations between these works and the social context. We will concentrate our attention on Corneille, Moliere and Racine. Aspects of the social context we will discuss will be: the structure of a court society; the place of theater in the construction of the centralized monarchical state; the definition of classical tragedy.

EVALUATION: The course will be conducted by discussion and oral reports by students. Students will write a paper on each of the authors studied, and a longer paper instead of a final examination.

READING LIST:

Corneille, Le Cid

" L'illusion comique

Racine, Britannicus

" Phedre

Moliere, L'Ecole des Femmes

" Critique de l'Ecole des Femmes

" Dom Juan

Some additional materials in a course packet.

French C60-0

NARRATIVE AND ITS DISCONTENTS

Time: MWF 11:00

Instructor: Scott Durham

Office address: 143 Kresge

Phone: 491-8269

e-mail: spd594@northwestern.edu

DESCRIPTION: This course, in examining the works of a number of representative novelists, will provide a survey of 20th- century French narrative fiction, and will situate these authors' re-inventions of narrative form in term of the growing sense of cultural crisis to which they respond. Among the issues to be addressed are: modernist style and the re-invention of memory; the place of individual experience in apocalyptic narrative; and the passage from "modernist" to "postmodernist" narrative. Texts for the course will include works by Proust, Gide, Beckett, Bataille, and Blanchot. Students will also view films by Godard and Duras.

French C90

FRENCH THEATER IN PERFORMANCE

Time: T,Th 3-5:30

Instructor: Todd Straus

Office Address: 145B Kresge Hall

Office phone: 491-8258

COURSE DESCRIPTION: Students in this course constitute a French Theatre Troupe whose purpose is to stage a French play at the end of the Quarter. Students participate in French in every aspect of the preparation and performance of the play - - from learning, rehearsing and performing a role and discussing the text to making props, imagining costumes, making masks, and writing parts of the program. In addition to the regularly scheduled class hours, there will be evening and/or weekend rehearsals which will be arranged to suit the schedules of the student participants. The specific play which is chosen to be staged each year will determine the maximum number of students who will be admitted to the class.

Permission of instructor required.

French C91-2

THEORY AND PRACTICE OF TRANSLATION: TRANSLATING CIXOUS

Time: TTh 12:00

Instructor: Bernadette Fort

Office address: Kresge 126B

Phone: 491.8264

e-mail: b-fort@northwestern.edu

DESCRIPTION: This course will in be a continuation of C91-1 taught in Winter 1996. We will continue the translation of Helene Cixous's award-winning play, *La Ville parjure ou le reveil des Erinyes* (1994) with the aim of providing a full draft of the entire play by the end of the quarter. We will continue our ongoing discussion of the literary, philosophical, ethical, social, and medical underpinnings of the play by relating it on the one hand to Greek tragedy, particularly Aeschylus' *Eumenides*, and on the other, to the 1992 trials involving higher echelons of the French medical establishment in what was called the scandal of the contaminated blood.

TEACHING METHOD: Teamwork for the translation, oral presentations, information retrieval from French and US data bases, in-class discussions.

EVALUATION: 40%: quality of team work, exposes, research, and class participation. 60%: individual translation of a substantial portion of the text.

Note: C91-1 is a prerequisite for this class. Students requesting an exception must contact the instructor before the end of the Winter quarter.

French D03

METHODS OF RESEARCH: THE JOY OF TEXTS

Time: M 3:00-5:30

Instructor: William Paden

Office address: 152 Kresge

Phone: 491-7280

e-mail: wpaden@northwestern.edu

DESCRIPTION: Introduction to recent developments in theory of texts and methodologies in manipulation of texts. We will investigate hypertext, electronic editions and journals, textual data bases, and the web. Class will include discussion, workshops, and guest lectures from a variety of disciplines. Students will learn to create a homepage on the web, and will make use of this homepage to submit a research project in the area of their specialization.

EVALUATION: Grades will be based on participation and the term project.

READING LIST:

Landow, George P. *Hypertext: The Convergence of Contemporary Critical Theory and Technology*. Baltimore: Johns Hopkins University Press, 1992. (Also available in hypertext version.)

Landow, George P., ed. *Hyper/Text/Theory*. Baltimore: Johns Hopkins University Press, 1994.

Birkerts, Sven. *The Gutenberg Elegies: The Fate of Reading in an Electronic Culture*. Winchester, Mass.: Faber and Faber, 1994.
Joyce, Michael. *Afternoon, a Story*. Computer disk. Cambridge MA: Eastgate Press, 1987. Telephone 800-562-1638
Additional material will be put on reserve.

French D40

STUDIES IN 18TH CENTURY LITERATURE: JEAN-JACQUES ROUSSEAU AND THE FRENCH REVOLUTION

Time: T 3:00

Instructor: Bernadette Fort

Office Address: Kresge 126B

Phone: 491.8264

e-mail: b-fort@northwestern.edu

DESCRIPTION: Was Rousseau's *Social Contract* a blueprint for the French Revolution? How did his famous *Discourse on the Origin of Inequality* influence thinking about social and economic disparities in ancien regime France? In what ways did his celebrated epistolary novel, *La Nouvelle Heloise*, shape the new sensibility and "bourgeois" consciousness emerging in prerevolutionary decades? Were Rousseau's attacks against public women in the *Lettre a d'Alembert* and his exaltation of feminine domesticity in his education treatise (*Emile*) instrumental in women's exclusion from the public sphere during the Terror? To what extent did Rousseau's flamboyant autobiographical writings, projecting a radically new image of the self, provide the Jacobins with the rhetoric of virtue that helped them forge their new Republic? Can the ideological origins of the French Revolution be located in Rousseau's thought and writings although he never entertained the notion of a revolution? This course will approach these and other questions about the connection between literature, writing, ideas, and history through an examination of Rousseau's major works and relevant texts of recent historiography by Carol Blum, Robert Darnton, Francois Furet, Lynn Hunt, Joan Landes, Dorinda Outram, Joan Scott, and others.

TEACHING METHODOLOGY: Brief lectures, discussion. The course will be given in both French and English. Students from outside the French department may do the readings and write their papers in English.

EVALUATION: Based on the quality of oral participation, oral presentations, and one term paper.

READING LIST (Primary texts):

Discours sur les sciences et les arts

Discours sur l'origine de l'inegalite parmi les hommes

Lettre a d'Alembert sur les spectacles

Emile ou de l'education, IV et V

Le Contrat social

Julie, ou La Nouvelle Heloise
Confessions

ctec@northwestern.edu

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Last Updated: February 1, 1996

0457 - Italian

0457 Italian A01-3

ELEMENTARY ITALIAN

Time: MTWTF 10, 11:00 & 12

Concettina Pizzuti, Course Coordinator

Office address: Kresge 142

Phone: 467-1987

e-mail: cpizzuti@merle.acns.northwestern.edu

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: AO1-2 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, role play, group work, etc.

EVALUATION: Class performance, quizzes, homework, and oral final.

TEXTS: Danesi, Adesso , 1992

Workbook and Lab Manual for Adesso!

Italian A02-3

Intermediate Italian

Time: MTWF 10:00 & 1:00

Concettina Pizzuti, Coordinator

Office address: Kresge 142

Phone: 467-1987;

e-mail: cpizzuti@merle.acns.northwestern.edu

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.

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, presentations, and oral final.

TEXTS: Habekovic, Insieme, 1994

* An Italian-English/English-Italian dictionary is highly recommended (Garzanti, Collins-Sansoni)

Italian A33/34-3

INTENSIVE ITALIAN

Time: MTWTHF 3-5:00

Concettina Pizzuti, Course Coordinator

Office address: Kresge 142

Phone: 467-1987

e-mail: cpizzuti@merle.acns.northwestern.edu

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), discussion of cultural items and stories which will sharpen the development of basic conversational and cultural skills. Video tapes, magazines, and recordings will be used to supplement the chosen texts. 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, homework, and oral final.

Credits: Two units per quarter. Completion of this intensive language program with a grade of "C" or better will fulfill the CAS foreign language requirement. P/N allowed, but will not fulfill CAS requirement.

TEXTS: Danesi, Adesso, 1994

Packet of reading material to be purchased in class

Italian B03-0

UNIFYING ITALY

Time: MWF 1

Instructor: Albert Ascoli

Office address: 127B Kresge

Phone: 491-5493

e-mail: aascoli@northwestern.edu

DESCRIPTION: This course covers the process of unifying Italy politically and culturally during the 19th and 20th centuries, beginning with the "Risorgimento" itself, and continuing through World War I, the Fascist era, and the post-war period. We will alternate between readings in historical context and discussion of cultural artifacts (poetry, fiction, and essays, but also films). Strong emphasis will be placed on practice in spoken and written Italian.

PREREQUISITE: A02-3 or permission of instructor.

TEACHING METHOD: Short lectures and discussion.

EVALUATION: Quizzes and short essays, class participation and presentations.

READINGS: Giulio Ferroni, *Storia della Letteratura Italiana*, volumes 3-4; xerox for purchase.

Italian B75:

Dante's Divine Comedy

Time: MWF 10

Discussion section: TBA

Instructor: Albert R. Ascoli

Office address: Kresge 127B

Phone: 491-5493

e-mail: aascoli@northwestern.edu

Taught in English--No Prerequisites--Discussion Section Required

Fulfills Division VI Distribution Requirement

DESCRIPTION: An introduction to the Divine Comedy of Dante Alighieri, arguably the most ambitious work of literature in the western tradition. The Comedy is at once the product of the local circumstances of late medieval Italy and communal Florence and a climactic moment in the general sweep of western European history, going back to the Roman Empire and the first stirrings of the Christian religion. It draws simultaneously on the monumental achievements of Virgilian epic and the nascent vernacular traditions of Provencal and Italian lyric poetry. It reflects both the great intellectual spiritual movements of the late middle ages: Franciscan spiritualism and the Scholastic revival of Aristotelian philosophy, and anticipates a Renaissance to come. It combines deep commitment to the political and social institutions of this world with a transcendent faith. Above all it everywhere probes the fundamental question that haunts western culture from its inceptions: how can we learn to reconcile how we love with what we know?

METHOD OF INSTRUCTION: Lecture and discussion

COURSE REQUIREMENTS: attendance and participation; mid-term examination; short paper; take-home final

TEXTS:

Dante Alighieri, The Divine Comedy

Xerox selections from Vergil, Aeneid and Augustine,
Confessions and City of God

Daniel Bornstein, Dino Compagni's Chronicles of Florence

Rachel Jacoff, ed., The Cambridge Companion to Dante (recommended)

Italian C-60

TOPICS IN 20TH CENTURY LITERATURE (IN ITALIAN): "FUTURISM"

Time: Th 1:00

Instructor: Karen Pinkus

Office address: Kresge 126a

Phone: 1-8255; 1-5490

e-mail: kepink@merle.acns.northwestern.edu

Winter Quarter office hours: Wed. 11-12; Thurs. 2-4

DESCRIPTION: This course, taught in Italian with readings in Italian, will consider the aesthetics and politics of Italian futurism, from its place in the historical avant-garde through its relations with fascism. We will look at various aspects of the movement including: the angry futurist manifestoes,

futurist automobilism and airplaning, poetry, film, drama/performance, music, painting, sculpture, dinner parties, advertising, fiction, futurist sexuality/feminism/antifeminism, and political writings. We will make use of Northwestern's extensive collection of original futurist materials for class readings and presentations. Students may choose to write essays or develop a creative project related to their research interests.

ctec@northwestern.edu

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Last Updated: February 1, 1996

0467 - Slavic Languages and Literature

Simon Greenwold

SLAVIC A01-3 (Sec. 20)

ELEMENTARY RUSSIAN

Time: MTWThF 10:00

Office: 325E Kresge

Phone: 467-3137

Expected enroll.: 20

Pat Zody

SLAVIC A01-3(Sec. 21)

ELEMENTARY RUSSIAN

Time: MTWThF 11:00

Office: 325E Kresge

Phone: 467-3137

Expected enroll.: 20

COURSE DESCRIPTION: Elementary Russian is the first part of a two-year sequence developed at Northwestern that enables the students to acquire the same proficiency in Russian (speaking, reading, and writing) as they would in any of the common languages with an equal amount of effort.

TEACHING METHOD: In Elementary Russian the stress is on learning the language through constant use, not through memorization of abstract rules and word lists. During the Fall quarter students acquire the basics of grammar and vocabulary. During the Winter and Spring quarters, students continue to study grammar and spend more and more time on reading and discussing various texts on modern life in Russia. More advanced grammatical principles and new vocabulary are introduced through conversational sessions. The skills acquired by the students in class are then reinforced in the language lab. The goal of the whole A01 course is to get the students to the point where they are ready to start reading unsimplified works by the masters of Russian literature and to work with fairly advanced conversation materials by the beginning of the second-year course.

P/N allowed.

METHOD OF EVALUATION: Short quizzes and a final exam. The grade is computed as follows: overall performance in class and lab sessions: 50 %; written quizzes: 30 %; and a final written exam: 20 %.

TEXTS:

Golosa. Basic Course in Russian. Textbook 2. Workbook II.
Audio-tape set (Golosa-2).

Michael Denner

SLAVIC A02-3(Sec. 20)

INTERMEDIATE RUSSIAN

Time: MTWThF 10:00

Office: 25A Kresge

Phone: 467-2790

Expected enroll.:20

Tim Langen

SLAVIC A02-3 (Sec. 21)

INTERMEDIATE RUSSIAN

Time: MTWThF 11:00

Office: 325A Kresge

Phone: 467-2790

Expected enroll.: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. More advanced grammatical principles and new vocabulary are introduced through conversational sessions.

TEACHING METHOD: Performance in class counts most heavily towards the final grade. Students are expected to attend class regularly and to be fully prepared to participate. In addition to quizzes there is a final exam.

TEXTS:

Olga Kagan, Frank Miller. V Puti. Russian Grammar in Context. Prentice Hall, 1996.

Ivana Dolezalova

SLAVIC AO6-3 Spring 95-96

ELEMENTARY CZECH

Time: MWF 9:00 - 10:00

Office: 325B Kresge

Phone: 497-3213

Expected enroll.: 10

COURSE DESCRIPTION: Elementary Czech is the first part of a two-year sequence that enables

the students to acquire proficiency in Czech (speaking, reading, and writing).

TEACHING METHOD: In Elementary Czech the stress is on learning the language through constant use, not through memorization of abstract rules and word lists. During the Fall quarter students acquire the basics of grammar and vocabulary. During the Winter and Spring quarters, students continue to study grammar and spend more and more time on reading and discussing various texts on modern life in the Czech Republic. More advanced grammatical principles and new vocabulary are introduced through conversational sessions. The goal of the whole A06 course is to get the students to the point where they are ready to start reading unsimplified works by the masters of Czech literature and to work with fairly advanced conversation materials by the beginning of the second-year course.

TEXTBOOKS:

Cechova, "Do You Want to Learn Czech?"

Parolkova, "Czech for Foreigners"

Additional materials from teacher's archives.

Irina Dolgova

SLAVIC B03-3 Spring 95-96

INTERMEDIATE COMPOSITION AND CONVERSATION

Time: MWF 1:00 - 2:00

Office Address 125B Kresge

Phone: 1-8082

Expected enroll.: 15

COURSE DESCRIPTION: This is a third course of a four-year sequence of Russian. It will include a review of grammar in a functional aspect, according practical intentions. While focusing on grammar, it promotes the development of all language skills in a variety of ways. During the winter quarter students spend more and more time on reading and discussing various texts on modern life in Russia. The analysis of the texts will include both linguistic and cultural aspects. In order to develop listening comprehension this course combines reading materials with video-materials.

TEACHING METHOD: Three classes per week in Russian: grammar, reading/conversation, video/conversation. Assignments directed toward listening skills, oral production, writing skills or reading comprehension - or any combination thereof.

METHOD OF EVALUATION: Performance in class counts most heavily towards the final grade. Students are expected to attend class regularly and to be fully prepared to participate. Class participation 20%, homework 15%, final exam 25%, quizzes 25%, video 15%.

READING LIST:

I.Dolgova, Workbook for Russian B03.

Several texts will be provided by the instructor (M. Zoshchenko, B. Grossman, M. Bulgakov).

Frank Silbajoris

Slavic B10-3 Spring 95-96 **INTRODUCTION TO RUSSIAN LITERATURE: Discussion of the Works of Pushkin, Lermontov, Gogol, Tolstoy, Dostoevsky, and Chekhov**

Time: MWF 11:00 - 12:00

Expected Enroll.: 50

COURSE DESCRIPTION: The course will deal with selected works of Russian prose in the nineteenth and the beginning of the twentieth centuries. Our attention will focus upon the artistic aspects of the works discussed, that is, upon such of their qualities as will permit us to relive and make personally meaningful the fullness of being human as an aesthetic experience. The attendant circumstances of personal biography and the interplay of ideas in the history of Russian culture shall also receive due consideration. The course is given in English.

METHOD OF EVALUATION: There shall be two open-book take-home midterms and a final closed- book examination. The midterms will consist of essay questions of analytical bent. The total length of your answers for each midterm is to be between six and seven double-spaced typewritten pages of normal size font. Every effort will be made to shape the examinations as a learning experience. The first midterm shall be given out on April 15 and collected on April 22. The second - - on May 17 and collected on May 24.

READINGS:

Alexander Pushkin.

The Complete Prose Tales of Alexandr Sergeyevich Pushkin. Gillon R. Aiken, trans. New York: Norton, 1966

Mikhail Lermontov.

A Hero of Our Time, Vladimir Nabokov, trans. Garden City: Doubleday, 1958

Nikolay Gogol.

The Complete Tales of Nikolay Gogol. Edited with an introduction and notes by Leonard J. Kent. Chicago: University of Chicago Press, 1985

Fyodor Dostoevsky.

Crime and Punishment. Richard Pevear and Larissa Volokhonsky, trans. New York: Knopf, 1992

The Brothers Karamazov. Constance Garnett, trans. New York: Norton, 1976

Lev Tolstoy.

The Death of Ivan Ilyich. Louise & Aylmer Maude, trans. New York: Health Sciences Publishing Corporation, 1973

Alternative: The Cossacks; The Death of Ivan Ilyich; Happy Ever After. Rosemary Edmunds, trans. Baltimore: Penguin, 1960

War and Peace. Aylmer Maude, trans. New York: Norton, 1995

Anton Chekhov

Alternative: Two Plays: The Cherry Orchard and Three Sisters. New York: Heritage Press, 1966.

Anton Chekhov's Short Stories. Ralph E. Matlaw, editor. New York: Norton, 1979

Marie Martin

Slavic B11-2 Spring 95-96

20TH CENTURY RUSSIAN LITERATURE: Glasnost:, Its Context, and Its Texts

Time: T Th 11:00 - 12:30

Expected Enroll.: 35

COURSE DESCRIPTION: In the second half of contemporary literature survey we are going to examine the works from the 50s through the 90s with a special emphasis on the issues of contemporary Russian culture. We will get acquainted with prose representing the main stages of development of Russian literature such as the period of the thaw (Pasternak's Doctor Zhivago); the so- called youth prose; literature of dissidence (Solzhenitsyn's One Day in the Life of Ivan Denisovich, Georgii Vladimov's Faithful Ruslan) literature published by Samizdat/Tamizdat (Bitov's Pushkin House), `emigre writing (Voinovich's The Life and Remarkable Adventures of the Soldier Ivan Chonkin, Sokolov's School for Fools); prose of village writers; urban prose; national literature; literature which broke taboos (Erofeev's Moscow To The End Of The Line) and finally the texts of glasnost'. The glasnost literature is especially remarkable not only because it puts forth contemporary Russian cultural tendencies (freedom in describing sex, violence, profanities) but because it introduces a number of characteristics refreshing from the literary point of view. These latest works tend to possess an original perspective on familiar phenomena, they focus on the inner side of human experience, they are peculiar in the post-modern explosion of intertextuality, and in their freer approach to language. These are novellas and short stories by Viktor Erofeev, Mikhail Kuraev, Vladimir Makanin, Tatiana Tolstaya, Ludmila Petrushevskaya, Nina Sadur, Marina Palei, Liudmila Ulitskaya, Viktoria Tokareva, Larisa Vaneeva, Svetlana Vasilenko.

METHOD OF EVALUATION: Final paper.

Slavic B57-0 Spring 95-96

INTRODUCTION TO THE USSR AND SUCCESSOR STATES

Time: MWF 1:00 - 2:00

Telephone: 491-8254

Office Address: 147 B Kresge

Expected Enrollment: 300

COURSE DESCRIPTION: The course presents different points of view on some of the most central and dramatic historical events of the 20th century: the two 1917 revolutions in the former Tsarist Russian Empire, and their political, social, economic, and cultural aftermaths. We study the development of the multi-national, huge USSR through its many different stages, and its dissolution. These questions involve many of the central historical polemics of modern times and many central problems of history. In order to understand them, we read source materials by Soviet writers who condemned the Marxist Revolution, who exalted it, who found it ridiculous, and who saw its tragic consequences. Because of Soviet restrictions on public expression, it took courageous people of letters to describe the events truthfully. We also read works by Western historians and observers, and the professor brings to bear his 35 years of experience, gained from working and teaching in USSR/Russia. The course also uses some contemporary films from Russia and Eastern Europe. Students are required to examine critically many points of view, in order to start developing their own sense of history and its problems of proportion and judgment, the sifting of myth from facts subject to verification, etc. The course deals with exciting and controversial materials about some of the most passionately debated issues of the 20th century. This excitement is reflected in the reactions of students and the professor.

TEACHING METHOD: There are three meetings per week. Since the class is usually large, these meetings consist mostly of lectures. Students are encouraged to interrupt the lectures and ask questions; each meeting starts off with a question period. Many students take advantage of the opportunity and do pose many questions and comments.

EVALUATION: The course has two examinations, a mid-term and a final. As long as the enrollment remains high, there will be several exercises which involve multiple choice questions.

READINGS:

Selected works by Soviet writers and ideologues.

Irina Dolgova Spring 95-96

SLAVIC C03-3

ADVANCED RUSSIAN COMPOSITION AND CONVERSATION

Time: MWF 12:00 - 1:00

Office: 125B Kresge

Phone: 491-8082

Expected enroll.: 15

COURSE DESCRIPTION: This is the last course of a four-year sequence of Russian. It will include the comprehensive review of Russian grammar as well as studying some aspects of lexicology and style. The reading material will consist of the texts of the Russian writers of the 20th Century. The analysis of the texts will include both the linguistic and cultural aspects. The reading materials will be combined with video materials.

TEACHING METHOD: Three classes per week in Russian; two compositions per quarter; Three texts of modern Russian writers as home reading; three to four grammar tests per quarter; presentation.

EVALUATION: Class participation 30%; composition 30%; home reading 20%; tests 20%.

READING LIST:

"Focus on Russian".

Textbook.

Newspapers.

Irina Dolgova

Slavic C04-3

ADVANCED RUSSIAN: Russians: New and Old Values

Time: MW 2:00 - 3:30

Office: 125B Kresge

Phone: 491-8082

Expected enroll.: 15

COURSE DESCRIPTION: This is a fifth course of a five-year sequence of Russian, designed for undergraduates who have completed four years of Russian study (including Study Abroad in Russia or the equivalent) and who wish to broaden their linguistic competence and oral and written performance. In order to develop listening comprehension this course combines reading materials with videotaped materials. The class meets twice a week (Monday: video segments and discussion based on reading assignment. Wednesday: grammar, written and oral translation). This course requires regular home assignments (readings, translations, grammar exercises, essays)and one class presentation during "mini-conference" at the end of the quarter.

PREREQUISITE: 4 years of Russian or equivalent

TEACHING MATERIALS:

1. Series of three documentary films "Unrehearsed Interviews from Russia" (3), accompanied by printed materials: related publications, transcripts, vocabulary lists. The films are in Russian without subtitles or translation. (Produced by the Consortium for Language Teaching and Learning at Cornell University).

2. Syntax Handbook of Russian Language: Communicative Approach. I.S. Ivanova, L.A. Karamysheva, M.S. Miroshnikova. S.-Petersburg State University, 1995.
3. Related articles from Russian newspapers "Segodn'a", "Moskovskie Novosti", "Argumenty i Fakty", "Literaturnaia Gazeta" and (for translation) American periodicals such as "Time", "The New Yorker" and "The New York Times".

Spring Quarter: Children Are Our Future. Reading and discussion on topics related to traditional views on children and their transformation in Russia..

Movie: "Russian Kids, American Parents", filmed in 1993-94 in Moscow, Chelyabinsk, and California.

Grammar: Constructions for expressing degree, conditions, concession and comparison. Elements of theory of translation (contrastive grammar), focusing on written translation.

Frank Silbajoris

Slavic C14-0

CHEKHOV

Time: MWF 1:00 - 2:00

Expected enroll.: 25

COURSE DESCRIPTION: The melancholy, autumnal Chekhov one hears about is not very interesting. In this course, we shall converse with the witty, sharp-tongued humorist Chekhov who is a master of highly complex but also lyrical and seemingly simple artistic language, and with Chekhov the man whose love for humanity runs so deep and whose outrage at the stupidities and vulgarities of the human animal burns with such intensity that Chekhov the writer creates texts of incandescent poetic beauty. The course will devote as much time to Chekhov's plays as it will to his short stories. It will be a reader's course, paying close analytical attention to the written text as we observe the emergence of ideas. Graduate and undergraduate Russian majors are urged to read the stories and plays in Russian. Let us plan to meet separately a few times to discuss the texts in Russian.

METHOD OF EVALUATION: There shall be two open-book take-home midterms and a final closed-book examination. The midterms will consist of essay questions of analytical bent. The total length of your answers for each midterm is to be between six and seven double-spaced typewritten pages of normal size font. You may write in English or Russian. Every effort will be made to shape the examinations as a learning experience. The first midterm shall be given out on April 22 and collected on April 29. The second -- on May 13 and collected on May 20.

RECOMMENDED READING:

A. Chekhov's stories

Kashtanka, 1887

The Enemies, 1887

The Neighbors, 1892

The Peasants, 1897

Three Years, 1895

The Darling, 1899

Any number of others you care to read and have time for.

Irwin Weil

Slavic C37-0

PUSHKIN

Time: MWF 10:00 - 11:00

Office: 147B Kresge

Phone: 491-8254

Expected enroll.: 25

COURSE DESCRIPTION: The class will be conducted in Russian, with help for those who have trouble understanding the language. We will examine selected poetic and prose works by the greatest master of the music, rhythms, and sense of the Russian language. We will also examine some of the musical adaptations of his work. Some historical and geographical information will also be considered, so that students can understand and share the excitement, and drama of his times.

TEACHING METHOD: Discussion and mutual consideration of central human issues raised by Pushkin's experience and genius. Some student presentation in class. Reading and speaking clinics to help students whose Russian is not native.

METHOD OF EVALUATION: Papers (can be in English or Russian), exams

READING: A Pushkin Anthology (in Russian).

LISTENING:

(supplied) Tapes of Tchaikovsky's and others' musical adaptations of Pushkin works.

Performance by singers.

Marvin Kantor

SLAVIC C41-0

THE STRUCTURE OF RUSSIAN

Time: T Th 1:00 - 2:330

Phone: 491-8251

Office: 148B Kresge
Expected enrollment: 10

COURSE DESCRIPTION: A one quarter course which covers the phonology, morphography and syntax of Contemporary Standard Russian. It includes a description of the phonetics, phonemics, morphophonemics and word-formation of Russian.

PREREQUISITES:None.

TEACHING METHOD: Lecture.

METHOD OF EVALUATION: Two exams, one midterm, and one final.

TEXTS: Akademia Nauk SSSR, Grammatika russkogo jazyka, vols. 1-2, Moscow, 1953- 54; Avanesov, R., Ocherki russkoj dialektologii, Moscow, 1949; Avanesov, R., Russkoe literaturnoe proiznoshenie, Moscow, 1950; Exercises in Russian Syntax, I the Simple Sentence, II Compound and Complex Sentences; Halle, Morris, The Sound Pattern of Russian, Gravenhage, 1959; Jacobson, R., "Russian Conjugation", Word, 4, 1948; Matthews, W., "Modern Russian Dialects", Transactions of the Philological Society, 1950; Stankiewicz, Edward, Declension and Gradation of Russian Substantives, The Hague, 1968; Townsend, Charles, Russian Word Formation, New York, 1968
Texts not to be purchased.

Ilya Kutik

Slavic C67-2 Spring 95-96

RUSSIAN FILM: From World War II to 1980's

Time: MW 2:00 - 4:00

Office: 125C Kresge

Phone: 491-8248

Expected enroll.: 80

COURSE DESCRIPTION: The spring part of this course offers an introduction to the development of Russian film from the World War II to the 80s, from the Socialist Realism to the neo-realism and neo-avant-gard of the thaw and beyond. The chosen movies are masterpieces of Russian and Soviet film art: "Cranes are Flying" by Mikhail Kalatozov, "Ballad of a Soldier" of Sergei Chukhrai, "Solaris" by Andrei Tarkovsky, "Sayat Nova" by Sergei Paradzhanov and others. No knowledge of Russian required.

METHOD OF EVALUATION:

- 1) There will be an in-class midterm exam after 5 weeks of the course. The midterm will count for 35% of the grade.
- 2) There will be weekly discussion sections. Participation in these sections is required. They will

count for 25% of the grade.

3) There will be a final in-class exam. Students will be asked to identify clips from films shown during the course and to answer questions based on the course material. The final exam will count for 40% of the grade.

Irina Dolgova

Slavic D04-3

ADVANCED RUSSIAN: Russians: New and Old Values

Time: MW 2:00-3:30

Office: 125B Kresge

Phone: 491-8082

Expected enroll.: 10

COURSE DESCRIPTION: This is a fifth course of a five-year sequence of Russian, designed for graduate students who have completed four years of Russian study (including Study Abroad in Russia or the equivalent) and who wish to broaden their linguistic competence and oral and written performance. In order to develop listening comprehension this course combines reading materials with videotaped materials. The class meets twice a week (Monday: video segments and discussion based on reading assignment. Wednesday: grammar, written and oral translation). This course requires regular home assignments (readings, translations, grammar exercises, essays) and one class presentation during "mini-conference" at the end of the quarter. Prerequisite: 4 years of Russian or equivalent

TEACHING MATERIALS:

1. Series of three documentary films "Unrehearsed Interviews from Russia" (3), accompanied by printed materials: related publications, transcripts, vocabulary lists. The films are in Russian without subtitles or translation. (Produced by the Consortium for Language Teaching and Learning at Cornell University).
2. Syntax Handbook of Russian Language: Communicative Approach. I.S. Ivanova, L.A. Karamysheva, M.S. Miroshnikova. S.-Petersburg State University, 1995.
3. Related articles from Russian newspapers "Segodn'a", "Moskovskie Novosti", "Argumenty i Fakty", "Literaturnaia Gazeta" and (for translation) American periodicals such as "Time", "The New Yorker" and "The New York Times".

Spring Quarter: Children Are Our Future. Reading and discussion on topics related to traditional views on children and their transformation in Russia..

Movie: "Russian Kids, American Parents", filmed in 1993-94 in Moscow, Chelyabinsk, and

California.

Grammar: Constructions for expressing degree, conditions, concession and comparison. Elements of theory of translation (contrastive grammar), focusing on written translation.

Irina Dolgova Spring 95-96

Slavic D05-3

RUSSIAN TEACHING METHODOLOGY

Time: M 12:00 - 1:00

Office: 125B Kresge

Phone: 1-8082

Expected enroll.: 10

COURSE DESCRIPTION: A graduate level seminar that addresses the complexities of teaching Russian language. The group explores teaching methods with an emphasis on communicative approach to language teaching, working with groups and individuals, and demonstrating and presenting ideas. This seminar is geared toward the student interested in teaching assistantships as well as professional education.

Marvin Kantor

SLAVIC D30-0

STUDIES IN OLD RUSSIAN LITERATURE

Time: W 200-500

Office: 148B

Phone: 491-8251

Expected enroll.: 8

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 METHOD: Lecture and discussion.

METHOD OF EVALUATION: One examination and independent work.

TEXTS: Will be assigned in class.

Ilya Kutik

Slavic D37-1

THE ART OF TRANSLATION IN RUSSIAN POETRY

Time: T 200-500

Office: 125C

Phone: 491-8248

Expected enroll.: 15

COURSE DESCRIPTION: The art of translation in Russian poetry always was an "additional" way to compose one's own poems. This course offers an introduction to the history of Russian poetic translations from the 19th century to the 20th century, from Vasilii Zhukovsky to Boris Pasternak. Course is based on the Russian versions of English poetry, their stylistic difference and a historical impact they had on the development of Russian poetry per se. Knowledge of Russian required.

METHOD OF EVALUATION:

- 1) There will be weekly discussion sections. Students will have the opportunity to choose their own topics to present and discuss. The discussion sections will count for 50% of the grade.
 - 2) There will be a final paper. It has to explore in depth a topic chosen by the professor together with a student. The paper will count for 50% of the grade.
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Carol Avins

SLAVIC D41-0

20TH-CENTURY RUSSIAN LITERARY AND CULTURAL CRITICISM

Time: Mon. 2:00 - 5:00

Office: 124C Kresge

Phone: 491-8252

Expected Enrollment: 10

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.

TEACHING METHOD 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

Lev Trotsky, Literature and Revolution

Selections from the major journals, 1920's to the present

Osip Mandelstam, selected essays

Socialist Realism: speeches from the 1934 Congress of Soviet Writers and selected party resolutions

Andrei Sinyavsky, On Socialist Realism; "The Literary Process in Russia"

Joseph Brodsky, selected essays

Current literary scholarship and production: recent articles

ctec@northwestern.edu

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

[Northwestern University](#)

Last Updated: February 1, 1996

0471 - Sociology

TIMOTHY KOPONEN

Sociology A10

INTRODUCTION TO SOCIOLOGY

Time: MWF 10:00-11:00

Office Address: 1808 Chicago Avenue, Rm. 10

Office Phone: 491-4465

Expected Enrollment: 200

e-mail: koponen@merle.acns.northwestern.edu

COURSE DESCRIPTION: The course will discuss essential characteristics of group life, interrelations of society, culture and personality, and basic institutions and processes.

PREREQUISITES? P/N allowed?: No prerequisites. P/N allowed.

TEACHING METHODOLOGY: Lecture and discussion sections.

METHOD OF EVALUATION: Based on two multiple choice tests and two short papers (3-5 pages each).

READINGS:

THE SOCIOLOGICAL IMAGINATION by C. W. Mills

INTRODUCTION TO SOCIOLOGY by Anthony Giddens

PRESENTATION OF SELF IN EVERYDAY LIFE by Erving Goffman

BRETT STOCKDILL

Sociology B05

AMERICAN SOCIETY

Time: TTH 2:30-4:30

Office Address: 1808 Chicago Ave., Rm. 204

Office Phone: 491-3409

Expected Enrollment: 120

e-mail: b-stockdill@northwestern.edu

COURSE DESCRIPTION: This course will examine the emergence of lesbian and gay communities in American society. We will discuss the social construction of sexuality, heterosexist oppression, lesbian political struggle, assimilation, lesbian feminism and AIDS.

PREREQUISITES? P/N allowed?: No prerequisites. P/N not allowed.

TEACHING METHODOLOGY: Lecture, films and discussion.

METHOD OF EVALUATION: Grades based on a midterm, final, three papers and research project.

READINGS:

ZAMI by Audre Lorde

STONEWALL by Martin Duberman

HIDDEN FROM HISTORY by Duberman, Vicinus and Chauncey

DAVID BODEN

Sociology B06

LAW AND SOCIETY

Time: MWF 10:00-11:00

Office Address: 1808 Chicago Avenue, Rm. 102

Office Phone: 491-2697

Expected Enrollment: 120

no email

COURSE DESCRIPTION: Introduction to the role of law in American society. Relationship of law, inequality, and social change. Patterns of change in major legal institutions: the courts, the legal profession, and legal services for the poor.

PREREQUISITES? P/N allowed?: No prerequisites. P/N allowed.

TEACHING METHODOLOGY: Lectures and discussion.

METHOD OF EVALUATION: TBA

READINGS: TBA

WAYNE KRIEMELMEYER

Sociology B07

PROBLEMS OF CITIES

Time: TTH 9:00-10:30

Office Address: 1812 Chicago Avenue, Rm.106

Office Phone: 491-5671

Expected Enrollment: 120

e-mail: waynek@casbah.acns.northwestern.edu

COURSE DESCRIPTION: This course will focus on the major problems facing American cities today: crime, residential segregation, racism, pollution, public education, and government. It will also look at possible solutions to these problems, with an eye towards current political, economic, and spatial trends.

PREREQUISITES? P/N allowed?: No prerequisites. P/N allowed.

TEACHING METHODOLOGY: Lecture and discussion sections.

METHOD OF EVALUATION: TBA

READINGS: TBA

BRUCE CARRUTHERS

Sociology B15

ECONOMY AND SOCIETY

Time: MWF 10:00-11:00

Office Address: 1808 Chicago Avenue, Rm.203

Office Phone: 491-1251

Expected Enrollment: 100

e-mail: brucegc@casbah.acns.northwestern.edu

COURSE DESCRIPTION: A sociological introduction to economic institutions and processes. We will cover topics such as property, prices, markets, informal economics, consumption and economic inequality and service work.

PREREQUISITES? P/N allowed?: No prerequisites. P/N allowed.

TEACHING METHODOLOGY: Lecture and discussion

METHOD OF EVALUATION: TBA

READINGS: TBA

NICOLA BEISEL

Sociology B16

SOCIOLOGY OF SEX ROLES

Time: TTH 10:30-12:00

Office Address: 1810 Chicago Avenue, Rm. 311

Office Phone: 467-1250

Expected Enrollment: 180

e-mail: nbeisel@casbah.acns.northwestern.edu

COURSE DESCRIPTION: This course examines the social construction and maintenance of male and female gender roles, with a focus on sexuality and the family. Topics covered will include body images and eating disorders; power in romantic relationships; teenage pregnancy; masculinity and homophobia; the economic consequences of divorce; and the conflicts over abortion and censorship.

PREREQUISITES? P/N allowed?: No prerequisites. P/N allowed.

TEACHING METHODOLOGY: Lectures will be the main method of exposition.

METHOD OF EVALUATION: Students will be evaluated on the basis of three exams and on participation in discussion sections.

READINGS: To be announced.

KENNETH DAUBER

Sociology C02

SOCIOLOGY OF COMPLEX ORGANIZATIONS

Time: MWF 9:00-10:00

Office Address: 1812 Chicago Avenue, Rm.303

Office Phone: 491-3719

Expected Enrollment: 50

e-mail: kdauber@merle.acns.northwestern.edu

COURSE DESCRIPTION: A survey on sociological perspectives on formal organizations, especially in business and government, with particular attention to issues of stratification, rationality, and power.

PREREQUISITES? P/N allowed? A- or B- level sociology course. P/N allowed.

TEACHING METHODOLOGY: Lectures and discussions.

METHOD OF EVALUATION: TBA

READINGS: TBA

DAVID PELLOW

Sociology C19

SOCIOLOGY OF SCIENCE

Time: TTH: 1:00-2:00

Office Address: 1808 Chicago Avenue, Rm.204

Office Phone: 491-3409

Expected Enrollment: 50

e-mail: pellodav@merle.acns.northwestern.edu

COURSE DESCRIPTION: This course seeks to encourage students to critically examine our participation in and relationship with science and technology. Course material covers historical and contemporary impacts of the use and misuse of science and technology by human beings. Themes explored include social inequality, environmental preservation and degradation, and the evolution of work.

PREREQUISITES? P/N allowed?: Prerequisites: A- or B- level sociology course. P/N allowed.

TEACHING METHODOLOGY: Lecture and discussion.

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

READINGS: TBA

FERNANDO FILGUEIRA

Sociology C39

COMPARATIVE SOCIOLOGY

Time: TTH 2:30 - 4:00

Office Address: 1812 Chicago Ave., Rm. 302

Office Phone: 491-2741

Expected Enrollment: 50

e-mail: fefi@northwestern.edu

COURSE DESCRIPTION: Theoretical and methodological issues in the comparison of whole societies and other macrosocial units. Contrast approaches that emphasize variables with those that emphasize cases (e.g., countries) and their histories.

PREREQUISITES? P/N allowed?: Prerequisite: A- or B- level sociology course. P/N allowed.

TEACHING METHODOLOGY: Lectures and discussion.

METHOD OF EVALUATION: TBA

READINGS: TBA

KENNETH DAUBER

Sociology C47

SOCIOLOGY OF TIME AND SPACE

Time: MWF 10:00-11:00

Office Address: 1812 Chicago Ave., Rm.303

Office Phone: 491-3719

Expected Enrollment: 50

e-mail: kdauber@merle.acns.northwestern.edu

COURSE DESCRIPTION: Social construction of time and space. Standardization of time, maps as ideological documents, capitalist time and space, personal and social space and memories.

PREREQUISITES? P/N allowed?: Prerequisites: A- or B- level sociology course. P/N allowed.

TEACHING METHODOLOGY: Lectures and discussion.

METHOD OF EVALUATION: TBA

READINGS: TBA

BERNARD BECK

Sociology C50

SOCIOLOGY OF THE ARTS

Time: MWF 11:00-12:00

Office Address: 1810 Chicago Avenue, Rm.211

Office Phone: 491-2704

Expected Enrollment: 50

e-mail: bbeck@casbah.acns.northwestern.edu

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 courses suggested. P/N allowed.

TEACHING METHODOLOGY: Discussion, individual exercises, group projects.

METHOD OF EVALUATION: Individual term paper and, possibly, one or two short written exercises or presentations. No examinations.

READINGS: TBA

CAROL HEIMER Sociology C55 MEDICAL SOCIOLOGY Time: TTH 10:30-12:00 Office
Address: 1808 Chicago Avenue, Rm.105 Office Phone: 491-7480 Expected Enrollment: 40 e-mail: c-heimer@northwestern.edu

COURSE DESCRIPTION: Response to illness in various cultures and societies. Identification, distribution, and treatment of illness. Care systems, careers, practices. The sick role, sickness as deviant behavior. Politics of health care delivery.

PREREQUISITES? P/N allowed?: Prerequisite: A- or B- level sociology course. P/N not allowed. Attendance at first day of class mandatory.

TEACHING METHODOLOGY: TBA

METHOD OF EVALUATION: TBA

READINGS: TBA

NICOLA BEISEL

Sociology C56

SOCIOLOGY OF GENDER

Time: MW 2:00-3:30

Office: 1810 Chicago Ave., Rm. 311

Office Phone: 467-1250

Expected enrollment: 40

e-mail: n-beisel@casbah.acns.northwestern.edu

COURSE DESCRIPTION: Gender and issues of social reproduction and social change with sexuality and reproduction emphasized.

PREREQUISITES? P/N allowed?: Prerequisites: Sociology B16 or B26. Attendance at first day of class mandatory.

TEACHING METHODOLOGY: Lectures and discussion.

METHOD OF EVALUATION: TBA

READINGS: TBA

ALLAN SCHNAIBERG and LISA PARK

Sociology C76

ASIAN AMERICAN STEREOTYPES

Time: MW 3:30-5:30 Office Address: 1808 Chicago Avenue, Rm.103

Office Phone: 491-3202

Expected Enrollment: 50

e-mail: aschnai@casbah.acns.northwestern.edu

e-mail: parklisa@merle.acns.northwestern.edu

COURSE DESCRIPTION: This course broadens our perspective on the social history of Asian American groups. One goal is finding a social science framework for understanding common and unique histories of particular Asian American minority groups. Another is to provide some analytic insights into their familiar and cultural histories for growing cohorts of Asian American university students.

The course will include exposure to U.S. films in the 20th century, both those created by non Asian Americans and the more recent ones of Asian American film makers. These films will illustrate both historical evolutions of Asian American immigrant communities from despised to model minority, and the contemporary tensions within and between older Asian American communities and newer migrations of higher-skilled Asians along with new refugee movements from southeast Asia.

Through the use of the films, class discussions, and assignments, the course will offer analytic perspectives on the common and unique histories of specific Asian American migrant groups, a critical evaluation of the discrimination experienced by "Asian American" and unique racial-ethnic identity conflicts within and between Asian American minority communities.

PREREQUISITES? P/N allowed?: No prerequisites. P/N not allowed. Attendance at first day of class mandatory.

TEACHING METHODOLOGY: Films, handouts, group discussion.

METHOD OF EVALUATION: Take home assignments, including film critiques and other analytic assignments.

READINGS:

Sucheng Chan. Editor. HMONGMEANS FREE: LIFE IN LAOS AND AMERICA. 1994.

Philadelphia: Temple University Press.

Yen Le Espiritu, ASIAN AMERICAN PANETHNICITY: BRIDGING INSTITUTIONS AND IDENTITIES 1992. Philadelphia: Temple University Press

David Mura, TURNING JAPANESE: MEMORIES OF A SANSEI. 1991. New York: Anchor Books.

BRUCE CARRUTHERS

Sociology C76

TRUST IN NUMBERS: RATIONAL DECISION MAKING

Time: WF 2:00-3:30

Office Address: 1808 Chicago Avenue, Rm.203

Office Phone: 467-1251

Expected Enrollment: 30

e-mail: brucegc@casbah.acns.northwestern.edu

COURSE DESCRIPTION: This course will explore the role played by numerical and quantitative information in decision-making in both the private and public spheres. Other topics to be discussed include how quantitative data are produced and consumed in a variety of contexts, what role they play in real-world decision-making, and why such data continue to make us nervous. What circumstances make it easier or harder to derive quantitative measures? Can such data be used to produce rational decisions, or simply to rationalize decisions? This class will explore these and other issues using examples drawn from private and public-sector decision-making.

PREREQUISITES? P/N allowed?: Prerequisite: A- or B- level sociology course. P/N allowed. Attendance at first day of class mandatory.

TEACHING METHODOLOGY: Lectures and discussion.

METHOD OF EVALUATION: TBA

READINGS: TBA

KENNETH DAUBER

Sociology C80-7

AMERICAN-INDIANS IN THE CONTEMPORARY U.S.

Time: TH 8:30-10:30

Office Address: 1812 Chicago Avenue, Rm. 303

Office Phone: 491-3719

Expected Enrollment: 8

e-mail: kdauber@merle.acns.northwestern.edu

COURSE DESCRIPTION: This course is an examination of the pace(s) of American Indians in contemporary U.S. society, with special attention to the factors that have shaped the experience and identity of native Americans in this country. A major part of our task will be to survey this variation, and the political, economic, cultural, and historical contexts in which these differences are embedded. Topics for investigation include how Indians have been represented by scholars and in the popular media; contemporary native American art and literature; the nature of Indian identity (and collective identity more broadly in contemporary American society; and the varying experiences of Indians living in cities, on reservations and in rural areas.

PREREQUISITES? P/N ALLOWED? A- or B- level sociology course. P/N allowed.

TEACHING METHODOLOGY: Discussion.

METHOD OF EVALUATION: TBA

READINGS: TBA

ALLAN SCHNAIBERG and LISA PARK

Sociology C80-7

JUNIOR TUTORIAL: AFTER ROSIE THE RIVETER: WOMEN AND WORK IN POST WORLD WAR II

Time: TTH 1:00-2:30

Office Address: 1808 Chicago Ave., Rm. 103

Office Phone: 491-3202

Expected enrollment: 8

e-mail: aschnai@casbah.acns.northwestern.edu

e-mail: parklisa@merle.acns.northwestern.edu

COURSE DESCRIPTION: Much has been written in the modern period of feminist scholarship and women's movements about the unprecedented entry of women into American factories during World War II. As well, much of the modern feminist movement has criticized the truncated lives of women during the 1950s.

We focus on cultural (and structural) issues between 1945 and 1960. Our principal tool for exploring the period is the rise of a new genre of films, promoting the "new woman." There was both a cultural shift to remove women from the workplace and into the home, and resistance to these changes from women's groups.

Students will use the films as a starting point,, to explore some of the literature of the period, which

treats labor and/or women's issues. The role of film is expressly treated here as an inherently conservative medium, since many of these films are comedies rather than serious dramas. In this form, they allow both genders to see positive dimensions of their roles in film, while affirming male appropriation of the industrial workplace.

PREREQUISITES? P/N allowed?: No prerequisites. P/N allowed.

TEACHING METHODOLOGY: Seminar-discussion format. Group and individual meetings with students each week, focussed on their field projects.

METHODS OF EVALUATION: Research report.

READINGS : Joanne Meyerowitz. Editor. NOT JUNE CLEAVER: WOMEN AND WORK IN POSTWAR AMERICA, 1945-1960. 1994. Philadelphia: Temple University Press.

LAWRENCE OUELLET

Sociology C94

SENIOR LINKAGE SEMINAR: ILLICIT DRUG USE, POVERTY AND AIDS IN CHICAGO

Office Address: 1810 Chicago Avenue, Rm.116

Office Phone: 491-5415

Expected Enrollment: 15

e-mail: ljo@uic.edu (U39558@uicvm.uic.edu)

COURSE DESCRIPTION: This course is concerned with life among the urban poor, and the roles played by professionals in addressing problems related to poverty and inequality. Topics to be examined include an overview of HIV disease among injection drug users (IDUs) and their sex partners, methodological issues in studying hidden, illegal and stigmatized behaviors, theories about substance abuse and AIDS prevention strategies, and the effectiveness of interventions. The politics of intervention and research and policy considerations in the battle against AIDS will also be discussed.

Throughout the course, an attempt will be made to engage IDUs not only as objects of study, but as people who can broaden and deepen our understanding of the world by teaching us to see it through their eyes.

In addition, students will be introduced to the AIDS Outreach Intervention Project Chicago, an academically grounded and neighborhood-based outreach program.

PREREQUISITES? P/N allowed?: No prerequisites. P/N allowed. Seniors only.

TEACHING METHODOLOGY: Discussion, lecture and class participation.

METHOD OF EVALUATION: TBA

READINGS: TBA

ctec@northwestern.edu

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

Last Updated: February 22, 1996

0473 - Statistics

Bruce D. Spencer

Statistics, B01-0

STATISTICS AND PUBLIC POLICY

Time: TTh 9-10:30 Dis W 9-10

Office Address: 2006 Sheridan Road

Phone: 491-5810

E-mail: bspencer@northwestern.edu

Expected Enrollment: 50

COURSE DESCRIPTION: Basic statistical concepts and techniques introduced through a series of case studies of interesting public policy issues. The cases illustrate various kinds of data collection methods with their own strengths and weaknesses. Emphasis on uses of statistics in everyday situations, such as interpreting news reports. Course makes minimal use of mathematics.

PREREQUISITES: None.

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

EVALUATION: Weekly quiz, midterm, final and short paper.

TEXT: David S. Moore, Statistics: Concepts and Controversies, 3rd ed., Freeman.

Martin Tanner

Statistics, B02-0

INTRODUCTION TO STATISTICS

Time: TTH 1-2:30 Disc M 3-4

Office Address: 2006 Sheridan Road

Phone: 491-3974

E-mail: tanner@fisher.stats.northwestern.edu

Expected Enrollment: 80

COURSE DESCRIPTION: Statistics is the science of data. This science involves collecting, summarizing, organizing, analyzing, and interpreting data. Statistics is also the art of making numerical conjectures about puzzling questions. This course will serve as an introduction to the useful field of statistics; it does not require calculus and makes minimal use of mathematics. Some

computation to solve real data problems will be involved, but the emphasis of the course is on understanding the concepts presented.

Topics to be discussed are design of experiments, summarization of data, correlation, regression, probability and chance, survey sampling, estimation, and tests of significance.

PREREQUISITES: High school algebra.

TEACHING METHOD: Two lectures per week. Mandatory discussion section.

EVALUATION: Quizzes, midterm, final and weekly homework.

TEXT: Moore, D.S., The Basic Practice of Statistics, W. H. Freeman and Company, 1995.

Thomas Severini

Statistics, B10

INTRODUCTORY STATISTICS FOR THE SOCIAL SCIENCES

Time: 4 MTW Disc 1 Th or F

Office Address: 2006 Sheridan Road

Phone: 491-3974

E-mail: severini@casbah.acns.northwestern.edu

Expected Enrollment: 140

COURSE DESCRIPTION: This is an introductory course in statistics which covers elementary probability theory, descriptive statistics, sampling, point estimation, confidence intervals, and hypothesis testing. These topics are used frequently in many social science, physical science, and engineering disciplines.

PREREQUISITES: No formal prerequisites. However, an understanding of basic math concepts at the pre-calculus level is helpful.

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

EVALUATION: Grades will be determined on the basis of weekly quizzes, a midterm, and a final exam.

TEXT: Wonnacott, T. H. and Wonnacott, R. J., Introductory Statistics for Business and Economics, fourth edition, John Wiley & Sons, 1990.

OPTIONAL TEXT: Lapin, L., Business Statistics, College Outline Series, Harcourt Brace.

Sandy Zabell

Statistics, C51-0

DESIGN AND ANALYSIS OF EXPERIMENTS

Time: 1-2:30 TTH

Office Address: 2006 Sheridan Road

Phone: 491-3974

E-mail: zabell@math.northwestern.edu

Expected Enrollment: 15

COURSE DESCRIPTION: An introduction to the design of experiments as seen through the eyes of its inventor, R.A. Fisher. Topics to be covered include: methods of designing experiments and analyzing data obtained from them: one-way and two-way layouts, incomplete block designs, Latin squares, Youden squares, factorial and fractional factorial designs, random-effects and mixed-effects models, split-plot, and nested designs.

PREREQUISITES: Stat C20-2 or equivalent.

TEACHING METHOD: Lectures.

EVALUATION: Homework, midterm and final projects.

TEXT: R. A. Fisher, The Design of Experiments.

Thomas Severini

Statistics C59-0

APPLIED MULTIVARIATE ANALYSIS

Time: MW 1-2:30

Office Address: 2006 Sheridan Road

Phone: 491-3974

E-mail: severini@casbah.acns.northwestern.edu

Expected Enrollment: 10

COURSE DESCRIPTION: This course will cover statistical methods for describing and analyzing multivariate data. Topics covered will include principal component analysis, factor analysis, discrimination and classification and clustering. The emphasis will be on practical application of the methods and the interpretation of the results.

PREREQUISITES: A second course in statistics such as IE/MS C-04 or Stat C20-2.

TEACHING METHOD: Two lectures per week.

EVALUATION: Grades will be based upon several homework assignments and a final project.

TEXTS: Applied Multivariate Statistical Analysis by R. A. Johnson and D.W. Wichern, Prentice-Hall, 1982.

Shelby J. Haberman

Statistics, D48-0

MULTIVARIATE STATISTICAL METHODS

Time: TTH 10:30-12

Office Address: 2006 Sheridan Road

Phone: 491-5081

E-mail: shelby@fisher.stats.northwestern.edu

Expected Enrollment: 10

COURSE DESCRIPTION: Methods are developed for analysis of multiple continuous responses. Multivariate regression analysis and multivariate analysis of variance are emphasized. Standard tests are developed based on the multivariate normal distribution. Canonical correlation, discriminant analysis, and principal components are considered. Depending on student interest, factor analysis and cluster analysis may be investigated. Use of standard computer packages is emphasized.

PREREQUISITES: A course in regression analysis comparable to Statistics C50.

TEACHING METHOD: Lectures.

EVALUATION: Graded homework and a take-home final examination.

TEXT: Bock, D., Multivariate Statistical Methods in Behavioral Research, 2nd ed., Scientific Software International.

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Last Updated: February 1, 1996

0480 - Women's Studies

Micaela di Leonardo

Women's Studies B10

LIFE AS WOMEN KNOW IT

Time: TTH 4-5:30 and a discussion section

Office Address: 1810 Hinman

Office Phone: 491-4821

COURSE DESCRIPTION: This course provides an introduction to the development and meaning of feminist perspectives on human social reality. "Women's Studies" is a set of interdisciplinary concerns and skills that fuels a transformative movement within the social and natural sciences and the humanities. Our overarching course theme will be women's common and differing lives in households and in the paid labor force-- and the cultural screens that separate and dichotomize these realms. We will focus on the United States while holding a "watching brief" on other societies. Course topics will include the nineteenth and twentieth century women's movements; family, kinship and sexual politics; race and ethnicity; labor and political economy; sexuality and reproduction; violence against women; art and language; fashion, appearance and sexual politics; gender, science and medicine; feminist and antifeminist politics and political differences among feminists.

Melissa Zinkin

Women's Studies B91-0

FEMININE IDENTITY AND FEMINIST POLITICS

Spring, 1996

TTh 3:00-4:30

COURSE DESCRIPTION: This course will begin with discussions of female identity. The question "What does it mean to claim that one is a woman?" will be evaluated with respect to women's writing, women's psychology and cultural descriptions of women. In the second half of the course, we will discuss how the complex issues of women's identity manifest themselves in politics. We will thus focus on political issues such as pornography and equal rights.

Readings will include bell hooks, Carol Gilligan and Catherine MacKinnon.

Marva Butler-White

Women's Studies C75-1,

INTERNSHIP IN WOMEN'S SERVICES

Wednesday 6:30-8:30

Office Address: 2000 Sheridan Rd.

Office Phone: 491-7360

Expected enrollment: 10

COURSE DESCRIPTION: This course is designed to provide an opportunity for students interested in social services and advocacy for women a chance to examine the effects of feminist theory in an agency environment. Students will gain a perspective in organizational structure and program development through field research and practical work experience. Students are expected to work a minimum of eight hours per week in a supervised field placement. In addition, they will meet regularly for lectures, activities and discussion. The goal is to identify dynamics within organizations that may not be consistent with the feminist point of view.

TEACHING METHOD: lecture, discussion with emphasis on field placement. Evaluation will be 50% field placement, 40% attendance, participation and quality of discussion. Students will also be required to write a mid-term paper of 3-5 pages as well as a final project, the specifics of which will be discussed in class.

Prospective students should contact the instructor or the Women's Studies Program (491-5871) during the Winter Quarter to secure a field placement for spring.

Rachel Rosenberg

Women's Studies C92 section 20

20TH CENTURY PLAYS BY WOMEN

Quarter: Spring

Time: MW 2:30 - 4 p.m.

COURSE DESCRIPTION: Throughout the 20th - century, British and American women have written many exciting, ground-breaking and, often, politically engaging plays that are just beginning to get the critical attention that they deserve. In this course, we will read and see plays by women written between 1907 and 1989. As we examine them, we will consider three main questions: 1) How is gender represented dramatically and theatrically? 2) How is the play a product of its social context? and 3) How is an audience's or reader's interpretation of the play affected by the manner and context in which it is presented? We will also be concerned with issues of canonicity and research methodology: in other words, how should we decide which plays are worth studying and how should we go about studying them? You will develop your own answers to these questions by completing a research project on a topic of your own choosing. Assignments will include weekly 1- to 2- page responses to assigned readings, a research paper due at the end of the quarter, and other assignments that build toward the research paper (including an annotated bibliography and an oral presentation) . We will attend at least one live performance.

TENTATIVE READING LIST:

Elizabeth Robins, Votes for Women

Susan Glaspell, "Trifles"

Zora Neale Hurston and Langston Hughes, Mule Bone

Gay Sweatshop, Care and Control

Ntozake Shange, spell #7

Caryl Churchill, Cloud Nine

Liz Lochhead, Mary Queen of Scots Got Her Head Chopped Off

Michelene Wandor, Whores D'Oeuvre

critical readings TBA

Katrin Schultheiss

Women's Studies Seminar C92 section 21

WOMEN'S BODIES, WOMEN'S HEALTH: A SOCIAL HISTORY OF MEDICINE

Time: T 2.30-5

COURSE DESCRIPTION: This seminar explores the history of women's health in the United States and Europe by focusing on three broad and interrelated questions: How has the physical functioning of the female body been interpreted by the scientific community? How have scientific and broader cultural interpretations of the sexualized female body shaped the type and quality of medical care offered to women? What have women done to change ideas about women's health and the medical care offered to women? We will devote a considerable amount of time to women's reproductive functions, including the evolution of scientific thought on the roles of the female sexual organs and the process of pregnancy; the history of childbirth and the development of obstetrics and midwifery; and the history of birth control and abortion. We will also explore such topics as the relationship between socially prescribed sexual norms and the treatment of venereal disease, the changing diagnosis and experience of anorexia nervosa, and the cultural meanings of madness.

REQUIREMENTS:

Active participation in weekly seminar meetings (20%)

Two short (5 pages) response papers and oral reports (30%)

One longer paper (10-15 pages) (50%)

PRELIMINARY BOOK LIST:

Joan Brumberg, Fasting Girls: The History of Anorexia Nervosa (1988)

Judith Walker Leavitt, ed. Women and Health in America (1985)

Leavitt, Brought to Bed: Childbearing in America, 1750 - 1950 (1986)

Regina Morantz-Sanchez, *Sympathy and Science* (1985)

Cynthia Russett, *Sexual Science*

Elaine Showalter, *The Female Malady: Women, Madness, and English Culture, 1830 - 1980* (1985)

Phyllis Lassner

Women's Studies C92 Section 22

GENDER, CULTURE AND WRITING

Time: MWF 10-11

Office Address: 1902 Sheridan Rd.

Office Phone: 491-7414

COURSE DESCRIPTION: In this course we will explore relationships between men and women writers' voices and the social and cultural processes which shape them. We will read essays, fiction, memoirs and poetry by men and women from places around the world and over time and respond to them from the perspective of our own gendered and cultural identities.

Discussions and writing workshops will emphasize the reader/writer relationship in response to three assigned papers.

Rae Moses

Women's Studies C92 Section 23

LANGUAGE AND GENDER

Time: TTh 10:30-12

Office Address: 2016 Sheridan Rd.

Office Phone: 491-8053

Expected Enrollment: 45

ATTENDANCE AT FIRST CLASS MANDATORY

COURSE DESCRIPTION: The language we use to talk about men and women is often different. Men and women also use language differently. This course examines these differences, how societies evaluate them, attempt to regulate them, and how these differences have changed over time reflecting our changing society. We will explore the use of gender specific language, e.g., him/her, waitress, postman, the best man for the job, and language attitudes about these expressions. We will also examine the language used by men and women in special contexts, how gender differences are learned and what these differences seem to mean in our society and in cultures very different from our own.

PREREQUISITES: None.

TEACHING METHOD: Lectures/Discussion.

METHOD OF EVALUATION: Four reaction papers, a class presentation, a late midterm quiz, and a take-home final.

TEXTS: Language, Gender, and Society. Barrie Thorne, Cheris Kramarae and Nancy Henley, eds. 1983. (at SBX)

Language, Gender and Professional Writing. Francine Wattman Frank and Paula A. Treichler. 1989.
Women, Men, & Language. 2nd ed. Jennifer Coates. 1993.

P/N REGISTRATION IS PERMITTED.

Njoki Kamau

Women's Studies C94

SENIOR LINKAGE SEMINAR: ANTI-RACISM AND CULTURAL DIVERSITY IN THE WOMEN'S MOVEMENT

Time: W 2-5

Office Address: 2000 Sheridan Road

Office Phone: 491-2734

COURSE DESCRIPTION: This course will give students a rare opportunity to look closely at the lives of women from around the world. The course will challenge students to bring the experiences of these women whose cultures are somewhat different from their own close to home. Included in this course will be a close examination of the intersection of race, class and gender in the women's movement in the United States. This latter part of the course will give students a chance to look closely at the debate among prominent women scholars on the racial and class issues that face the women's movement. Finally, the course will challenge students to come up with their own original thinking about what it would take to build a women's movement that would include all women.

TEACHING METHOD: Lecture and discussion, with greater emphasis on class discussion.

EVALUATION: Grades are based on class attendance, class participation (based on the readings) and written work (short papers and one main paper). There is no exam.

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0482 - Integrated Arts Program

Mary Zimmerman/Dawn Mora

Integrated Arts B91-1

MODES OF THEATRE

Office Address: 1979 Sheridan Rd. Room 200

Phone: 491-3171

Expected Enrollment: 20

COURSE DESCRIPTION

The goal of this course is to expand the notion of "drama" towards "modes of performance" and to provide the class an opportunity to perform in these various modes. We will explore performance strategies through the staging of written dialogue, fiction, non-fiction, poetry, and performance art. The students will be asked to develop a performance to embody each application. The course will weave together class discussion, student performances, and written responses, culminating in a final performance and a written examination.

No P/N option.

PREREQUISITES: A90 ART PROCESS or permission of instructor. No other previous theatre study is expected.

Marlena Novak/Angela Rosenthal

Integrated Arts B91-2

MODES OF ART

Office Address: Kresge 254/216

Phone: 491-7788/7346

Expected Enrollment: 20

COURSE DESCRIPTION

This collaborative seminar (lecture/workshop) emphasizes the interaction of art history, theory and practice in examining crucial issues of interpreting, reacting to, and producing visual culture. Students will be introduced to a wide variety of art practices and equipped with an understanding of how such practices operate in particular historical and contemporary contexts.

Each week, conceptually-based lectures, discussions and studio work will engage a particular subject. Topics to be covered will include concepts of the self and nature, the relationship of the formal properties of art to its content in representational and iconographic traditions, methods of display and patterns of reception, the political and cultural significance of the gaze, and the interdependence of gender, ethnicity and creativity. In exploring such issues, students will be exposed to a number of artistic media, including modern media such as video art. Through the coursework the student will investigate methods of perception and visual codes, exploring both controlled and chance procedures. The goal of this interdisciplinary, collaborative seminar is to provide students with a deeper insight into current concerns in visual culture.

PREREQUISITES: A90 ART PROCESS or permission of instructors. No previous art experience is expected.

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

This course is intended to serve as a "keystone" in tandem with the previous course, C90-1 Performance Seminar, in order to provide a period of reflection and analytical expansion to the creative collaboration of the previous quarter.

Our goal is to investigate the theoretical implications of the Integrated Arts paradigm of artist/media/artwork/audience, and to examine the societal functions of aesthetics in and beyond institutional practices. In the context of contemporary society, such an analysis will not only have to focus on Western art ideologies and institutions of knowledge, but will cut across the traditional boundaries of artforms/media and move toward a more comprehensive perspective on the multicultural dynamics of art production, exhibition-distribution, and reception.

This spring, participants will gather data for their analyses during a practical fieldwork experiment, namely the exploration of curatorial mechanisms and artistic/administrative decision-making processes in diverse Chicago art institutions (theatres, museums, galleries, festivals). Such institutional investigation requires a closer look at the conditions and modes of production in an arts organization; the management of exhibition programs or performance seasons; the display, sponsoring, and outreach (publicity and education); the works themselves; the traditions and developments of repertoires, and the relations of an arts organization to the community.

The fieldwork will be grounded in a theoretical/historical introduction to the philosophy and the pragmatics of art- exhibitions. Participants will then form independent or cooperative fieldwork task forces in order to explore the vision and institutional politics behind a museum, gallery, theatre, or

cultural center, to conduct interviews, to attend art events, and to write an ethnography or philosophical critique of a local arts organization or festival. Students will also need to be familiar with current debates on multiculturalism and on sponsorship/censorship, and the shifting relations between conventional art practice and community-based art.

Final presentations (project write-up, slide or video lecture) must be based on new and original investigation.

REQUIRED READINGS: Jacques Attali, *Noise*; Steven Dubin, *Arresting Images*, Nina Felshin, ed., *But Is It Art?*; Ivan Karp/Steven Lavine, eds., *Exhibiting Cultures*; Lucy Lippard, *Mixed Blessings*; Brian Wallis, ed. *Democracy: A Project by Group Material*.

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0485 - Science in Human Culture

The following courses are cross-listed from other departments and can be used for the Science in Human Culture minor.

Jessica Riskin

History C92-0

SCIENCE AND POLITICS IN REVOLUTIONARY FRANCE AND AMERICA

Time: Wednesdays, 2:00-4:00

Office address: 201b Harris Hall

Office phone: 491-3153

Maximum enrollment: 15

COURSE DESCRIPTION: In the decades leading up to the French and American Revolutions, scientists and political actors collaborated with increasing intimacy. This alliance set the terms, many believe, for modern relations between science and government. But how did the partnership of natural science and modern politics first emerge? How did Enlightenment conceptions of nature and society influence one another? How might new understandings of natural phenomena, and of the human capacity to explain and manipulate nature, have interacted with new conceptions of proper behavior, economic well-being and good government? In this seminar we will study the exchanges -- philosophical, technological, and economic -- of Enlightenment natural science with moral and political thought and culture. We will, that is, consider the intellectual and instrumental role of natural science in the foundation of modern, constitutional democracies.

PREREQUISITES: None. Some background in 18th century French and/or American history is helpful but not required.

TEACHING METHOD: Discussion seminar format.

METHOD OF EVALUATION: weekly discussions of readings; one brief presentation; a short essay critically reviewing the secondary literature on a chosen topic (5-7 pages); and a final research paper (10-15 pages).

TENTATIVE READING LIST:

Rousseau, Jean-Jacques, Discourse on the Progress of the Arts and Sciences

Montesquieu, The Spirit of the Laws (excerpts)

Condorcet, Sketch for a Historical Picture of the Human Mind

Denis Diderot, ed., Encyclopedia (excerpted articles)

Benjamin Franklin, Experiments and Observations on Electricity; Autobiography
Thomas Jefferson, Notes on the State of Virginia
Alexis de Tocqueville, Democracy in America, The Old Regime and the French Revolution
(excerpts)
Keith Baker, Science and Politics at the End of the Old Regime
Charles Gillispie, Science and Polity at the End of the Old Regime
(excerpts) Brooke Hindle, The Pursuit of Science in Revolutionary America

Ken Alder

History C-91 **AMERICA: TECHNOLOGY'S NATION**

Time: MWF 11-12

Office Address: Harris Hall, 102C

Phone: 491-7260

Expected enrollment: 50

COURSE DESCRIPTION: Americans have often defined themselves and their nation through the material things they make and own. This class examines the two-century debate over what America is and should be by studying its artifacts, the changing ways they have been made and sold, and the meanings Americans have ascribed to them. From the grandfather clock to the personal computer, the scrubboard to the washing machine, the bicycle to the Apollo mission, Americans have identified technology as central to their personal and national destiny. How have factory workers, slaves, housewives, middle managers, scientific researchers, intellectuals, and hackers conceived of technology? What have Americans meant by technological progress, and why have other Americans been so suspicious of it? Is technology a neutral tool, or is it a bearer of social values? We will consider both the utopian promises of technology and their shortcomings.

PREREQUISITES: None.

TEACHING METHOD: There will be three one-hour meetings a week, with a significant percentage run as discussion meetings.

EVALUATION: The student's course grade will be based on class participation, two 4-page essays, and a take-home final exam.

TENTATIVE READING LIST:

Ruth Schwartz Cowan, More Work for Mother
John Kasson, Civilizing the Machine
David Noble, America by Design
Thomas P. Hughes, American Genesis
Shoshana Zuboff, In the Age of the Smart Machine
Edward Bellamy, Looking Backwards
Kurt Vonnegut, Player Piano

Also short works by Benjamin Franklin, Thomas Jefferson, Nathaniel Hawthorne, Henry David Thoreau, Mark Twain, Frederick Taylor, Henry Adams, Buckminster Fuller, Barry Commoner, Charles Reich, and others.

David Hull

Science and Human Culture: 0439-B20

CREATIONISM AND SOCIOBIOLOGY.

TTh at 10:30 to noon.

Office Address: 1818 Hinman Ave.

Phone: 491-3656

Expected Enrollment: 50

COURSE DESCRIPTION: Scientific creationism is the view that scientific evidence supports the Biblical story of creation more strongly than it does evolutionary theory. Evolutionary biologists argue that such claims are pseudo-scientific nonsense. Both sides claim that the other side is not being truly "scientific." Sociobiology is the view that evolutionary explanations can be provided for the social and psychological characteristics of human beings, the way that they can for all other organisms. The opponents argue that sociobiologists are merely reading their prejudices into nature and that sociobiology is not truly "scientific." The general issue in both cases is what does it mean for some activity to count as "science."

PREREQUISITES: none

TEACHING METHODS: lecture and discussion

EVALUATION: two tests during the quarter and a final exam

TEXTS: Richard Dawkins, *The Blind Watchmaker* (1986)

Christopher Toumey, *God's Own Scientists* (1994)

Ashley Montagu (ed.), *Sociobiology Examined* (1980)

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0486 - Center for the Writing Arts

Spring Quarter 1996

A10-2 Modes of Writing: Social Order and the Right to Dissent

MWF 11:00 am **Seeskin, Gundlach, Shwom, Harmon**

The second quarter of a two quarter sequence for freshmen in which writing skills are developed in both lecture and discussion sections focusing on values and freedom of speech. Extensive writing assignments are evaluated by several faculty. Readings range from Plato and Sophocles to more contemporary views of the subject. The course is team-taught by Ken Seeskin (Philosophy), Bob Gundlach (Linguistics), Barbara Shwom (Writing Center) and George Harmon (Medill). Spring Quarter enrollment will meet Freshman Seminar requirement for students in CAS.

C01 The Art of Fiction: Humor and Truth

TTH 1-2:30 pm **Jules Feiffer**

A creative writing course limited to 15 undergraduates. The course will explore writing for screen and stage, as well as allow for individual interests in fiction and argumentative essay genres. Students will read, view films and sitcom samples, write weekly papers and produce a portfolio of work or substantial project that can be presented at the end of the quarter. The instructor is a well-known playwright, editorial cartoonist, and fiction writer.

C01 The Art of Fiction: A Writer's Workshop

TH 1-4:00 pm **Larry Heinemann**

A creative writing course limited to 15 undergraduates. The course will focus on "the Storyteller's point of view" with exercises in writing for different genres, and assignments individually tailored for each student. Students will read about half a dozen selections over the course of the term. Grades will be determined by class participation as well as a substantial writing project. The instructor is a National Book Award winning novelist, and an experienced teacher of writing.

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Last Updated: February 1, 1996

0495 - International Studies

Subir Sinha

International Studies B01-3

Introduction to the World System

TTH 1:00-2:30

COURSE DESCRIPTION: This is the third part of the 3-part Introduction the World System sequence. In this course we will examine some processes that currently shape the world system as we know it today. They include anti-colonial movements of national liberation, the project of development, the emergence of global environmental movements, and new social movements as important actors in domestic and international politics. Apart from the readings, students will be required to watch two movies as part of the course.

Teaching method: lecture and discussion groups.

Readings: will include a Xerox packet, as well as the following books:

James Ferguson: Anti-Development

D. Ghai and J. Vivian, eds: Grassroots Environmental Action

P. Wignaraja: New Social Movements in the South

Michael Loriaux

International Studies B02

"International Ethics."

Expected enrollment: 100

COURSE DESCRIPTION: In this course, we ask if states are able to pursue moral ends in world, politics, and therefore, if we as citizens are able to hold governments to moral standards in foreign policy. The course begins by setting out the negative response to that question, as advanced by a school of international relations thought known as Political Realism. But as we trace the development of that school back in time, we observe that realism's position regarding moral action is more complicated and "slippery" than initially thought. Having become acquainted with the realist position, we give voice to its critics, who hold that moral action in international affairs is not only possible but necessary. Having replicated the core theoretical debate, we strike out in a third, more original direction: philosophical skepticism. I argue that skepticism is a fundamental constituent of realist thought, and yet it highlights realism's unavoidable moralism! The course ends by examining a

particularly striking instance in which international crisis meets the demand for moral action: the holocaust.

Authors read include John Mearsheimer, E. H. Carr, Machiavelli, Kant, Thucydides, Hume, Albert Camus, and some of my own research on the topic.

Teaching method: lecture and discussion groups.

Grading: Grades will be based on a mid-term take-home exam (25%), a final take-home exam (50%), and participation and quiz scores in discussion sections (25%).

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Last Updated: February 1, 1996

0605 - Performance Studies

Paul Edwards and Mary Zimmerman, supervisors

General Speech A03

ANALYSIS AND PERFORMANCE OF LITERATURE (4 sections, each taught by a different instructor)

Office Address: 1979 South Campus Dr. Room 200

Phone: 491-3171

Expected Enrollment: 20 per section

COURSE DESCRIPTION: A basic course in critical reading, discussion, performance, and written analysis of poetry, short stories, and nonfiction texts. The course provides training in expository and critical writing as well as solo performance. Non-Speech students are welcome.

Open to P/N to all but Performance Studies majors; non-majors welcome.

TEACHING METHODOLOGIES: Each section is limited to 21 students. The course emphasizes the student's involvement in literature through individual performance and through active participation in discussion.

METHOD OF EVALUATION: Minimum requirements for each section: three performances; three papers; some kind of pre-final written testing, such as short quizzes or a midterm examination; a written final examination.

BOOKS:

A03 Handbook (coursepak)

Hall, To Read Literature (3rd Edition)

Paul Edwards

Performance Studies PFST 605 B10-2

PERFORMANCE OF NARRATIVE FICTION

WF 10-noon

Office Address. Theatre/Interpretation Center, Rm. 216

Phone. 491-3171, 491-3268

Expected Enrollment. 20

COURSE DESCRIPTION. The central goal of the course is to help the student to reach an experiential understanding of narrative fiction (emphasis upon the novel) through the act of performance. The student should have some exposure to the basic principles of performing fiction (as explored in A03 or its equivalent).

PREREQUISITE. GSP 601 A03, "The Analysis and Performance of Literature."

METHODS OF EVALUATION. Two graded performances, at least one of which is a group performance. Two analytical papers, each 5-10 pages. Class discussion; attendance is mandatory.

REQUIRED READING.

Entire class reads the following.

Sand, George. Indiana.

Flaubert, Gustave. Madame Bovary.

As part of a small group, each class member reads one of the following.

Woolf, Virginia. To the Lighthouse.

Ryman, Geoff. Was.

Oates, Joyce Carol. Foxfire.

DeLillo, Don. Libra.

Morrison, Toni. The Bluest Eye.

Njoki McElroy

Performance Studies C09-1

PERFORMANCE OF BLACK LITERATURE: DRAMA

Office Address: 1979 Sheridan Rd. room 219

Office Phone: 491-3232 or 491-3171

Expected Enrollment: 25

COURSE DESCRIPTION Since Black Playwrights played a significant and dynamic role in the 1960's Black Arts Movement, C09-1 provides an exciting opportunity to examine the political, historical and artistic implications of plays written during the Black Cultural revolution.

COURSE REQUIREMENTS Three performances by each student. Two papers (2-6 pages) analyzing content and character. A journal which the student records personal accounts of reactions to course material and related experiences.

Paul Edwards

Performance Studies PFST 605 C21-0

PERFORMING THE AMERICAN FIFTIES

W 3-5, F 2-5

Office Address. Theatre/Interpretation Center, Rm. 216

Phone. 491-3171, 491-3268

Expected Enrollment. 20

COURSE DESCRIPTION. The central goal of the course is to study narrative fiction through performance. The course examines the "paranoia" theme in postwar American popular culture, by studying selected American novels and stories (as well as some nonfiction) written between 1945 and 1963, and selected Hollywood films from the same period.

PREREQUISITE. At least one b-level Performance Studies class with a performance-of-literature emphasis.

METHODS OF EVALUATION. A combination of performances and analytical essays, plus a mandatory final exam. Students are responsible for actively participating in all aspects of class activity. Attendance is mandatory.

REQUIRED READING.

Barth, John. The End of the Road.

Brooks, Gwendolyn. Maud Martha and selected poems.

Burroughs, William S. Naked Lunch (selections).

Cheever, John. Selected stories.

Jackson, Shirley. We Have Always Lived in the Castle.

McCarthy, Mary. Selected stories.

Metalious, Grace. 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).

Frank Galati

Performance Studies C24-1, 2

PRESENTATIONAL AESTHETICS

Office Address: 1979 Sheridan Rd., Room 229

Office Phone: 491-3234, 491-3171

Expected Enrollment: 20 in directing section, 20 in acting section

COURSE DESCRIPTION: The purpose of this course is to explore the nature and function of theatrical convention, presentational mode, and conscious artifice in the performance of dramatic literature and fiction. Students are asked to prepare and present scenes from dramatic and non-dramatic literature. Emphasis in discussion is upon the vocabulary of image and expression available to the director. The problems of theatrical convention, the rules established by any single theatrical performance, and narrative thrust, the degree to which a play or story is "presented" to an audience as consciously fictive, are the center of interest in the course. In addition to scenes and demonstrations, students are encouraged to participate in discussion and present a written analysis of their work at the end of the term.

PREREQUISITES: B10 or equivalent for Performance Studies Majors; junior, senior, or graduate status and permission of instructor for others.

TEACHING METHOD: Discussion, performance, and criticism of performance.

BASIS OF EVALUATION: Participation in discussion, demonstrations and performances, written analysis.

BOOKS: selected short stories.

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.

Dwight Conquergood

Performance Studies C27

FIELD METHODS IN PERFORMANCE STUDIES

Office Address: 1979 Sheridan Rd., Room 226

Phone: 491-3171, 491-3259

COURSE DESCRIPTION: An introduction to ethnographic fieldwork research methods for graduate students and motivated undergraduates. By "fieldwork" we mean "open air" research as opposed to "armchair" research-getting out of the ivory tower and into some natural setting where you can learn about another way of life through observation and participation. Fieldwork is a craft-as much an art as it is a science-and, like any craft, it is learned primarily in two ways: storytelling and practice. We will be using a number of books in which experienced ethnographers tell stories about fieldwork practices. I will also share stories from my fieldwork practices from time to time. Students will be required to conduct extensive fieldwork research for this course.

PREREQUISITE: Some background coursework in performance studies is recommended, but not required. The most important attribute is an open mind and a willingness to take on the often labor-intensive work of field research. Ability to conceive a field research project

RECOMMENDED READING LIST:

J. Rollwagen, ed. *Anthropological Film and Video in the 1990s*

Robert Emerson, *Writing Ethnographic Fieldnotes*

R. Rosaldo, *Culture and Truth: The Remaking of Social Analysis*

D. Kondo, *Feminist Dilemmas of Fieldwork*

S. Lavie, *Poetics of Military Occupation*

Paul Edwards

SPCH C80-7

JUNIOR TUTORIAL

Topic. "Performing Identity: Acting as Authorship in Hollywood Films"

Time. TBA (one four-hour session per week)

Enrollment. 5 - 8 juniors

Office Address. Theatre/Interpretation Center, Rm. 216

Phone. 491-3171, 491-3268

DESCRIPTION. The seminar explores the idea that screen acting constitutes a significant form of authorship (in dialogue with the better-recognized authorship functions of such figures as director, screenwriter, and author of the source text) in the composition of the film text. Special attention is given to postwar Hollywood films adapted from narrative sources, and to screen acting in the films of Howard Hawks. Preference in enrollment will be given to students who concurrently are taking, or who have taken, "Performing the American Fifties," PFST 605 C21.

METHODS. Each week the seminar views and discusses a selected film. Each seminar member leads one discussion on the relationship between actor "authorship" and the screen adaptation of a prose narrative. Some lectures with video illustrations by instructor, discussing the influence of genres and individual careers on the shaping of a film.

ASSIGNMENTS. Leadership of one discussion. Final project: either a group performance (adapting for the stage a section of one of the film source texts) or a term paper (relating to issues raised by the seminar).

REQUIRED VIEWING IN CLASS.

Rear Window. D. Alfred Hitchcock, 1954.

Bringing Up Baby. D. Howard Hawks, 1938.

I Was a Male War Bride. D. Howard Hawks, 1949.

Red River. D. Howard Hawks, 1948.

To Have and Have Not. D. Howard Hawks, 1944.

The Big Sleep. D. Howard Hawks, 1946.

Double Indemnity. D. Billy Wilder, 1944.

Mildred Pierce. D. Michael Curtiz, 1945.

The Postman Always Rings Twice. D. Tay Garnett, 1946.

REQUIRED READING.

Entire seminar reads the following.

Chase, Borden. "The Chisholm Trail." [story]

Mast, Gerald, ed. Bringing Up Baby. [selections]

---. Howard Hawks, Storyteller. [selections]

Naremore, James. Acting in the Cinema.

[selections]

Woolrich, Cornell. "Rear Window." [story]

Individuals working on report read one of the following.

Cain, James M. Double Indemnity. [novel]

---. Mildred Pierce. [novel]

---. The Postman Always Rings Twice. [novel]

Chandler, Raymond. The Big Sleep. [novel]

Hemingway, Ernest. To Have and Have Not. [novel]

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Last Updated: February 1, 1996

0610 - Communications Studies

Staff

Communication Studies 610-A01

INTERPERSONAL COMMUNICATION

Office: Harris Hall

Phone: 491-7532

Expected Enrollment: 22 students per section

COURSE DESCRIPTION: Through lecture, discussion and exercises, this course introduces students to key concepts in the study of interpersonal communication. The course is designed to: increase students' awareness and understanding of communication processes; encourage students to think critical about communication theory and practice; provide background for upper-level communication courses. No prerequisites.

TEACHING METHOD: While some sessions are devoted to lecture about basic concepts and models, a significant portion of class time is allotted for student participation.

EVALUATION: Varies somewhat with instructors. In general, the course grade is based on examinations, papers, projects and class participation.

Staff

Communication Studies, 610-A02

PUBLIC SPEAKING

Office: Harris Hall

Phone: 491-7532

Expected Enrollment: 22 Per Section

COURSE DESCRIPTION: This course provides an introductory survey of public speaking principles and forms. Though the emphasis is on the practice of public speaking, critiques also stressed. Therefore, students are afforded several opportunities to deliver speeches to the class and also to act as critics in judging the effectiveness of sample speeches.

PREREQUISITES: None. 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.

Paul H. Arntson

Communication Studies, 601-B04

PARADIGMS AND STRATEGIES IN LEADERSHIP

Office: Harris Hall, Room 1

Phone: (847) 467-1367

Expected Enrollment: 96

COURSE DESCRIPTION: This course will introduce students to theoretical and practical problems involved with leadership in various contexts. Lectures will focus on leadership issues in the realms of political, business and the community. Weekly small group meeting will focus on leadership in decision-making contexts. This course is one of the prerequisites for participation in the Undergraduate Leadership Program.

PREREQUISITES: This course is open to freshman and sophomores from all schools in the university. There are no academic prerequisites.

EVALUATION: There will be written case-study analyses, a mid term, and a final group project.

NOTE: Registrations limited to 96 students. Permission of the Leadership Program is required for registration. Students will need to submit applications to receive permission. Applications will be accepted in Room 1, Harris Hall, from February 7th through the 17th. A list of those receiving permission to enter the course will be posted on Monday, February 19th outside room 1. Contact Angela Normoyle in the Leadership program office, Room 1, Harris Hall, Phone (847)467-1367, for details.

Jean Goodwin

Communication Studies 610-B20

THEORIES OF ARGUMENTATION

Office Address: 1815 Chicago, Room 206

Phone: 491-5854

Expected Enrollment: 20

COURSE DESCRIPTION: "What is to be done?" You already, I presume, have your own ideas. In this course, we study how, if at all, you can go about persuading others to join you-others with an equal

right to have their own ideas. We take up topics including: how to put forward your position to earn the attention of others; the burden of proof you undertake when you do; the issues you need to address; the forms of argument available for your use; the premises upon which you can rely; the ways you can refute the arguments against you.

TEACHING METHOD: Frequent practice exercises to develop argument skills supplemented by discussion of sample arguments and lectures on principles.

EVALUATION: Oral argument on a proposal; participation in other class exercises; final exam.

Randall S. Peterson

Communication Studies 610-B50

SMALL GROUP PROCESSES

Office: Harris Hall, Room 7

Phone: 491-3580

e-mail: r-peterson@northwestern.edu

Expected Enrollment: 30

COURSE DESCRIPTION: From corporate boardrooms and elite political assemblies to small grassroots movements, families, and gatherings of friends, groups are an everpresent part of our lives. Except for a few hermits, we spend the majority of our lives in groups of one kind or another. Why is this so? What do groups do for us? Would we be better off alone? How can we be sure that the groups we are a part of are the best they can be? This course investigates these issues both by participating in groups in class and by looking at theories and research relating to communication in small groups.

PREREQUISITES: No prerequisites, although A01, Interpersonal Communication, is recommended as a prior course (or Psychology B01, Social Psychology)

TEACHING METHOD: The class is split evenly between a lecture/discussion of issues in small group communication and in classroom activities in small groups.

EVALUATION: Classroom performances will be determined through a midterm, and final examination, and individual paper applying class concepts, a group project, and class attendance/participation.

Jean Goodwin

Communication Studies 610-C30-2

CONTEMPORARY PROBLEMS IN FREEDOM OF SPEECH

Office: 1815 Chicago, Room 206

Phone: (847) 491-5854
Expected Enrollment: 20

COURSE DESCRIPTION: In this course we will consider the problems that arise when Free Speech hits Big Money. We protect speech in part to ensure each citizen's right to participate in deliberations about public issues. Does this mean that the government ought to intervene when inequalities of wealth lead to inequalities in the power to speak? Would such intervention be practical? Would it survive review by the Supreme Court? We will take up topics including: public access to privately held media and places; regulation broadcast media; election and lobby reform; government support of speech--including the Internet--and the strings that may then be attached.

PREREQUISITES: Comm Studies C30-1 is an absolute prerequisite for this course.

TEACHING METHOD: Discussion

EVALUATION: Weekly short papers on readings; final paper and presentation on a proposed reform.

READINGS: Shiffrin & Choper, The First Amendment: Cases- Comments-Questions, plus 1995 Supplement

Cass R. Sunstein, Democracy and the Problem of Free Speech; miscellaneous articles.

Michael E. Roloff

Communication Studies, 610-C44

INTERPERSONAL CONFLICT

Office: 1815 Chicago Avenue

Phone: (708)491-5834

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 and theory drawn from communication, social psychology, and sociology. The course will include general models of conflict as well as material related to disagreements 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 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.

READING: Because there is not an adequate book for this course this will not be forced to by one. However, this means that class attendance is essential for doing well on the exams. In addition, students will need to meet with me during my office hours in order to gather more in-depth information about the theory they wish to employ for their paper.

Mark T. Palmer

Communication Studies, 610-C45

THEORIES OF NONVERBAL COMMUNICATION

Office: Harris Hall, Room 2

Phone: (847) 491-7855

Expected Enrollment: 25

COURSE DESCRIPTION: This course is designed to familiarize upper division undergraduates and graduate students with the major research literature in nonverbal communication. The course organizes material from a variety of disciplines into a theory development framework, progressing from observational treatment of nonverbal phenomena to complex causal models of nonverbal communication behavior.

PREREQUISITES: B01-1 Research methods in Communication Studies; B40 Theories of Interpersonal Communication.

TEACHING METHODOLOGY: Class sessions will combine informal lectures and discussion (as size permits).

EVALUATION: Grades will be determined by examinations and other opportunities (size permitting).

Mark T. Palmer

Communication Studies 610-C60

**CURRENT PERSPECTIVES IN ORGANIZATIONAL COMMUNICATION RESEARCH:
CONSTRUCTING MODELS OF ORGANIZATIONAL PROBLEMS AND SOLUTIONS
FROM MULTIPLE PERSPECTIVES**

Office: Harris Hall, Room 2

Phone: 491-7532

Maximum Enrollment: 20

COURSE DESCRIPTION: This course presents advanced concepts and techniques for defining and analyzing organizational problems. A unique, multiple-perspective model of organizational communication will be developed through lectures and students' homework assignments. Students will use published case studies to apply the concepts and models taught and discussed in lectures. This course is designed to prepare students to recognize and work with problems they may encounter when taking on responsibilities in professional and business organizations.

PREREQUISITES: B-60, organizational Communication and/or permission of the instructor.

EVALUATION: Students will be graded on a) participation in class discussion, including assigned presentations, b) a case analysis term paper which will be graded in sections during the course, c) a small group project related to the term paper.

Randall S. Peterson

Communication Studies 610-C60 sec. 21

**CURRENT PERSPECTIVES IN ORGANIZATIONAL COMMUNICATION: HOW
ORGANIZATIONS MAKE DECISIONS**

Office: Harris Hall, Room 7

Phone: 491-3580

E-mail: R-Peterson@northwestern.edu

Expected enrollment: unknown (no limit)

COURSE DESCRIPTION: Organizations regularly make decisions that have enormous impact on our lives. From the boardrooms of Fortune 500 corporations to the committees of Congress, organizations have direct effects on our pocketbooks, the relationships we have with other people, even our way of life. How do these organizations make decisions? How can we organize people to make effective decisions? How do we know if an organization is making the best decisions possible? Indeed, can we ever know the "best" decision possible for an organization? This class surveys perspectives on these questions from communications, psychology, political science, and management.

PREREQUISITES: No prerequisites, although A01, Interpersonal Communication, or B50, Small Group Processes, or Psychology B04, Social Psychology would be helpful.

TEACHING METHODS: The class is primarily a lecture/discussion of issues in organizational decision making. The class will include some classroom activities designed to demonstrate important points in organizational decision making.

EVALUATION: Classroom performances will be determined through a midterm, a final examination, an individual paper applying class concepts, and class participation.

Paul H. Arntson

Communication Studies, 610-C62

PROFESSIONAL-CLIENT COMMUNICATION

Office Address: 1815 Chicago Avenue

Phone: 491-7530

Expected Enrollment: 25

COURSE DESCRIPTION: A study of communication between professionals and client in medicine, law, education, psychotherapy, and social services. Alternatives to the professional-client model of problem solving also are examined. Possible Topics: Professionalism in the social problem solving process; the socialization process of professionals; the mass socialization process of clients; client transparency, professional mystification; the language of professionals; the forms of professional-client communication; the institutionalization of professional control; the political consequences of mass professional-client communication; the use of technology in professional-client interaction; alternatives to professional-client problem solving -- self-help groups, community action, communes and co-ops, mediation centers, free universities and learning exchanges, revitalizing the family and church.

TEACHING METHODS: Based on the students' experiences and weekly readings, we will examine professional-client problem-solving and its alternatives.

METHOD OF EVALUATION: There will be a take home final covering the reading material and class discussions. The end of the quarter student s will turn in research project to be discussed in class.

Kathleen Galvin

Communication Studies 610-C82

FAMILY COMMUNICATION

Office: 206 Annie May Swift Hall

Phone: (847)491-5992

Expected Enrollment: 25

COURSE DESCRIPTION: An overview of the family from a communication systems perspective. Focus is placed on topics such as multi-generational interaction patterns, intimacy, conflict, decision making, environmental/cultural factors and enrichment. A wide range of family forms will be discussed.

TEACHING METHOD: Lecture - discussion approach. Some use of simulation/role play.

EVALUATION: Take home midterm, book review, family narrative, final paper/project.

READINGS: Galvin & Brommel: Family Communication: Cohesion & Change.
Original articles and book chapters.

Pamela Cooper

Communication Studies, 610-C95 sec.24

COMMUNICATION AND GENDER

Office Address: Harris Hall #25

Office Phone: 491-5823

Expected Enrollment: 20

COURSE DESCRIPTION: This course is designed to integrate theory and practice, and to heighten students' awareness of the importance of gender as a communication variable. The underlying philosophy guiding the course is that communication structures gender and that gender affects communication. The course is designed to look at the masculine, feminine, androgynous, and undifferentiated characteristics of gender.

PREREQUISITES: A01 or A02; B01

TEACHING METHODS: Lecture, discussion, small groups

EVALUATION: There will be 3 research reports, one reaction paper, a movie analysis, and a major group research project.

Steve Wildman

Communication Studies, 610-C95 sec.25

INFORMATION TECHNOLOGY IN SOCIETY AND THE ECONOMY

Office Address: Harris Hall, Room 15

Phone: (847)491-4262

COURSE DESCRIPTION: New communication technologies are reshaping society and the economy. This course provides a basic introduction to communication technologies, both new and old, and examines the societal and economic issues they raise from a variety of disciplinary perspectives.

Paul J. Lavrakas, Ph.D.

Comm Studies C95 & E25

CHICAGO AREA SURVEY RESEARCH PRACTICUM

Time: Tuesdays, 6:30-9:30 P.M.

Office: NU Survey Lab, 625 Haven, Evanston Campus

Phone: 491-8759

Expected Enrollment: 15-20 (half undergrad, half grad)

COURSE DESCRIPTION: The 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 a large telephone survey of Chicago residents that is being conducted for the fourth year in a row by the NU Survey Lab. Additionally, students will gain new insights on a certain urban problems that are face Chicago's diverse residential population due to the substantive nature of the data that are collected.

PREREQUISITES: Junior or Senior status or Graduate Students (only grad students may enroll for E-level graduate credit; grad students may enroll for C-level credit)

TEACHING METHODS: In addition to the weekly class seminar, students will engage in interviewing, questionnaire editing, interview monitoring and 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 about 40% of the final grade. Three or four short written assignments and one longer one will make up about 40% of the grade, with the remaining 20% based on the student's participation in the weekly seminar. (Graduate students taking the class for graduate credit will be assigned an additional paper on "Total Survey Error in the 1996 Chicago Survey".)

READINGS: Fowler & Mangione, Standardized Survey Interviewing, Sage, 1990

Henry, Practical Sampling, Sage, 1990

Lavrakas, Telephone Survey Methods, 2nd Edition, Sage, 1993.

Robert E. Terrill

Communication Studies 610-C98 sec.20

TWENTIETH CENTURY AFRICAN-AMERICAN PUBLIC ADDRESS

Office: Harris Hall, Room 18

Phone: (847)491-7530

E-mail: rterrill@merle.acns.northwestern.edu

Expected Enrollment: 25

COURSE DESCRIPTION: This course is concerned with the rhetoric of African-Americans as they have defined themselves and sought liberation over the last one-hundred years. In particular, the rhetoric of Integration and Separation will be explored as two interrelated modes of protest against the white dominant culture. The intent is not only to place in context the Civil Rights rhetoric of the 1960s, but more importantly to build a vocabulary through which some contemporary African-American Public Address might be discussed.

TEACHING METHOD: The course will consist of a combination of lecture and discussion, with an emphasis on student participation. The course will meet in a three-hour session once per week.

METHODS OF EVALUATION: Evaluation will be based on a combination of class participation, midterm and final examinations, short position papers, and a longer term paper. No grades of "incomplete" will be issued except in unusual circumstances, and then only with the prior approval of the instructor. If the "P/N" options taken, all requirements for the course must be completed before the "P" is given.

Jill A. Edy

Communication Studies, 610-C98 sec.21

MASS MEDIA AND SOCIAL MEMORY

Office: Harris Hall, Room 35

Phone: (847) 491-5839

Expected Enrollment:

COURSE DESCRIPTION: Students in this seminar will have the opportunity to investigate the impact of the media on our perceptions of the past. We will explore how the media commemorate, how they use the past as an analytical tool to understand present dilemmas, and how the past is transformed by such media storytelling. We will assess the impact of stories about events such as the Holocaust, Watergate, impact of stories about events such as the Holocaust, Watergate, and the cultural 1960s on the generations who experienced those events and in the generations which have come after.

Dan Brouwer

Communication Studies 610-C98 sec.23

REPRESENTATIONS OF AIDS

Office: Harris Hall, Room 18

Phone: (847) 491-7530

Expected Enrollment: 20

COURSE DESCRIPTION: Students in this course will study print media in the United States and will examine the diverse range of words and visual images that are employed to represent AIDS. Organized around what might be called "sites of discourse production," this course will require students to engage in rhetorical inquiry of texts about AIDS from the following sites of discourse production: medicine, law, AIDS agencies, "mainstream media," lesbian/gay and AIDS-specific media, and underground print media.

TEACHING METHOD: Students will be asked to read, closely and carefully, a variety of texts concerning AIDS. Students will be asked to explicate and criticize how the various texts construct the following important themes: Knowledge (and knowledge claims), Authority/expertise, subjectivity, agency, culpability, and in general, the politics of representation. The goals of the course are: to train students in textual analysis, to enable students to become competent critics of visual rhetoric, and to encourage students to become more active critics of contemporary representations of AIDS in U.S. print media. The course will be primarily a student-driven seminar with some lecture by the instructor.

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0620 - 0624 Communication Studies and Disorders

McGregor, Karla

Speech and Language Pathology 601-A08-0

PROCESSES AND PATHOLOGIES OF HUMAN COMMUNICATION

Phone: 491-2425

COURSE DESCRIPTION: An introduction to three fields: speech- language pathology, audiology and learning disabilities. The basic anatomy, physiology and processes of communication and learning are emphasized. In addition, speech-language, hearing and learning impairments affecting both children and adults are examined.

Carlisle, Joanne

Learning Disabilities 620-B05

THE STUDY OF LEARNING AND LEARNING PROBLEMS IN THE CLASSROOM

MTF 1 p.m.; 3 hours per week in field placement

Room: 1-146 and 1-140 - Frances Searle Building

Phone: 491-2497

COURSE DESCRIPTION: The purpose of this course is to enable students to apply readings in child development to the study of children in classroom settings. This course entails a field placement in an elementary school classroom. Students will be instructed in the use of informal assessment tools (interview, observations). A series of exercises tie the field experience to the course readings.

PREREQUISITES: None

TEACHING METHOD: Lectures, discussion, written exercises, field placement

METHOD OF EVALUATION: Mid-term exam, final exam, case study of a school-age child, oral presentation.

READING LIST: Cohen, D.H., Stern, V., & Balban, N (1983). Observing and Recording the Behavior of Young Children (3rd ed.). NY: Teacher College Press. Garvey, C. (1977). Play. Cambridge: Harvard University Press. Rubin, Z. (1980). Children's Friendships. Cambridge: Harvard University Press. Additional articles.

Yaruss, J. Scott

Speech-Language Pathology 624-D94

STUTTERING

1:00 MTThF

Office: 3-346 Frances Searle Building

Phone: 1-2420

COURSE DESCRIPTION: The purpose of this seminar course is to build on students' basic clinical understanding of stuttering by developing a strong theoretical and practical framework relating to the diagnosis and treatment of stuttering in children and adults. Students will discuss and critically evaluate relevant clinical research on stuttering while developing practical knowledge about advanced clinical issues such as counseling parents and adult clients, evaluating other treatment approaches, and helping clients overcome obstacles to progress. Critical thinking, problem-solving, writing, and presentation skills will be emphasized throughout the course via assignments and group discussions.

Yaruss, J. Scott

Introduction Courses--School of Speech 601-A05

IMPROVING VOICE AND ARTICULATION

10:00 MTh

Office: 3-346 Frances Searle Building

Phone: 1-2420

COURSE DESCRIPTION: The purpose of this course is to help students learn basic clinical skills necessary to improve their own voice and articulation. Students will be instructed in basic anatomy and physiology of the speech mechanism, as well as in the basic linguistic constructs involved in speaking. With the support of the professor and graduate students in speech-language pathology, each student will identify a specific aspect of speech and language production the he or she would like to improve. Students will then be encouraged, through guided practice and the development of problem-solving skills in both lecture and practice sessions, to address these concerns during the quarter and beyond.

Aylesworth, Margaret

Speech-Language Pathology, 624-C96

DIAGNOSTIC PROCEDURES IN SPEECH AND LANGUAGE PATHOLOGY

Time: MF 9:00-11:00 a.m.

Lab: W 1:00 p.m.

Office: 2299 North Campus Drive (Frances Searle Building)

Phone: 491-5012

COURSE DESCRIPTION: Clinical examination of persons with oral language problems; evaluation of sensory and motor processes involved in speech; assessment of speech and language maturity levels. This course will provide information on clinical interviewing and counseling techniques used in diagnostic evaluation, and procedures for client assessment. Analysis and interpretation of clinical data are addressed as well as report preparation skills.

PREREQUISITES: Senior standing or above; 624-C91 and 624-C92; or consent of instructor.

TEACHING METHOD: Four hours of lecture per week and one hour lab

METHOD OF EVALUATION: The student's grade for this course will be based upon mid-term exams, a final exam, observations and reports of client evaluations, and review of a published test. Practicum assignments in interviewing and client assessment on a P/N option are required also.

TEXTS:

Petersen, H. A. and Marquardt, T. P. (1994). Appraisal and Diagnosis of Speech and Language Disorders, Third Edition. Prentice Hall, Englewood Cliffs, NJ.

Shipley, K. (1992). Interviewing and Counseling in Communicative Disorders. MacMillan Publishing Company, New York, NY.

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Last Updated: February 1, 1996

0630 - Theater

Kim Rubinstein/Staff

Theatre, 0630, A40-2

THEATRE IN CONTEXT

Office: Thea/Interp Ctr., 218

Phone: 467-2075

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.

Jon Darling

Theatre 0630, B40-2

STAGECRAFT: SCENERY

Office: Thea/Interp Ctr.

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

Janice Pytel

Theatre, 0630, B40-3

STAGECRAFT: COSTUME

Office: Theatre/Interp Ctr.

Phone: 491-3170

Maximum enrollment: 15

COURSE DESCRIPTION: The process of realizing costume design from the technician's point of view. Topics to be covered will include sewing techniques and tools, fabrics, pattern development, dyeing and painting of stage costumes, and the construction of accessory items. Participation in departmental production required.

PREREQUISITE: Permission of instructor.

TEACHING METHOD: Lecture/demonstrations.

EVALUATION: Two exams, various projects.

READING: Rosemary Ingram & Elizabeth Covey, The Costumer's Handbook

Tim Mann

Theatre, 0630, B41-1

DESIGN PROCESS: SCENE DESIGN I

Office: Thea/Interp Ctr.

Phone: 491-3170

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.

Joe Appelt

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.

Bud Beyer - section 21

Ann Woodworth - section 22

Dawn Mora - section 23

Les Hinderyckx - section 24

Linda Gates - 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.

Les Hinderyckx, sec. 20

Theatre 0630, C40-1

STAGE DIRECTING

Office: Thea/Interp Ctr.
Phone: 491-3167
Expected enrollment: 12

COURSE DESCRIPTION: This is a basic course in stage directing for majors and non-majors and is required for those who wish to pursue the subject further on either the undergraduate or graduate level. The goal is to cover the stage director's work in terms of basic principles and techniques, with emphasis upon practical application in the directing of specific problem scenes for group critiques and discussion. The first quarter of this course covers the fundamentals of blocking, movement, business, tempo, script analysis, dramaturgy, casting and rehearsal planning. Format is designed to expose the director to the basic techniques and processes for preparation to direct a play in the "realistic" mode.

PREREQUISITES: Junior standing or above, with at least one B- level Technical Production course and some background in dramatic literature. Permission of instructor. No P/N allowed.

TEACHING METHOD: Generally one lecture/discussion per week, with selected guests, audio-visual material and demonstrations, depending upon topic, plus two two-hour laboratory sessions per week for presentation of student directed scenes and follow-up discussions. Graduate students in course may be required to present reports on specific stage directors with emphasis upon their special contribution to the field. Possible background quizzes, etc., plus final project.

EVALUATION: There will be one final project which will be averaged in with the individual grades for laboratory scenes, group discussion, written work, attendance and professional attitude. Under special circumstances credit will also be given for work on specific projects in theatrical production.

READING LIST: Dean & Carra, Fundamentals of Play Directing, 3rd ed. as well as dramatic analysis and dramaturgical research as they aid the director in the preparation of realistic drama for production. Selected specific plays, TBA.

Mary Poole - section 20

Kim Rubinstein - section 21

Ann Woodworth - section 22

David Downs - section 23

Theatre 0630, C41-2

ACTING III: ANALYSIS AND PERFORMANCE

COURSE DESCRIPTION: Winter: Study of Shakespearean drama from the point of view of the actor. Language as a cue for character, situation, dramatic conflict. Scene study from comedies, histories, tragedies. For majors and non-majors.

PREREQUISITES; B43-1,2,3 or equivalent.

TEACHING METHOD: Lecture and scene work presented for teacher and class evaluation. Written assignments: analyses of character and scene, prosodic analysis as clues to actor interpretation.

EVALUATION: In-class work, papers, final exam, final presentation.

Joseph Appelt

Theatre 0630, C42-1

STAGE LIGHTING II

Office: Thea/Interp Ctr., Phone: 491-3119

COURSE DESCRIPTION: An in-depth lecture-laboratory-critique of the art and practice of lighting design for the Theatre. Fall: Introduction to the medium of light, methodologies and elements of lighting design, composition and orchestration.

PREREQUISITES: 0630 B41-3, or 0630 B40-1, or permission of instructor. Participation in department productions.

Sam Ball

Theatre 0630, C43-3

SCENE DESIGN II

Office: Thea/Interp, 210

Phone: 491-3137

Expected enrollment: 10

COURSE DESCRIPTION: A lecture-critique course with student participation in the planning and execution of the scenery and properties of Theatre Center productions. Theatrical forms and multi-scenic productions studied.

PREREQUISITES: No prerequisites.

EVALUATION: Project submissions and class participation.

TEXT: None

Linda Roethke

Theatre 0630, C44-2

COSTUME DESIGN II

Office: Thea/Interp, 217

Phone: 491-3140

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.

John Logan

Theatre 0630, C46-3

PLAYWRITING

Office: Thea/Interp Ctr.

Phone: 467-2755

Expected enrollment: 12

COURSE DESCRIPTION: This is the first of two quarters in which students write for the theatre, making both practical and analytical exploration of that process. Diverse styles are encouraged. Students are expected to take both quarters. Each student is asked to discover aspects of his/her personal style, to develop discipline and to critique and be self-critical in a constructive manner.

PREREQUISITE: None. Application must be made to the instructor by the first day of May, the spring preceding. P/N available to non-majors.

TEACHING METHOD: Class meets in two two-hour sessions weekly.

EVALUATION: Students have weekly writing assignments.

READINGS: Selected plays, writing texts.

Rives Collins

Theatre, 0630, C48-1

CREATIVE DRAMA

Office: Thea/Interp ctr., 214

Phone: 491-3163

Expected enrollment: 15

COURSE DESCRIPTION: An introductory course for those who wish to use creative drama in educational and recreational settings. The goals are to: 1) understand the principles and practices of creative drama as an art form, an area for personal development and a method for approaching and enriching other areas of the curriculum. 2) gain skill in selecting and developing materials appropriate for various age levels. 3) develop a repertoire of strategies for leading children to express themselves and learn through drama. 4) develop abilities in areas of sensory awareness, imagination, movement, role playing and improvisation.

PREREQUISITES: None. P/N is not allowed.

TEACHING METHOD: Theory and practice will be related through reading, lecture, discussion, observation of children, peer teaching, films, videotapes, and a team-teaching project.

EVALUATION: Teaching assignments = 40%. Final exam = 30%. Class activities = 30%.

David Downs - section 20

Mary Poole - section 21

Bud Beyer - section 22

Dawn Mora - section 23

Theatre 0630, C49-3

ACTING IV: PROBLEMS IN STYLE

Office: Thea/Interp Ctr.

Expected enrollment: 16 per class

COURSE DESCRIPTION: (This is a general description. Please see the individual instructor for more details.) This is an advanced course in Acting concentrating on various styles and playwrights. Each instructor is free to choose the areas of study for each quarter. Normally, the second quarter deals with contemporary playwrights.

PREREQUISITES: C41 or its equivalent. Permission of the instructor is required, and all students must be declared Theatre majors.

TEACHING METHOD: Advanced scene work presented for teacher and class evaluation.

EVALUATION: In-class work, preparation and discussion.

READING LIST: Instructors' option

Craig Kinzer-Section 20

Theatre, 0630, C51-0

STAGING CONTEMPORARY DRAMA--BRECHT

Office: Thea/Interp Ctr., Room 224

Phone: 491-3182 OR 491-3170

Expected enrollment: 10

COURSE DESCRIPTION: An in-depth study of the directorial and performance issues posed by the theatre of Bertold Brecht. Primary focus will be on the director's tasks in staging Brecht's plays, in the context of Brecht's own dramatic theories; critical responses to his work in Europe and America; significant professional productions; and the historical context of theatre and the arts in Germany after WWI. Considerable time will be devoted to examining the problem of implementing Brecht's theories of 'alienation' using contemporary, Stanislavski-trained performers.

PREREQUISITE: C40-1,2 or Permission of Instructor

TEACHING METHOD: 1 hour lecture and 4 hours of laboratory work per week. Lectures will cover significant issues of art history, Brechtian dramaturgy and scenography, and production history. Laboratory sessions will be devoted to acting workshops and scene presentations.

EVALUATION: Scene presentations; analytical and dramaturgical material related to scene work; Final examination; attendance; participation in class lectures and discussions.

READING LIST: As assigned.

Sam Ball

Theatre, 0630, C55-0

SCENE PAINTING

Office: Thea/Interp Ctr.

Phone: 491-3137

Expected enrollment: 8

COURSE DESCRIPTION: Advanced study in scenic artists techniques and procedures. Projects in color use for the stage. Work will follow approaches established by professional scenic artists. Lab fee for materials. Must supply own brushes.

PREREQUISITE: Permission of instructor.

TEACHING METHOD: Practical projects.

EVALUATION: In-class critique.

TEXT: Pecktal, Lynn. Designing & Painting for the Theatre (Holt, Rinehart & Winston) 1975.

Joe Tilford

Theatre 0630, C56-3

GRAPHIC ARTS FOR THE STAGE DESIGNER

Office: Thea/Interp Ctr.,

Phone: 491-3143

Expected enrollment: 15

COURSE DESCRIPTION: Emphasis on two dimensional rendering and drawing techniques used by a theatre designer to translate ideas into a visual format. Also, color theory and costume rendering. Students will work in a variety of media and styles. Class includes additional sessions in figure 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.

Jonathan Darling

Theatre, 0630, C63-0

THEATRE SOUND

Office: Thea/Interp Ctr., Room 204

Phone: 491-3121

Expected enrollment: 12

COURSE DESCRIPTION: The planning and execution of sound for the theatrical production, and the design of the actor's acoustical environment.

PREREQUISITES: Junior standing and permission of the instructor. Participation in departmental productions.

EVALUATION: Two tests, project tapes, and participation in departmental productions.

TEXT: Collison, Stage Sound, Drama Book Specialists.
Additional readings.

Julie Yranson

Theatre 0630, C64-1

PERIOD PATTERN DRAFTING & DRAPING

Office: Thea/Interp. Ctr.

Phone: 491-3170

Expected enrollment: 12

COURSE DESCRIPTION: Techniques of flat pattern drafting and advanced construction used to create historical garment patterns for the stage. Participation in departmental productions.

PREREQUISITES: Junior standing or consent of instructor.

TEACHING METHODS: Lecture/discussion.

Dominic Missimi

Theatre 630, C67

HISTORY OF THE LYRIC THEATRE

Office: Thea./Interp.

Phone: 491-3187

Expected enrollment: 75

COURSE DESCRIPTION: History of the Lyric Theatre is a three-part course, covering the major movements in the histories of Dance, Opera and Musical Comedy. The course will reply primarily on the examination of artists and their works.

PREREQUISITES: Sophomore standing.

TEACHING METHOD: Lecture/discussion.

EVALUATION: Film reports and final exam.

READINGS: The American Musical Theatre by Gerald Bordman
Dance In Its Time by Walter Sorrell
Opera As Drama by Joseph Kernan

Bud Beyer

Theatre, 0630, C80-0

INTERNSHIP IN THEATRE PRACTICE

Office: Thea/Inter. Ctr.

Phone: 491-3170

COURSE DESCRIPTION: Significant involvement in production and/or management activities in a theatre company or producing organization.

Applicants may select from various organizational settings on file with the department. Students will need to take the initiative in contacting organizations, establishing learning objectives, and negotiating the internship agreement with the on-site field supervisor. A maximum of three units of credit may be taken. The program is negotiated with the Theatre chair.

EVALUATION: Interns receive a grade based on completed reading log, journal including field notes, supervisors evaluation, and site visit by faculty advisor.

PREREQUISITES: Admission to C80 Internship is by application acceptance only (open to junior/seniors or graduate students). Writing skills, grade point average, stated purpose and professional goals will be considered in the selection process.

APPLICATIONS: Applications are available in the Theatre Office. Students should meet with Professor Beyer the quarter before the desired internship to discuss the application.

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Last Updated: February 1, 1996

0710 - Chemical Engineering

ANALYSIS OF CHEMICAL PROCESS SYSTEMS

Expected Enrollment: 30

COURSE DESCRIPTION: This course introduces the student to the structure and analysis of chemical process systems. The concepts of stoichiometry, material balances, and energy balances are applied to the analysis of transient and steady-state relationships between process unit inputs and outputs. The application of microcomputer techniques to the solution of chemical engineering problems is also emphasized.

PREREQUISITE: Chem A03, EECS A01, and Math B21 (B21 may be taken concurrently).

TEACHING METHOD: The class will meet for one computation laboratory and five lecture-discussion hours each week. There will be weekly homework and computer lab problem assignments.

EVALUATION: Grades will be based on student performance on the final examination, weekly quizzes, laboratory assignments, and homework.

TEXT: "Elementary Principles of Chemical Processes" by Richard M. Felder and Ronald W. Rousseau

Chemical Engineering, B12

EQUILIBRIUM SEPARATIONS

Expected enrollment: 60

COURSE DESCRIPTION: This course deals with analysis of equilibrium stage separation processes. It begins with a discussion of multiphase multi-component equilibrium thermodynamics. This is followed by analysis of distillation, absorption, stripping, and liquid-liquid extraction processes. Complex separation systems with multiple processing units are analyzed qualitatively. Emphasis is on the combined use of equilibrium data and energy and material balance equations for process analysis.

PREREQUISITES: Chemical Engineering B11; B10 with grade of C- or better.

EVALUATION: Two two-hour examinations. Eight homework sets, some of which include

computer assignments.

TEXTBOOK: Equilibrium-Staged Separations by Wankat, Elsevier (1988).

Chemical Engineering, C07

CHEMICAL REACTION ENGINEERING

Expected Enrollment: 60

COURSE DESCRIPTION: This course covers elementary chemical kinetics, the phenomenology of chemical reaction rates, and the application of these concepts to the design of homogeneous and heterogeneous chemical reactors. The basics of heterogeneous catalysis are presented. The effects of non-ideal flows on reactor performance and the consequences of this for reactor design will be discussed.

PREREQUISITES: Chemical Engineering B10 with a grade of C- or better and Chemistry C43.

TEACHING METHOD: There will be four class sessions per week. One set of problems will be assigned each week. Computer-based demonstrations and problem solving will be used.

EVALUATION: There will be two mid-terms, a final examination, and graded homework assignments. The mid-terms will account for about one- half of the final grade, the homework will count about 20%, and the final will be about 30% of the final grade.

TEXT: "Elements of Chemical Reaction Engineering," H. Scott Fogler, Prentice-Hall, 1986 (or most recent edition).

Chemical Engineering, C23

MASS TRANSFER

Expected Enrollment: 60

COURSE DESCRIPTION: Concept of diffusion, Fick's law, membranes at steady state, semi-infinite media at unsteady state, dispersion of pollutants from a stack, mass transfer coefficient, estimation of diffusivities in gaseous and liquid systems.

PREREQUISITES: Mechanical Engineering B41 or Chemical Engineering C21 (Fluid Mechanics) or Biomedical Engineering B70; Chemical Engineering C22 (Heat Transfer).

TEACHING METHODOLOGY: In general there will be three lectures and one homework problem session each week, usually during the two-hour evening class. Homework assignments average three problems per week and some reading.

METHODS OF EVALUATION: There will be one midterm and a final. In addition, a component of the final grade will be given for homework and class participation.

TEXTBOOK: "Diffusion," E. L. Cussler, Cambridge University Press, 1984.

Chemical Engineering C41

PROCESS DYNAMICS AND CONTROL

Expected Enrollment: 30

COURSE DESCRIPTION: This course introduces students to the principles of process dynamics and control. Course objectives include: * To provide an understanding of the dynamic (time-dependent) responses of chemical processes through the formulation and solution of mathematical models and laboratory experimentation. * To provide familiarity with the design of (primarily feedback) control systems that maintain process objectives despite changing conditions. * To provide an introduction to advanced control topics.

PREREQUISITE: Senior or pre-senior standing: No P/N allowed.

TEACHING METHODOLOGY: The class will meet for four lectures each week; the lecture material will be supplemented with discussion of example problems. Homework will be assigned weekly to complement the lecture material. There will also be one 3-hour laboratory meeting per week. Laboratory problems will provide examples of computer simulation of chemical processes and control systems. Students will also be introduced to evaluation and control of actual processes.

METHOD OF EVALUATION: There will be five one-hour quizzes (45%) and a final exam (30%). The grade will also be based on homework (10%) and laboratory work (15%).

TEXTBOOK: PROCESS DYNAMICS AND CONTROL by Dale E. Seborg, Thomas F. Edgar, and Duncan A. Mellichamp. Wiley (1989).

Chemical Engineering C42

CHEMICAL ENGINEERING LABORATORY

Expected Enrollment: 20

COURSE DESCRIPTION: This is the required laboratory course for Chemical Engineering majors. Students work in small groups on a series of experimental projects designed to illustrate basic chemical engineering principles and applications. Laboratory meets for one full day per week with individual experiments typically requiring two periods for completion. Students plan experiments using existing equipment, carry out the experiments to obtain data, analyze data, and write comprehensive reports. Individual written reports are required as well as at least one oral presentation. Computer data acquisition systems are extensively used.

PREREQUISITES: Senior standing in Chemical Engineering.

METHOD OF EVALUATION: Grades will be determined on the basis of the quality of work done in the laboratory and the various reports submitted by each individual.

Chemical Engineering C52

CHEMICAL ENGINEERING DESIGN II

Expected Enrollment: 35

COURSE DESCRIPTION: This is the second of a 2-course sequence aimed at introducing the very important subject of process design. Students will be expected to apply their knowledge of chemical process principles, reactor analysis, transport phenomena, staged operations, thermodynamics, economics, and other related subjects to the preliminary design of a complete chemical process. The specific design project will vary from year to year.

PREREQUISITES: 710-C51

SPECIAL EVENTS: Lectures by industrial speakers and films on related topics may be arranged.

TEACHING METHODOLOGY: Groups of 2-4 students will work on a selected design project. Lectures on special topics related to the project and to design techniques will be scheduled, but the primary emphasis of this course will be on project work. Three one-hour periods a week will be set aside for class discussions. Individual group meetings with the instructor will also be scheduled.

METHODS OF EVALUATION: Each group is expected to submit a final report on its design project, which will be the basis of performance evaluation.

TEXTBOOK: None required. Recommended supplementary references:

- 1) "Plant Design and Economics for Chemical Engineers" Peters and Timmerhaus, 4th edition, McGraw Hill
- 2) "Perry's Chemical Engineers Handbook," Perry and Green, McGraw Hill
- 3) "Chemical Process Safety: Fundamentals with Applications," Crowl and Louvar, Prentice-Hall

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Last Updated: February 1, 1996

0727 - Electrical Engineering and Computer Science

Ian Horswill

Electrical Engineering and Computer Science, A10

INTRODUCTION TO COMPUTER PROGRAMMING

Time: 9:00-9:50am MTWF

Office Address: ILS 3354

Office Phone: 4671256

Expected Enrollment: 80

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. Course grade based on exams and programming assignments.

TEXT: Roberts, The Art and Science of C, Addison Wesley.

STAFF

Electrical Engineering and Computer Science, A20

INTRODUCTION TO COMPUTERS AND INFORMATION TECHNOLOGY

Time: 9:00-9:50am MWF; 10:00-10:50am MWF; 11:00-11:50am MWF; 1:00-1:50pm MWF;
7:00-8:30pm MW; 7:00-8:30pm TTh.

Office Address: McCormick 2659

Office Phone: 4915410

Expected Enrollment: 150; 25 per section

COURSE DESCRIPTION: Basic concepts of computer systems. Considerable hands-on experience with applications such as word processors, databases and spreadsheets. Some ways in which information technology is making an impact on today's society. No previous experience with computers needed. Not for engineering, computer science, or computer studies majors; not open to students who have taken A01, A10 or A11.

PREREQUISITES: None.

TEACHING METHOD: Lecture discussion, computer assignments. Course grade based on

midterm, assignments and final.

TEXTS: Sally Goodwin Peterson, Point, Click and Drag Using the Mac, Harper Collins Custom Books. Shafer, The Complete Book of HyperTalk 2, AddisonWesley.

Valerie Taylor

Electrical Engineering and Computer Science, B01

FUNDAMENTALS OF COMPUTER ORGANIZATION

Time: 1:00-1:50pm MTWF

Office Address: McCormick 4384

Office Phone: 467-1168

Expected Enrollment: 75

COURSE DESCRIPTION: Principles of hardware design. Number systems and Boolean algebra. Logic gates. Design of Combinational circuits and simplifications. Decoders, multiplexors, adders and other MSI circuits. Timing diagrams. Memory elements and flipflops. Sequential logic. Excitation tables. Registers, counters, and design of their digital circuits. Basic computer operations. I/O and communication.

PREREQUISITES: None.

TEACHING METHOD: Lectures and hardware labs. Course grade based on homeworks, hardware labs, midterm and final.

TEXT: M. Morris Mano, Computer Engineering: Hardware Design, 1988, Prentice Hall.

Lawrence Birnbaum

Electrical Engineering and Computer Science, B11

FUNDAMENTALS OF COMPUTER PROGRAMMING II

Time: 10:00-10:50am MWF

Office Address: ILS 3330

Office Phone: 4913500

Expected Enrollment: 25

COURSE DESCRIPTION: Continuation of EECS A11. Students will be introduced to key concepts in software design and systems programming. Topics include objectoriented programming (in C + +), design of interpreters and compilers, and register machines. Required for majors in Computer Science.

PREREQUISITE: 727-A11

TEACHING METHOD: Lecture and programming assignments, exams, and final.

TEXTS: Abelson & Sussman, Structure and Interpretation of Computer Programs, McGraw Hill. Texas Instruments Press, PC Scheme V Scientific, Version IBM PC 5 1/4 Software. Winston, On To C++, 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: 45

COURSE DESCRIPTION: Advanced material on program design and debugging. Methodologies for the design and implementation of larger programs. Objectoriented concepts and programming in C++.

PREREQUISITES: 727A01, 727A10, 727A11 or any introduction to programming or passing grade in McCormick programming proficiency exam.

TEACHING METHOD: Lecture, assignments and exams.

TEXT: Deitel and Deitel, C++ How To Program, Prentice Hall, 1994.

James Van Ness

Electrical Engineering and Computer Science, B41

CIRCUITS I

Time: 9:00-9:50 MTWF

Office Address: McCormick M388

Office Phone: 491-7108

Expected Enrollment: 80

COURSE DESCRIPTION: Circuit analysis using Kirchoff's laws, nodal and mesh methods, and network theorems. Resistance network, transient circuit, and sinusoidal analysis. Students must receive a grade of C or better to register for B43, C06, C60, C65, C66.

PREREQUISITES: Physics A35-2 and concurrent registration in Math B21.

TEACHING METHOD: Lectures, discussion section and Lab. Mid-term and final exams, homework problems.

TEXT: Hayt & Kemmerly, Engineering Circuit Analysis, Fifth Edition, McGraw-Hill.

Lina Massone

Electrical Engineering and Computer Science, B43

SIGNALS AND SYSTEMS

Time: 9:00-9:50am MTWF

Office Address: McCormick M392

Office Phone: 491-7297

Expected Enrollment: 30

COURSE DESCRIPTION: Comprehensive introduction to the basic tools for analysis of signals in linear systems. Background in the fundamentals of AC circuits and differential equations assumed. Convolution integral and linear timeinvariant 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.

TEXT: 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 L310

Office Phone: 491-3445

Expected Enrollment: 100

COURSE DESCRIPTION: DC and AC networks, rectifiers, transistor amplifiers, feedback and operational amplifiers, digital electronics, and microprocessors.

PREREQUISITES: Math B142 And Phys A352 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.

TEXT: Smith, Electronics: Circuits and Devices, 3rd Ed., Wiley.

Horace Yuen

Electrical Engineering and Computer Science, C02

PROBABILISTIC SYSTEMS AND RANDOM SIGNALS

Time: 1:001:50pm MTWF

Office Address: McCormick 3624

Office Phone: 491-7335

Expected Enrollment: 40

COURSE DESCRIPTION: Basic concepts of probability theory, random variables, moments; multiple random variables, conditional distributions, correlation; sequence of random variables.

PREREQUISITES: Math B15 or EECS B42.

TEACHING METHOD: Lecture, homework problems, exams and final.

TEXT: R. H. Williams, Electrical Engineering Probability, Prindle, Weber & Schmidt (formerly West Publishing), 1991.

Alan Sahakian

Electrical Engineering and Computer Science, C06

ELECTRONIC CIRCUITS

Time: 2:002:50pm MTWF

Office Address: McCormick M394

Office Phone: 491-7007

Expected Enrollment: 30

COURSE DESCRIPTION: Singlestage RET and BJT amplifier configurations; multistage amplifiers and feedback; frequency response of amplifiers; differential amplifiers and active loads; elementary operational and amplifier circuits.

PREREQUISITES: 727-B42 (C or better), 727B50.

TEACHING METHOD: Lectures and laboratory.

TEXTS: Burns and Bond, Principles of Electronic Circuits, 4th edition, West. Tuinenga, SPICE, 3rd edition, Prentice Hall.

Aggelos Katsaggelos

Electrical Engineering and Computer Science, C07

COMMUNICATIONS

Time: 1:00-1:50pm MTWF

Office Address: McCormick 3860

Office Phone: 491-7164

Expected Enrollment: 25

COURSE DESCRIPTION: Analysis of analog communications systems including modulation, transmission and demodulation of AM, FM and TV systems. Design issues, channel distortion and loss, bandwidth limitations, and additive noise are examined.

PREREQUISITES: 727-B43 and 727-C02 (no exceptions)

TEACHING METHOD: Lectures and problem sets. Exams, final and homework.

TEXT: A. B. Carlson, Communication Systems, 3rd ed., McGraw-Hill,

Allen Taflove

Electrical Engineering and Computer Science, C08

APPLICATIONS OF ELECTROMAGNETIC FIELDS

Time: 3:00-3:50 pm MTWF

Office Address: McCormick M378

Office Phone: 491-4127

Expected Enrollment: 15

COURSE DESCRIPTION: Maxwell's equations. Transmission lines. Wave equations, plane waves, and Poynting's theorem. Solution of Maxwell's equations for rectangular and circular waveguides, applications to microwave networks, antennas, radar and communications.

PREREQUISITES: 727C01, Phys A351, 2, 3 and Math B21.

TEACHING METHOD: Exams, graded homework, final examination, and laboratory examination.

TEXT: Ramo, Whinnery and Van Duzer, Fields and Waves in Communication Electronics, 3rd edition, Wiley.

Eric Schwabe

Electrical Engineering and Computer Science, C10

MATHEMATICAL FOUNDATIONS OF COMPUTER SCIENCE

Time: 2:00-2:50pm MTWF

Office Address: McCormick L489

Office Phone: 467-2298

Expected Enrollment: 40

COURSE DESCRIPTION: Basic concepts of finite and structural mathematics, with emphasis on applications in the computer sciences. Sets, axiomatic systems, the propositional and predicate calculi, and graph theory. Application areas drawn from sequential machines, formal grammars, and software design.

PREREQUISITES: 727-A10 or A11 and Math B14-3. Graduate credit will not be given to EECS majors.

TEACHING METHOD: Lectures, homework and exams.

TEXT: Epp, Discrete Mathematics With Applications, PWS Publishing Company.

Gilbert Krulee

Electrical Engineering and Computer Science, C14

APPLIED ARTIFICIAL INTELLIGENCE

Time: 4:45-6:00pm TTh

Office Address: McCormick M390

Office Phone: 491-3084

Expected Enrollment: 30

COURSE DESCRIPTION: Applications that include intelligent capability for relieving the user of routine aspects of problem solving. Computeraided design; intelligent interfaces; decision support systems.

PREREQUISITE:

TEACHING METHOD: Lecture, assignments and exams.

TEXT: Jackson, Introduction to Expert Systems, 2nd edition, Addison Wesley.

ChiHaur Wu

Electrical Engineering and Computer Science, C16

MINI/MICROCOMPUTERS AND REAL-TIME APPLICATIONS

Time: 6:30-9:00pm T

Office Address: McCormick 2695

Office Phone: 491-7076

Expected Enrollment: 25

COURSE DESCRIPTION: Basic computer architecture. Lowlevel program development tools, mini/micro organization, and software development. Laboratory experience to reinforce classroom topics. Not open to Electrical Engineering, Computer Engineering, Computer Science or Computer Studies majors.

PREREQUISITES: 727-A10 There are at least three different categories in the student makeup of this class: 1) Masters of Engineering Management (MEM); 2) Masters of Manufacturing Engineering (MME); 3) Other engineering and nonengineering 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.

TEXT: M. Morris Mano, Computer Engineering: Hardware Design, PrenticeHall.

Eric Domeshek

Electrical Engineering and Computer Science, C17

DATAMANAGEMENT AND INFORMATION PROCESSING

Time: 12:00-12:50pm MTWF

Office Address: ILS 3338

Office Phone: 491-7341

Expected Enrollment: 50

COURSE DESCRIPTION: Data representation, file and record organization, linear and linked lists, and scatter storage techniques. Sorting and searching algorithms. Practical techniques to solve problems involving large data bases.

PREREQUISITES: 727-A10 or equivalent. Not open to Computer Science or Computer Studies

majors.

TEACHING METHOD: Lecture, discussion, homework, exams and final.

TEXT: Mary Loomis, Data Management and File Structures, 2nd ed., PrenticeHall.

DerTsai 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: 15

COURSE DESCRIPTION: Overview of compilers and contextfree languages, topdown 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.

TEXT: Aho, Sethi and Ullman, Compilers: Principles, Techniques, and Tools, AddisonWesley, 1985.

Jeffrey Korman

Electrical Engineering and Computer Science, C27

INTELLIGENT INFORMATION MANAGEMENT SYSTEMS

Time: 7:00-10:00 pm T

Office Address: McCormick 2659

Office Phone: 491-5410

Expected Enrollment:

COURSE DESCRIPTION: Principles for simplifying human interactions with complex information management systems. Methods from AI applied to the design of interfaces and the redesign of systems to improve performance and simplify training in the use of these systems.

PREREQUISITES: At least junior standing and consent of instructor.

TEXT: Keen, Every Manager's Guide to Information Technology, Harvard Business School Press.

Jorge Nocedal

Electrical Engineering and Computer Science, C28

NUMERICAL METHODS FOR ENGINEERS

Time: 3:00-4:15 pm TTh

Office Address: McCormick L487

Office Phone: 491-5038

Expected Enrollment: 50

COURSE DESCRIPTION: Introduction to numerical methods; numerical differentiation, numerical integration, solution of ordinary and partial differential equations. Programs written using methods presented in class. Students are expected to write programs in either FORTRAN, C or PASCAL.

PREREQUISITE: Concurrent registration in Math B21.

TEACHING METHOD:

TEXT: Kahaner, Moler and Nash, Numerical Methods and Software, Prentice Hall.

Scott Jordan

Electrical Engineering and Computer Science, C33

INTRODUCTION TO COMMUNICATION NETWORKS

Time: 10:00-10:50am MWF

Office Address: McCormick L312

Office Phone: 467-1243

Expected Enrollment: 35

COURSE DESCRIPTION: Network architectures, models, protocols, routing, flow control, and services. Queueing models for network performance analysis.

PREREQUISITE: Basic probability theory 727-C02, IEMS C02, Math C30, or equivalent, or consent of instructor.

TEACHING METHOD: Lecture, homework assignments, project and presentation.

TEXT: Walrand, Communication Networks: A First Course, Aksen Associates, Irwin Publishers, 1991.

Lisa Hellerstein

Electrical Engineering and Computer Science, C36

DESIGN AND ANALYSIS OF ALGORITHMS

Time: 4:45-6:00pm MW

Office Address: McCormick 4385

Office Phone: 467-1242

Expected Enrollment: 35

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.

TEXT: Cormen, Leiserson, & Rivest, Introduction to Algorithms, McGrawHill.

Kenneth Forbus

Electrical Engineering and Computer Science, C44

DESIGN OF COMPUTER PROBLEM SOLVERS

Time: 6:00-7:15 pm TTH

Office Address: ILS 3300

Office Phone: 491-7699

email: forbus@ils.northwestern.edu

Expected Enrollment: 20

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-C251 (or equivalent Lisp experience) and C48.

TEACHING METHOD: Lecture, programming assignments, term project.

TEXT: Forbus and de Kleer, Building Problem Solvers, MIT Press.

WeiChung Lin

Electrical Engineering and Computer Science, C51

INTRODUCTION TO COMPUTER GRAPHICS

Time: 4:45-6:00 pm TTh

Office Address: McCormick 1028

Office Phone: 491-7390

Expected Enrollment: 45

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.

TEXT: F. S. Hill, Jr., Computer Graphics, Macmillan, 1990.

Gordon J. Murphy

Electrical Engineering and Computer Science, C53

DIGITAL ELECTRONIC CIRCUITS AND SYSTEMS

Time: 11:00-11:50am MWF

Office Address: McCormick 2645

Office Phone: 491-7258

Expected Enrollment: 40

COURSE DESCRIPTION: Digital electronic logic families, comparators, analogtodigital converters, digitaltoanalog converters, combinational systems, sequential systems, solidstate memory, largescale integrated circuits, and design of electronic systems. Laboratory work included.

PREREQUISITE: 727-B01 and C06. No credit for EE graduate students.

TEACHING METHOD: Lectures will be presented regularly, but questions and discussion are strongly encouraged. Solutions to various problems will be explained at appropriate times during the quarter.

EVALUATION: Midterm exam, final exam, homework, and laboratory performance.

TEXT: Burns & Bond, Principles of Electronic Circuits, West Publishing.

Srikanta Kumar

Electrical Engineering and Computer Science, C60

INTRODUCTION TO FEEDBACK SYSTEMS

Time: 10:00-10:50am MWF

Office Address: McCormick M382

Office Phone: 491-7382

Expected Enrollment: 30

COURSE DESCRIPTION: Linear feedback control systems, their physical behavior, dynamical analysis, and stability. Laplace transform, frequency spectrum, and root locus methods. Introduction to system design and compensation.

PREREQUISITES: 727-B42 (C or better) and Math B21, concurrent registration in B43 (B43 recommended as a prerequisite).

TEACHING METHOD: Lectures, lab, homework, lab report, midterm and final.

TEXT: Franklin, Powell and EmaniNaeimi, Feedback Control of Dynamic Systems, 3rd ed., 1994, AddisonWesley.

Michel Marhic

Electrical Engineering and Computer Science, C85

OPTOELECTRONICS

Time: 2:00-2:50pm MWF

Office Address: McCormick 2698

Office Phone: 491-7074

Expected Enrollment: 15

COURSE DESCRIPTION: Devices for fiber optic communications, coherent and incoherent sources, semiconductor diode lasers, internal and electrooptic modulation, coherent and incoherent detection, optical fibers, dispersion, fiber interconnects, optical amplifiers, and fiber optic communication systems.

PREREQUISITES: 727-C81

TEACHING METHOD: Lectures, lab demonstrations, and homework assignments. Midterm and final.

TEXT: W. B. Jones, Introduction to Optical Fiber Communication Systems, Holt, Rinehart and Winston, 1988.

REFERENCE: G. P. Agrawal, Fiber Optic Communication Systems, Wiley, 1992. (Not to be purchased.)

JOURNALS: IEEE Photonics Technology Letters; Journal of Lightwave Technology; Laser Focus World.

Scott Hauck

Electrical Engineering and Computer Science, C91

VLSI SYSTEMS DESIGN

Time: 2:00-2:50 pm MWF

Office Address: McCormick L491

Office Phone: 467-1849

Expected Enrollment: 30

COURSE DESCRIPTION: Design of digital integrated circuits concentrating on architectural and topological issues. CMOS digital circuits. Topdown and bottomup design. Layout design rules. Timing issues. Computer simulation of circuit performance. VLSI architectures. Systolic Arrays, Tradeoffs in custom design, standard cells, gate arrays. Use of VLSI design tools on a small project.

PREREQUISITES: 727-B01.

TEACHING METHOD:

TEXT: Weste and Eshraghian, Principles of CMOS VLSI Design, 2nd edition, Addison Wesley.

Sheldon Epstein

Electrical Engineering and Computer Science, C96

SPECIAL TOPICS: ENGINEERING AND DESIGN & ENTREPRENEURSHIP

Time: 3:00-6:00pm W

Office Address: McCormick 1653

Office Phone: 853-9292

email: k9ape@eecs.northwestern.edu

Expected Enrollment: 10

COURSE DESCRIPTION: Senior capstone design engineering course to teach principles of launching and operating a company which produces electronic products and services. The design process from concept to marketing will be followed. Students participate in the daytoday workings of an actual small engineering business.

PREREQUISITE: Junior or senior standing in Engineering or Science with preference for EECS majors. May be taken as an EE or Computer Engineering design or technical elective once, then as an unrestricted elective repeatedly.

TEACHING METHOD: Lecture/lab, circuit board, custom IC, Satellite TV, resume, patent application, business law and ethics exercises.

TEXTS:

American Radio Relay League Publications
1996 ARRL Handbook for Radio Amateurs
ARRL Now You're Talking
ARRL General Class License Manual (1994 or later)
Maia and West, General Radio Operator's License (1996)

Daniel Graupe/Nathaniel Whitmal

Electrical Engineering and Computer Science, C97-20

TIME SERIES ANALYSIS AND WAVELETS

Time: 4:45-6:00 pm MW

Office Address: McCormick 1008

Office Phone: 491-7139

Expected Enrollment: 20

COURSE DESCRIPTION: This special topics course presents fundamentals of time series analysis and multiresolution analysis with wavelets. Both approaches exploit timedomain behavior of signals, and provide information about data that often cannot be obtained from conventional frequencydomain analyses. The newer waveletbased methods are particularly wellsuited for analysis of nonstationary signals (such as speech), and signals with content at varying levels of resolution (e.g., images). Topics will include: linear models of stochastic systems, leastsquares system identification, models of speech production, shorttime signal processing, multiresolution analysis, filter banks, discrete and continuous wavelet transforms. Applications in speech processing will be emphasized.

PREREQUISITES: 727-C07, 727-C59 (required); 727-C63 (recommended).

TEACHING METHOD: Lecture, weekly homework assignments, MATLAB exercises, midterm exam, final exam.

TEXT: Graupe, Time Series Analysis, Identification, and Adaptive Filtering, Krieger (required).
Lecture Notes: Short Course on Wavelets (required). Rabiner and Schafer, Digital Processing of Speech Signals, Prentice Hall (recommended).

Prem Kumar

Electrical Engineering And Computer Science, C98

ELECTRICAL ENGINEERING DESIGN

Time: 12:00-12:50 MWF

Office Address: McCormick NG13

Office Phone: 491-4128

Expected Enrollment: 20

COURSE DESCRIPTION: This course is designed to give seniors in electrical engineering an exposure to modern problems and design techniques in distinct topic areas.

PREREQUISITES: Seniors only.

TEACHING METHOD: Lectures, labs, midterm and Final

TEXT: No Text.

ctec@northwestern.edu

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

[Northwestern University](#)

Last Updated: February 7, 1996

0738 - Industrial Engineering and Management Sciences

Bruce Ankenman

Industrial Engineering and Management Sciences

C03 STATISTICS I

Time: MWF 10:00

W 3-5:00

Room: L313, A310

Office: MLSF 3021

Phone: 1-5674

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. 4th ed. Brooks-Cole; 2) Minitab Handbook by B.F. Ryan and B.L. Joiner, 3rd edition, Brooks-Cole (Optional)

Ajit C. Tamhane

Industrial Engineering and Management Sciences

C04 APPLIED STATISTICS

Time: MWF 10:00-11:00, LAB. W 3:00-5:00

Room: L382, L382

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, 4th Edition, Duxbury.

2) "MINITAB HANDBOOK," by Ryan, and Joiner, 3rd Edition, Publisher: Duxbury.

Collette Coullard

Industrial Engineering and Management Sciences

C13 DETERMINISTIC MODELS AND OPTIMIZATION

Time: MWF 11:00, M 3:00-5:00 (Lab)

Room: LR5, L382

Office: MLSF 3087

Phone: 1-3077

Expected Enrollment: 40

COURSE DESCRIPTION: Formulation and solution of applicable optimization models, including linear, network, integer, dynamic and nonlinear programs. Algorithmic methods and efficient use of computers.

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.

Industrial Engineering and Management Sciences

C15 STOCHASTIC MODELS AND SIMULATION

Time: MWF 1:00, T 1-2:30

Room: A310, A310

Office: MLSF 2009

Phone: 1-3747

Expected Enrollment: 35

COURSE DESCRIPTION: An integrated approach to stochastic modeling, analysis and simulation of systems encountered in industrial engineering. Analytical tools include the Poisson process, Markov chains, and queuing systems. Discrete event simulation using the SIMAN language are employed to develop intuition and understanding.

PREREQUISITES: Calculus-based probability (IE C02 or equivalent), programming (EECS A10 or equivalent.), Statistics (IE C03 or equivalent, may be taken concurrently).

EVALUATION: Based on homework, labs, midterm, final exam, and a group project.

TEACHING METHOD: Three one-hour lectures and one two-hour lab session per week. The lab session is used for simulation exercises, problem solving, and case studies.

TEXT: STOCHASTIC MODELING: ANALYSIS & SIMULATION, (1995) by Barry L. Nelson, McGraw-Hill, and course packet from CopyCat.

Gustave J. Rath

Industrial Engineering and Management Sciences

C22 INDUSTRIAL PSYCHOLOGY

Time: T 6:30-9:30

Room: LR 2

Office: MLSF 1021

Phone: 1-3668

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: Organizational Behavior: Concepts, Controversies, and Applications, by Stephen P. Robbins. (7th edition), Prentice-Hall

Sanjay Mehrotra

Industrial Engineering and Management Sciences

C24-2 ENGINEERING MANAGEMENT II

Time: W 6:30-9:30

Room: L382

Office: MLSF 1081

Estimated Enrollment: 31

COURSE DESCRIPTION: The fundamentals of financial and cost accounting for managers of manufacturing, engineering and of other technology based functions.

PREREQUISITES: This sequence of courses is open to regular and advanced undergraduate students in the Technological Institute. C24-1 is not a prerequisite. Open to IE and CE Construction Management seniors only. Taught jointly with IE D23.

TEACHING METHOD: The course will consist of weekly lecture-discussion sessions as well as homework problems to illustrate concepts.

EVALUATION: Grade for the course will be based on a mid-term examination and a final examination. The examinations will be oriented primarily toward problem solving exercises.

TEXT: 1) Introduction to Management Accounting, by Charles T. Horngren and Gary L. Sundem., 10th ed.(1996) Prentice-Hall.

Arthur P. Hurter

Industrial Engineering and Management Sciences

C27 ECONOMICS FOR ENGINEERING II

Time: TTh 10:30-12:00

Room: M351

Expected Enrollment: 60

Office: MLSF 4033

Phone: 1-3414

COURSE DESCRIPTION: This course deals with the economics of the business firms. The theory of demand and of cost and production is presented in both traditional and linear programming or activity analysis formats. Stock-Flow production functions are introduced to tie together production, equipment investment, replacement, and facility location decisions. The course concludes with analysis of competition.

PREREQUISITE: None.

TEACHING METHOD: Lecture and discussion.

EVALUATION: Homework (including short cases) two midterm exams and a final exam.

TEXTBOOK: MANAGERIAL ECONOMICS IN A GLOBAL ECONOMY (2ND ED.) McGraw-Hill 1993.

Hazen

Industrial Engineering and Management Sciences

C36-2 (20) (21)IE DESIGN PROJECT II

Time: T 12:00; M 3-5 T 1-3 (LAB)

Room: (20) LR8, (21) B392

Expected Enrollment: 40

Office: MLSF 3081

Phone: 1-5673

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: L386

Office: MSLF 1055

Phone: 1-3667

Expected Enrollment: 25

COURSE DESCRIPTION: Correction pending

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

Time: M 6:30-9:30

Room: G15 Annenburg Hall

Office: 5-186 Leverone

Estimated Enrollment: 35

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.

TEACHING METHOD: The course will consist of weekly lecture-discussion sessions as well as homework problems to illustrate concepts.

EVALUATION: Grade for the course will be based on a mid-term examination and a final examination. The examinations will be oriented primarily toward problem solving exercises.

TEXT: FINANCIAL AND MANAGEMENT ACCOUNTING, by Diamond, Hansen, and Murphy, South Western..

Sanjay Mehrotra

Industrial Engineering and Management Sciences

D27 INTEGRATED RESOURCE MANAGEMENT

Time: T 6:30-9:30

Room: L382

Office: MLSF 1081

Phone: 1-3155

Expected Enrollment: 30

COURSE DESCRIPTION: Aspects of Total Quality Control and Just-In-Time production systems are covered. Issues in supplier management, production management of multi-national corporations are studied.

PREREQUISITES: Graduate standing or permission of instructor.

TEACHING METHOD: One three-hour lecture per week. About half the time would be spent doing case discussions.

EVALUATION: Homework, project, and finals.

TEXTBOOK: PRODUCTION AND OPERATION MANAGEMENT, by Adams and Ebert, Prentice-Hall.

Charles W. N. Thompson

Industrial Engineering and Management Sciences

D32 SYSTEMS ENGINEERING

Time: M 6:30-9:30

Room: L386
Office: MLSF 1055
Phone: 1-3667
Expected Enrollment: 20

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

D52 COMBINATORIAL OPTIMIZATION

Time: MWF 2:00
Room: 1396 Tech
Office: MLSf 3087
Phone: 1-3077
Expected Enrollment: 20

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 "Combinatorial 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: LR 7

Office: MLSF 2081

Phone: 1-7008

Expected Enrollment: 30

COURSE DESCRIPTION: The course treats 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 or equivalent.

EVALUATION: Homework assignments (that may include projects), a midterm, and a final exam.

TEACHING METHOD: Three one-hour lectures per week.

TEXT: MODELING AND ANALYSIS OF STOCHASTIC SYSTEMS by V.G. Kulkarni

Mark Van Oyen

Industrial Engineering and Management Sciences

D68 Stochastic Control

Time: MWF 11-12

Room: 2307 TECH

Office: MLSF 2081

Phone: 1-7008

Expected Enrollment: 20

COURSE DESCRIPTION: The course treats dynamic programming and the optimal control of

systems described by Markov chains or stochastic difference equations for both finite and infinite horizon models with and without discounting. Applications are presented in operations research, queueing models, manufacturing, and communications systems.

PREREQUISITES: IEMS D60-1 or EECS D22 or equivalent

TEACHING METHOD: Three one hour lectures.

EVALUATION: Homework assignments, a midterm, and a course project.

TEXT: "Dynamic Programming: Deterministic and Stochastic Models" by Dimitri Bertsekas, Prentice-Hall 1987

Yehuda Bassok

Industrial Engineering and Management Science

D80-2 PRODUCTION AND ECONOMICS II

Time: TTh 10:30-12:00

Room: L313

Office: MLSf 1085

Phone: 1-5538

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.

Aaron Gellman

Industrial Engineering and Management Sciences

D90 (22) Selected topics in Industrial Engineering PROFITING FROM TECHNOLOGY MANAGEMENT

Time: Th 7-9:45

Room: Leverone

Office: 1936 Sheridan Road

Phone: 491-7286

Expected Enrollment: 20

COURSE DESCRIPTION: "Profiting from Technology Management and Utilization," now being offered for the second time, is unique in that it combines an emphasis on the management of technology development and innovation with the economic utilization of such technology. Consequently, the course addresses the interests of both engineers and enterprise managers.

For the most part, this is a survey course, even though some specific analytical and management techniques will also be considered. As appropriate, innovation case studies (prepared especially for this course) are discussed. Also, in classroom discussions the views of both managers and engineers will be compared and contrasted with respect to many issues.

PREREQUISITES: None.

TEACHING METHODS: Lecture and discussions.

EVALUATION: Papers, projects, and final paper/project or exam.

TEXTBOOK: None.

Gerald M. Hoffman

Industrial Engineering and Management Sciences

D90 (23) Information Technology to Meet Business Needs

Time: TH 3:00-6:00

Room: 2307 Tech

Office:

Phone: 312/664-8039

Expected Enrollment: 20

COURSE DESCRIPTION: Students in this course will learn how to participate effectively in information systems activities--as users, rather than as information systems professionals.

Every individual in every organization will be a user of information systems as part of his/her job. These systems will be appropriate to the jobs at hand in direct proportion to the quality of user participation in their design, development, and operation. This course brings together the technical and organizational knowledge which users need in order to participate effectively in information systems activities.

Topics covered include: identifying opportunities for profitable use of information technology, building and operating information systems, managing the interfaces between the information systems department and the rest of the organization, consequences of changes in the economic environment, and the social issues surrounding information technology.

PREREQUISITES: Experience with computers or information systems, either as a user or as a builder, preferably outside of an academic setting. (Or, by permission of the instructor.)

TEACHING METHODS: Lectures, extensive reading, class discussion.

EVALUATION: Class participation 50%, mid-term 10%, final exam 40%. Examinations will be "take home" type.

TEXTBOOK: INFORMATION SYSTEMS: A MANAGEMENT PERSPECTIVE, by Steven Alter, Addison-Wesley.

Albert H. Rubenstein

Industrial Engineering and Management Sciences

E11 INTEGRATION OF ENGINEERING AND TECHNOLOGY MANAGEMENT Time: Th 6:30-9:30

Room: 1396 Tech

Office: MLSf 1047

Phone: 1-3680

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.

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Last Updated: November 7, 1995

0750 - Material Science

M. Meshii

Materials Science and Engineering, 750-B01(20)

PRINCIPLES AND PROPERTIES OF MATERIALS

Office: 1129 MLSB

Phone: 491-3213

Expected Enrollment: 40

COURSE DESCRIPTION: Introduction to the relations between structure and properties of engineering materials. Structure is the assembly of atoms, ions, or molecules in one or more phases and can be controlled by processing methods. In this course we learn how to tailor properties through processing. Also covered is the impact of materials technology on historical, societal, and environmental issues.

PREREQUISITES: Chem A02 and Phys A35-1.

TEACHING METHODOLOGY: Three lectures and one laboratory session per week. The laboratory will consist of questions and discussions of homework problems, presentations, and demonstrations.

METHOD OF EVALUATION: Course grades will be determined from homeworks (20%), two midterm examinations (20% each), a final (30%) and presentations (10%).

TEXT: James F. Shackelford, Introduction to Materials Science for Engineers, Prentice_Hall, Inc. (1996), Fourth Edition.

M. Meshii

Materials Science and Engineering, 750-B01(21)

PRINCIPLES AND PROPERTIES OF MATERIALS

Office: 1129 MLSB

Phone: 491-3213

Expected Enrollment: 40

COURSE DESCRIPTION: Introduction to the relations between structure and properties of engineering materials. Structure is the assembly of atoms, ions, or molecules in one or more phases and can be controlled by processing methods. In this course we learn how to tailor properties through processing. Also covered is the impact of materials technology on historical, societal, and

environmental issues.

PREREQUISITES: Chemistry A03 and Physics A35-1.

TEACHING METHODOLOGY: Three lectures and one laboratory session per week. The laboratory will consist of questions and discussions of homework problems, presentations, and demonstrations.

METHOD OF EVALUATION: Course grades will be determined from homeworks (20%), two midterm examinations (20% each), a final (30%) and presentations (10%).

TEXT: James F. Shackelford, Introduction to Materials Science for Engineers, Prentice_Hall, Inc. (1996), Fourth Edition.

David N. Seidman

Materials Science and Engineering, 750-C16-1

SCIENCE OF ENGINEERING MATERIALS

Office: 1013A

Phone: 491-4391

Expected Enrollment: 15

COURSE DESCRIPTION: Principles underlying the dynamical development of microstructure. Diffusion, point defects, dislocations, internal interfaces and microstructure, lectures, and laboratory.

PREREQUISITES: Thermodynamics and 750-B01 or equivalent. No P/N for Materials Science and Engineering majors.

TEACHING METHODOLOGY: There will be three lectures and homework assignments. Laboratory exercises will be performed in smaller groups.

METHODS OF EVALUATION: There will be two mid_term exams and a final exam, counting toward the final grade, plus homework and lab reports. Active participation in discussion during class hours is strongly encouraged.

REQUIRED TEXTS: D.A. Porter and K.E. Easterling, Phase Transformation in Metals and Alloys, Van Nostrand Reinhold, 2nd Edition, 1991.

P.G. Shewmon, Diffusion in Solids, The Minerals, Metals & Materials Society, Warrendale, PA 1989.

J. Weertman and J.R. Weertman, Elementary Dislocation Theory, W. Strunk and E.B. White, Elements of Style,

Peter W. Voorhees

Materials Science and Engineering, 750-C22

KINETICS OF HETEROGENEOUS REACTIONS

Office: 4013 MLSB

Phone: 491-7815

COURSE DESCRIPTION: Rates and Mechanisms of heterogeneous solid-gas, liquid-solid and solid-solid reactions, such as carburization, reduction, oxidation, and corrosion. Solidification of alloys, morphological instability of a solid/liquid interface, solidification microstructure, cells, dendrites and eutectics, and solute redistribution.

TEACHING METHODOLOGY: Three lectures per week.

METHOD OF EVALUATION: Two exams (50\%) and Final examination (35\%), Homework (15%).

TEXTS: "Basic Corrosion and Oxidation", by John M. West, to be distributed in class.
"Solidification", by Kurz and Fisher, Third edition.

D. Lynn Johnson

Materials Science and Engineering, 750-C40

CERAMIC PROCESSING

Office: 3019 MLSB

Phone: 491-3584

Expected Enrollment: 20

COURSE DESCRIPTION: The steps in production of fired ceramic articles, including powder preparation, compaction and forming, and firing, will be studied. The following list of topics will be covered: powder synthesis and characterization; compact formation by pressing, colloidal processing, and extrusion; firing, including chemical and physical changes during liquid and solid state sintering. Non_powder routes also will be discussed. The interrelationships between processing as it controls the final microstructure and subsequent properties of ceramic materials will be explored. The laboratory includes statistical design of statistied experiments techniques.

TEACHING METHODOLOGY: Three lectures and one lab per week.

EVALUATION: 1 Midterm exam 30%

Final exam 40%

Homework 10%

Lab reports 20%

TEXT: James S. Reed, "Principles of Ceramic Processing, 2nd Edition (1995).

Julia Weertman

Materials Science and Engineering, 750-C51-2

INTRODUCTORY PHYSICS OF MATERIALS

Office: 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 electrical properties, optical properties, semiconductor junctions, magnetism, dielectrics, lasers, thermal vibrations and associated subjects and superconductivity. In all cases, the materials aspect and technological applications of the phenomena are stressed.

PREREQUISITES: Phys. A35-1, 2, 3; Math B21; and 750-C51-1 or equivalent.

TEACHING METHODOLOGY: Three one_hour lectures with discussion per week. Evaluation based on homework, laboratory reports, midterm and final exam, and a term paper with oral presentation. There is a laboratory for 3 hours per week.

TEXT: C. Kittel, Introduction to Solid State Physics, John Wiley, 7th Edition.

RECOMMENDED READING: R.H. Bube, Electrons in Solids: An Introductory Survey, 2nd edition, (Academic Press 1988).

L. Solymar and D. Walsh, Lectures on the Electrical Properties of Materials, 5th edition.

Wert & Thomson, Physics of Solids, McGraw Hill.

Omar, Elementary Solid State Physics, Addison-Wesley.

R.A. Levy, Principles of Solid State Physics, Academic Press.

Laurence D. Marks

Materials Science and Engineering, 750-C60

INTRODUCTION TO ELECTRON MICROSCOPY

Office Address: B03 Catalysis Center

Phone: 491-3996

COURSE DESCRIPTION: Theories and practice involved in application of scanning electron microscopy and transmission electron microscopy. Primarily for undergraduates, non_MSE graduate

students.

PREREQUISITES: Cannot be used toward the fifteen_course requirement without special permission.

TEACHING METHODOLOGY: Lectures and a Laboratory.

METHOD OF EVALUATION: One midterm and a term paper/project.

TEXT: To be assigned.

Gregory B. Olson

Materials Science and Engineering, 750-C96

SENIOR PROJECT

Office: Room 2021 MLSB

Phone: 4912847

Expected Enrollment: 17

COURSE DESCRIPTION: This is a projects course in which the student will conduct closely supervised research under a faculty member of the Department of Materials Science and Engineering. These projects are to emphasize laboratory experience as well as literature and theoretical studies. Two quarters of this course are needed to fulfill the Departmental Senior Thesis requirement.

Reports or other tangible evidence of progress are to be submitted to the instructor (Prof. Olson) biweekly. There will also be once a week class meeting during which the students will present informal oral progress reports on their project. At the conclusion of the second quarter, a suitable report, approved by the supervising faculty member, is to be submitted for completion of the Senior Project requirement.

PREREQUISITES: Senior standing in Materials Science and Engineering, or permission of instructor.

TEACHING METHODOLOGY: See above.

METHOD OF EVALUATION: For the first quarter of the course, the grade will be based on the biweekly progress reports, informal discussion with the instructor, and the end of quarter writeup. For the second quarter, the grade will be determined by these reports and discussion (1/3) and on the thesis (2/3).

READINGS: Extensive reading from texts and the research literature will be required for proper

execution of the research work.

Scott Barnett

Materials Science and Engineering, 750-D05

PHYSICS OF MATERIALS I

Office Address: 4037 MLSB

Phone: 491-2447

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: Gerald Burns, Solid State Physics, Academic (1985).

Katherine T. Faber

Materials Science and Engineering, 750-D06

DEFORMATION AND FRACTURE

Office Address: Room 3033 MLSB

Phone: 491-2444

Expected Enrollment: 35

COURSE DESCRIPTION: Linear elastic properties of crystals and generalized yield criterion are reviewed. Plastic deformation and creep are treated with emphasis on dislocation, grain boundary, and diffusional mechanisms. Linear and non_linear elastic fracture mechanics are developed. High temperature behavior and cyclic behavior are considered.

TEACHING METHODOLOGY: Three lectures per week including problem solving.

METHOD OF EVALUATION: Course grade will depend upon mid_term and final examinations, homework, and special topic problem or paper.

TEXT: Thomas H. Courtney, Mechanical Behavior of Materials, McGraw_Hill, latest edition.

Kenneth R. Shull

Materials Science and Engineering, 750-D44

HIGH POLYMERS IN THE SOLID STATE

Office Address: 3051 MLSB

Phone: 467-1752

Expected Enrollment: 12

COURSE DESCRIPTION: The goal of the course is to cover in considerable detail important advanced areas in polymeric materials.

PREREQUISITES: 750_C21 and 750_C31 or equivalents, or permission of instructor. P/N allowed.

TEACHING METHODOLOGY: Three lectures per week. Homework assignments will be based on information from the lectures, and on readings from the original literature. **METHOD OF EVALUATION:** One midterm and one final exam, in addition to weekly homework and a literature review and presentation.

TEXT: P._G. de Gennes, Scaling Concepts in Polymer Physics, Cornell University Press, Ithaca, NY, 1979.

Vinayak P. Dravid

Materials Science and Engineering, 750-D66

ANALYTICAL ELECTRON MICROSCOPY

Office Address: 3013 MLSB

Phone: 467-1363

COURSE DESCRIPTION: This course covers both conceptual understanding and hands_on training of various analytical electron microscopy (AEM) techniques and their applications to physical and biological materials. Diversity of analytical signals generated during electron_ specimen interactions and their synergistic interplay for high spatial resolution and sensitivity are emphasized. Fundamental concepts in quantitative x_ray microanalysis, EELS, CBED, STEM and advanced instrumentation are covered with an emphasis on problem_solving in physical and biological sciences.

PREREQUISITES: MSc C60, D60 or equivalent courses elsewhere, or consent of the instructor (consult with the instructor early if this is the case).

TEACHING METHODOLOGY: Class_room lectures along with multi_media presentations. Demonstrations of software modules and hands_on laboratory training on advanced microscopes. Class notes will be available and considerable literature will be cited for reference.

METHOD OF EVALUATION: Mid_term (40%), homeworks/assignments (20%) and hands_on project (40%).

TEXT: "Practical AEM in Material Science", by D.B. Williams (available through Tech. Publ. , 1984).

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Last Updated: February 1, 1996

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.

Place: Tech M351

Office Address: Tech E374

Phone: 491-3043

Expected Enrollment: 100

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.

Tai T. Wu

Biomedical Engineering Department, 0765-C15

APPLICATION OF GENETIC ENGINEERING TO IMMUNOCHEMISTRY

Time: MWF 5-6 p.m.

Place: Tech 3823

Office Address: Tech E267

Phone: 491-7849

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.

David Kelso

Biomedical Engineering 0765-C17

BIOCHEMICAL SENSORS

Time: TTh 4-5:30 p.m.

Place: Tech 3829

Office Address: Tech E384

Phone: 467-2167

Expected Enrollment: 20

COURSE DESCRIPTION: Biosensors which monitor levels of blood analytes for real-time patient management are surveyed in this course. Fundamental principles underlying the transducers that convert chemical activity into electrical or optical signals are studied in depth. Other processes involved in the operation of the sensors such as membrane diffusion, capillary transport and cell separation are also covered. 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 (A35) and chemistry (A01, A02, A03) is required. Biochemistry (C01) 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. An oral summary of the report will be presented to the class.

TEXT: Required readings will be provided by the instructor.

Max Epstein

Biomedical Engineering Department, 0765-C27

MAGNETIC RESONANCE IMAGING

Time: MWF 1-2 p.m.

Place: Tech 3829

Office Address: Tech 2697

Phone: 491-5444

Expected Enrollment: 30

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.

Thomas K. Goldstick

Biomedical Engineering Department, 0765-C50

TRANSPORT FUNDAMENTALS

Time: MWF 11 a.m.-1 p.m.

Place: Tech LR7

Office Address: Tech E254

Phone: 491-5518

Expected Enrollment: 30

COURSE DESCRIPTION: Introductory, basic course covering both fundamental and biomedical applications of diffusive and convective heat and mass transfer. Joint class with ChE C23.

PREREQUISITES: Math B14-3, BME B70 (Introduction to Biomedical Fluid Mechanics)

Scott L. Delp

Biomedical Engineering Department, 0765-C66

BIOMECHANICS OF MOVEMENT

Time: TTh 8:30-10 a.m.

Place: Tech A110

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.

Lyle F. Mockros

Biomedical Engineering Department, 0765-C79

ARTIFICIAL ORGANS

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

Place: Tech 3381

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

Alan Sahakian

Biomedical Engineering Department, 0765-C95-20

BIOMEDICAL COMPUTING

Time: TTh 2:30-3:45 p.m.

Place: A310
Office Address: Tech M394
Phone: 491-7007
Expected Enrollment: 24

COURSE DESCRIPTION: Principles of modern (computer-based) medical instrumentation, including analog-vs-digital design trade-offs, efficient digital filter designs and algorithms for physiological signal processing, automated event recognition and classification. Hardware and software design of microcomputer-based medical instruments. Examples of specific applications.

PREREQUISITES: EECS C06, EECS B70 or equivalent and some experience in computer programming, or consent of instructor.

Joseph T. Walsh

Biomedical Engineering Department, 0765-C95-22

INTRODUCTION TO BIOMEDICAL SIGNALS AND IMAGING

Time: Lecture: TTh 12:30-2 p.m. Lab: TBA

Place: Tech 2381

Office Address: Tech E344

Phone: 491-7118

Expected Enrollment: 30

COURSE DESCRIPTION: Fundamentals of signals and systems. Time and frequency domain issues. Fourier series and transforms. Convolution, frequency response, and filtering. Examples, homeworks, and laboratories will involve analysis of signals from biomedical transducers and images from biomedical samples (e.g. from optical microscopes, MRI, PET)

PREREQUISITES: Co-registration in Math B21 or equivalent.

TEACHING METHODOLOGY: Two 1.5-hour lectures/week; one 2-hour lab/week

EVALUATION: Homework, midterm, lab reports, final.

TEXT: Oppenheim, A.V. and Willsky, A.S. Signals and Systems. Prentice-Hall, Inc. NJ.

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