

Winter 1993-94 Course Descriptions

- [School of Education and Social Policy](#)
 - [Medill School of Journalism](#)
 - [College of Arts and Sciences](#)
 - [School of Speech](#)
 - [McCormick School of Engineering & Applied Science](#)
 - [0937 Naval Science](#)
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Last Updated: May 3,1995

School of Education and Social Policy

- [0205 Educational Processes](#)
 - [0225 Human Development and Social Policy](#)
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Last Updated: May 3, 1995

Winter 1993-94 Course Descriptions

0325 Editing

Prof. Ava Greenwell

Broadcast Journalism C60-1

BROADCAST WRITING

Lecture: M 10-11am Fisk

Labs: W 9-noon; F 1-4pm Louis Hall, Broadcast Newsroom

Office Address: Fisk Hall 204E

Office Phone: 467-2579

COURSE DESCRIPTION: You will learn the fundamentals of television news writing essential to all careers in TV news. The labs will concentrate on helping you learn to write news scripts that are accurate, clear, concise and conversational. You will learn the Newstar computer system in our state-of-the-art Broadcast Newsroom in Louis Hall. You will also learn basic video tape editing and how to write scripts that co-ordinate with the video. The weekly lectures at the beginning of the quarter will introduce techniques you will practice in the labs. The remaining lectures will address key issues facing television journalists.

PREREQUISITE: C20 News Writing & Reporting.

TEACHING METHOD: Lecture/Lab.

TEXTS:

1. AP Broadcast News Handbook, The Associated Press, New York, NY.

Prof. Patricia Dean

Broadcast Journalism C62-1

TELEVISION NEWS EDITING

Lecture: T 3-5pm Fisk

Lab: W 1-5:30pm Louis Hall Broadcast Newsroom

Office Address: Fisk Hall 210

Office Phone: 491-2060

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

PREREQUISITE: C-60 Broadcast Writing.

TEACHING METHOD: Lecture/Lab.

TEXTS:

1. AP Broadcast News Handbook, The Associated Press, New York, NY.

Prof. Brenda Boudreaux

Broadcast Journalism C62-1

TELEVISION NEWS EDITING

Lecture: T 3-5pm Fisk

Lab: W 1-5:30pm Louis Hall Broadcast Newsroom

Office Address: Fisk Hall 214

Office Phone: 467-1314

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

PREREQUISITE: C-60 Broadcast Writing.

TEACHING METHOD: Lecture/Lab.

TEXTS:

1. AP Broadcast News Handbook, The Associated Press,
New York, NY.

Prof. Ava Greenwell
Broadcast Journalism C61-0
BROADCAST REPORTING
Time: M 1-5:30pm
Office Address: Fisk Hall 204E
Office Phone: 467-2579

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

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

PREREQUISITE: Broadcast Writing C60-0

TEACHING METHOD: Lecture/Lab.

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Last Updated: October 28, 1993

College of Arts and Sciences

- [0000 Freshman Seminars](#)
- [0000 Senior Linkage Seminars](#)
- [0403 Anthropology](#)
- [0404 African-American Studies](#)
- [0405 Art History](#)
- [0406 Art Theory and Practice](#)
- [0407 Astronomy](#)
- [0409 Biological Sciences](#)
- [0411 Chemistry](#)
- [0413-0415 Classics](#)
- [0416 Comparative Literary Studies](#)
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- [0419 English](#)
- [0423 Geological Sciences](#)
- [0425 German](#)
- [0427 History](#)
- [0429 Religion](#)
- [0430 European Thought and Culture](#)
- [0433 African and Asian Languages](#)
- [0434 Linguistics](#)
- [0435 Mathematics](#)
- [0439 Philosophy](#)
- [0447 Physics](#)
- [0449 Political Science](#)
- [0451 Psychology](#)
- [0455 French](#)
- [0457 Italian](#)
- [0459 Portuguese](#)
- [0463 Spanish](#)
- [0467 Slavic Languages and Literature](#)
- [0471 Sociology](#)
- [0473 Statistics](#)
- [0480 Women's Studies](#)
- [0482 Integrated Arts Program](#)

- [0495 International Studies](#)
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Winter 1993-94 Course Descriptions

School of Speech

- [0605 - Performance Studies](#)
 - [0610 - Communication Studies](#)
 - [0620 - Communication Sciences and Disorders](#)
 - [0630 - Theatre](#)
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Last Updated: February 7, 1995

McCormick School of Engineering

- [0727 Electrical Engineering and Computer Science](#)
 - [0738 Industrial Engineering and Management Science](#)
 - [0750 Material Sciences](#)
 - [0765 Biomedical Engineering](#)
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Last Updated: February 7, 1995

Winter 1993-94 Course Descriptions

0937 Naval Science

Clinton H. Files, Lieutenant, USN

Naval Science, A10

INTRODUCTION TO NAVAL ORGANIZATION

Time: MWF 0745-0900

Office Address: 617 Haven St.

Phone: 491-3324/3325

Expected Enrollment: 20

COURSE DESCRIPTION: The course is a comprehensive, introductory study of the U.S. Navy and Marine Corps' history and traditions, complex organization and structure, officer career paths, and the role of the naval service in supporting national policies. It is a course of instruction designed to be the foundation for future courses in naval science as well as a basic look at the naval service, past, present, and future.

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

TEACHING METHOD: Lecture, demonstration, practical exercises

EVALUATION: Quizzes, midterm, final projects TBA

TEXTS:

Naval Orientation, NAVEDTRA

Wedertz, Bill, ed., The Blue Jackets Manual, Naval Institute Press

Blank, Block, and Richardson, Introduction to Naval Engineering

Clinton H. Files, 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

David J. Wears, Lieutenant, USN
Naval Science, B10

MARINE NAVIGATION

Time: (1) T 1300-1500
MWThF 0800-0900

Office Address: 617 Noyes St.

Phone: 491-3088/7889

Expected Enrollment: 25

COURSE DESCRIPTION: A comprehensive study of the theory underlying marine navigation, followed by practical application. The course will cover: (1) basic piloting; dead reckoning, terrestrial lines of position, set and drift, extensive chartwork; and (2) elements of celestial navigation: solution of the navigation triangle, use of the sun, moon, stars, and planets to find a position at sea, actual sextant observations of celestial bodies (weather permitting). A field trip to the Adler Planetarium is planned.

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

TEACHING METHOD: Lecture, demonstration, practical exercises

EVALUATION: Graded homework, two midterms, one final, one project

TEXTS:

R. R. Hobbs, Marine Navigation, Vols 1 & 2

John 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

David J. Wears, 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

John Bowen, Lieutenant, USN

Naval Science, C45

NAVAL SHIP SYSTEMS I (NAVAL ENGINEERING)

Time: MWF 0745-0900

Office Address: 617 Haven St.

Phone: 491-3324/3325

Expected Enrollment: 25

COURSE DESCRIPTION: Introductory engineering course oriented toward naval applications. The course includes (1) basic power cycles and thermodynamic processes utilized in naval propulsion systems, (2) functions of major and auxiliary components of each system, (3) ship design criteria and construction factors, (4)

basic electrical theory including power distribution systems, (5) safety considerations, (6) characteristics of naval fuel and oil, (7) principles, procedures, and equipment involved in damage control, shipboard watertight integrity and ship stability.

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

TEACHING METHOD: Lecture series oriented around text

EVALUATION: The student's grade for this course will be based upon a midterm, homework, quizzes, and a final exam.

READING LIST:

Blank, Bock, Richardson, Introduction to Naval Engineering
Bureau of Naval Personnel, Principles of Naval Engineering
Bissell, Ship Board Damage Control
Gillmer, Modern Ship Design

Ronald Evans, Commander, USN

Naval Science, C41

NAVAL LEADERSHIP AND MANAGEMENT

Time: MWF 0730-0900

Office Address: 617 Haven St.

Phone: 491-3324/3325

Expected Enrollment: 25

COURSE DESCRIPTION: This course covers a variety of subjects intended to provide the student with an understanding of the role and responsibilities of a Naval Officer. It aims to develop, in each student, necessary managerial and professional competencies including (1) a comprehension of principles of the Navy Human Resources Management Support System (e.g., Equal Opportunity, Drug and Alcohol Abuse, Affirmative Action, and Leadership and Management Education and Training), and (2) a knowledge of basic administrative responsibilities, naval correspondence procedures, maintenance material management, security and safety programs, personnel appraisal and evaluation, and military laws. Additionally, personal financial management techniques and strategies will be discussed to help prepare the future naval officers for financial planning.

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

TEACHING METHOD: Lecture, discussion, exercises, class presentation

EVALUATION: Exercises, class participation, quizzes, research paper, midterm, and final examination

TEXTS:

J. V. Noel & F. E. Bassett, Division of Officer's Guide (7th Edition)

L. E. Sharff & S. Gordon (ed.), Uniformed Services Almanac

J. B. Washbush & B. Sherlock (ed.), To Get the Job Done,

Readings in

Leadership and Management

Leadership & Management II/NS 402 Support Material Handouts, Rev 7-90

Unrestricted Line Officer Career Planning Guidebook, 1990 Editions

Useful Information for Newly Commissioned Officers

Law and the Junior Officer

Cristov Dosev, Captain, USMC

Naval Science, C36

EVOLUTION OF WARFARE

Time: WF 0730-0900

Office Address: 617 Haven St.

Phone: 491-3324/3325

Expected Enrollment: 10

COURSE DESCRIPTION: Warfare has been one instrument of political action throughout history. Warfare has not necessarily "evolved" through recorded history, but rather it has been rediscovered and perfected by successive nations and by each generation within nations. People, past and present, have been able to draw on the military experiences of other nations in shaping their own philosophies and techniques of warfare. Success or failure in wars has determined the course of history in all areas of our society and the world. Therefore, for good or bad, it is doubtful one could find a more relevant area of study.

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

TEACHING METHOD: Lecture, discussion, class presentation

EVALUATION: Class participation, midterm and final exam

TEXTS: Supplied

Cristov Dosev, Captain, USMC

Naval Science, C46

AMPHIBIOUS WARFARE

Time: WF 0730-0900

Office Address: 617 Haven St.

Phone: 491-3324/3325

Expected Enrollment: 10

COURSE DESCRIPTION: Military strategists and tacticians agree that an amphibious assault is one of the most difficult forms of military operation to execute. This assessment is premised upon the fact that an amphibious assault force, in order to be successful, must be capable of accomplishing the transition from static seaborne unit to effective land force. This requires the complete transfer of combat power from ship to shore-frequently against a well coordinated enemy defense. Despite the great difficulty, history is full of instances in which an amphibious assault proved to be a deciding factor in an overall military strategy. In this course, we will examine specific campaigns in order to trace the development of modern amphibious doctrine. In that sense, it will be a history course. However, later in the course, after understanding the doctrine, you will have the opportunity to analyze an amphibious operation and present your findings in class. In addition, we will ultimately raise questions about the viability of the amphibious doctrine in today's high-tech environment.

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

TEACHING METHOD: Lecture, discussion

EVALUATION: Term project, class participation, midterm and final examination

READING LIST:

Peter A. Isley & Philip A Cowl, The U.S. Marines and Amphibious War

Merrill L. Bartlett, Assault from the Sea: Essays on the History of

Amphibious Wars

Alan Moorehead, Gallipoli

Robert D. Heinl, Jr., Victory at High Tide

Max Hastings & Simon Jenkins, The Battle for the Falklands

Instructor: various

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 midshipman 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. .

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Last Updated: April 23, 1995

0205 Educational Processes

William Hazard

Education/Social Policy EDPR B11

INTRODUCTION TO ORGANIZATION THEORY AND PRACTICE

Time: MW 1:00-2:30 p.m.

Office Address: EDU 217

Phone: 491-3713

COURSE DESCRIPTION: This course is an introductory examination of the interaction of people in organizational settings. The primary object of this examination is to acquaint the students with the nature and dynamics of the organizational setting and the consequences of the variable interactions between organizations and the people impacted by them. Much of the course will focus on defining and clarifying the key terms used in the research and practice literature. We will rely heavily on literature as the source of information but, so far as feasible, will encourage students to draw upon their experience to supplement and enrich meaning.

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

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

READING LIST:

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

Bookstore.)

Whyte, William. The Organization Man. Simon and Schuster, 1956. (Available at Norris Bookstore.)

Bennett Reimer

Education/Social Policy EDPR C03

PROBLEMS IN PHILOSOPHY OF EDUCATION: AESTHETIC EDUCATION

Time: MWF 1:00-2:00 p.m.

Office Address: 225 Music Administration

Phone: 491-7575

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

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

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

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

READING LIST:

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

Sophie Haroutunian-Gordon

Education/Social Policy EDPR C03

PROBLEMS IN PHILOSOPHY OF EDUCATION

Time: TTh 4:30-6:00

Office Address: EDU 117

Phone: 467-1999

COURSE DESCRIPTION: The course will take a historical perspective on the field of philosophy of education. We will

read four classic texts which span 2500 years, and so will move from ancient to modern views of the timeless and most profound of educational issues. The reading will help us to reflect upon such questions as: What ought the aims of education to 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?

TEACHING METHOD: The class will emphasize interpretive discussion. For one and one-half hours of each session, students will meet in groups of 15-20 with a leader to analyze the meaning of the text. Students will come to the discussion having read the assigned text and with written questions about its meaning. The instructor will meet the class as a whole for the last hour of each session. Over the course, each student will write four assigned papers on the texts. There will be no examinations.

READINGS:

Students must own copies of all four texts and must use the following editions.

Plato, Protagoras and Meno dialogues, Trans. W. K. C. Guthrie, Penguin Classics, 1985.

Aristotle, Nicomachean Ethics, Trans. Martin Ostwald, Bobbs-Merrill/Library of Liberal Arts, 1962)

Rousseau, Jean-Jacques, Emile, Trans. Allan Bloom, New York: Basic Books, 1979.

Dewey, John, Democracy and Education, Free Press--Macmillan, 1966.

Michael Gareth

Education/Social Policy EDPR C06

STUDIES IN ORGANIZATIONAL CHANGE

Time: MW 1:00-2:30 p.m.

Office Address: EDU 211

Phone: 491-8761

COURSE DESCRIPTION: This course will examine alternative approaches to the management of change in organizations. Some of the topics covered include organizational structure, culture, and politics; the influence of organizational environments in promoting and constraining organizational adaptation; and the role of ambiguity and uncertainty in

planning, implementing and evaluating organizational reform.

TEACHING METHOD: The course will include lectures, discussion of cases, and small group work. Discussion is considered an important component of the course as concepts of organizational change tend to emerge from examination and analysis rather than formula.

EVALUATION: The main assignment for the course is an extended case study, to be completed in several stages; several short quizzes; no midterm or final exam.

READING LIST:

Scott, R. Organizations: Rational, Natural and Open Systems. Englewood Cliffs, N.J.: Prentice-Hall, 1987.

Carol D. Lee

Education/Social Policy EDPR C52

TOPICS IN CURRICULUM AND INSTRUCTION

TIME: M 4:00 - 6:30

Office Address: EDU 223

Phone: 467-1807

COURSE DESCRIPTION: This course is taught as a seminar that involves a close textual analysis of three major texts, an array of articles and/or book chapters. The course examines the influences of culture and social context on thinking as those relationships are mediated through language, and in particular how concepts of self and voice are mediated through personal narrative. In the course, we are particularly concerned with what the implications of this line of argument are for instruction in educational settings.

EVALUATION: Students are expected to attend each class session, to complete assigned readings, and to participate fully in class discussions. There is also a required class presentation and a final paper (10-15 pgs).

READING LIST:

Belenky, M.F., Clinchy, B.M. Goldberger, N. R. & Tarule, J. M. (1986). Women's Ways of Knowing, The Development of Self, Voice, and Mind.

New York: Basic Books.

Bruner, J. (1990). Acts of Meaning. Cambridge, Mass.:
Harvard University Press.

Wertsch, J.V. (1991). Voices of the Mind, A Sociostructural
Approach to Mediated Action. Cambridge, Mass.: Harvard
University Press.

William Rando
Education/Social Policy EDPR C72
METHODS OF OBSERVING HUMAN BEHAVIOR
Time: TTh 1:00-2:30 p.m.
Office Address:
Phone: 491-3443

COURSE DESCRIPTION: An introductory course in observational
methods, meeting one unit of the research methods requirement
for undergraduates in the School of Education and Social
Policy. Students explore uses of observational methods for
research and policy analysis. Experience is provided in both
qualitative and quantitative procedures including: (a)
focused observation, (b) field notes, (c) interviews, and (d)
quantitative designs.

Robert R. Boyle
Education/Social Policy EDPR, C81
TUTORIAL IN EDUCATION: STUDENT TEACHING
Time: W 4:30-7:00
Office Address: EDU 115
Phone: 491-3829

COURSE DESCRIPTION: In conjunction with the field
experience, interns are required to attend a weekly seminar
that is designed, in part, to deal with practical problems
that are encountered in the field and to anticipate problems
that can be avoided. The seminar, too, will take up special
topics of practical import, such as interdisciplinary
approaches to teaching, grief counseling, classroom problems
relating to substance abuse, and the role of the classroom
teacher in recognizing and reporting mental, physical, and
sexual abuse. Not least, the seminar functions as an
intellectual and emotional support group.

Written work includes thorough description of courses or classes in which the intern is involved, an entire set of lesson plans, periodic self-evaluation reports, and other assignments relating to the field experience.

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Last Updated: October 28, 1993

0225 Human Development & Social Policy

Regina L. Logan

Education/Social Policy HDSP C01

HUMAN DEVELOPMENT: CHILDHOOD AND ADOLESCENCE

Time: TTh 9:00-10:30 a.m.

COURSE DESCRIPTION: This is an introductory course in human development providing an overview of child development. Major theories of development will be presented. The domains of physical, cognitive and emotional development will be addressed as each is manifested and experienced during the four major stages of infancy, early childhood, middle childhood and adolescence. Social settings and family structure will be discussed and their impact on development explored. Implications for education and social policy will be a major focus of the course.

PREREQUISITES: None. P/N is not allowed; juniors and seniors preferred, sophomores admitted with instructor's approval when space is available.

TEACHING METHOD: Sessions will include lectures which follow the general content of the required readings, and discussions which focus on interests and future career applications of students when possible. Various media and guest speakers will be used when appropriate.

EVALUATION: Students are expected to write a 10-20 page paper , there is a take-home midterm, a final exam.

READING LIST:

Seifert, Kevin L. & Hoffnung, Robert J (1991) Child and Adolescent Development, 2nd Edition. Boston: Houghton Mifflin Co.

Hagestad, Gunhild

Education/Social Policy HDSP C02

HUMAN DEVELOPMENT THROUGH THE LIFE SPAN: ADULTHOOD AND AGING

Time: T Th 10:30- 12:00

Office Address: EDU 205

Phone: 491-3884

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

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

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

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

Lee Anderson

Education/Social Policy HDSP C11

POLITICAL ECONOMY OF SOCIAL POLICY

TIME: T Th 1:00 - 2:30

Office Address: EDU 231

Phone: 491-5420

COURSE DESCRIPTION: This course is grounded in the assumption that social policy is best understood when it is studied from a vantage point provided by two related intellectual perspectives. One is a political economy perspective, and the second is a world system perspective.

TEACHING METHOD:

EVALUATION: The student will be graded on a midterm exam, a substantial research paper, and active class participation

READING LIST:

Richard Reich, Work of Nations

James Agnew, United States and the World Economy

Frank Levy, Dollar and Dreams

Phillip Bowman

Education/Social Policy HDSP C12

DEVELOPMENT OF AFRICAN-AMERICAN CHILDREN AND FAMILIES:
THEORY AND RESEARCH

Time: TBA

Office Address: EDU 108

Phone: 467-2010

COURSE DESCRIPTION: This course encourages the study of African-American families and children from a holistic, multi-disciplinary perspective which includes attention to the linkages between a) the family and the broader society as a point of historical change, and b) the relationships between individuals within the family insofar as these relationships impact individual care and development and are impacted by the society. Another objective is to expose the student to specific points of factual information about African-American families and children, particularly in contradiction to prevailing myths and stereotypes. Lastly, this course is designed to foster the student's ability to examine how contemporary educational and human service policies and related programs impact the development and family lives of African-Americans, and to collect and synthesize information in relation to that problem.

EVALUATION: Students will be graded on a final exam and a final paper (10 pages)

READING LIST:

Rainwater, Lee and Yancy, William (1967). The Moynihan report and the politics of controversy. Cambridge: MIT

Press.

McGhee, James (1984). A profile of the Black single female-headed household. In James Williams (Ed.) The State of Black America - 1984. New York: National Urban League, Inc.

Edelman, Marian (1985). The sea is so wide and my boat is so small: Problems facing Black children today. In Harriette McAdoo (Eds.) Black Children. Beverly Hills: Sage.

Margaret Lee
Education/Social Policy HDSP C83
PRACTICUM IN HUMAN DEVELOPMENT
Time: TBA.
Office Address: EDU 120
Phone: 491-3790

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

PREREQUISITES: For HDSP students only, with prior consent of Practicum Director, and EDPR C72. You are required to enroll in HDSP C83 and HDSP C85 - Practicum Analysis Seminar - concurrently. The only exception is for those who have received permission for an out-of-area practicum, in which case the student must take HDSP C85 in the immediately following quarter.

EVALUATION:

1. The Practicum Director initiates phone contacts with the student's onsite supervisor.
2. The onsite supervisor submits a Supervisor's Mid-Term Evaluation of Student's Performance.
3. The onsite supervisor submits a Supervisor's Final Evaluation of Student.
4. The student fulfills attendance requirements at scheduled meetings at 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).

Robert Menges, Supervisor
Education/Social Policy HDSP C85-2,3
PRACTICUM ANALYSIS SEMINAR
Time: F 10:00-1:00 p.m.
Office Address: EDU 216
Phone: 491-3621

COURSE DESCRIPTION: Small-group meetings of students in the Human Development and Social Policy program to analyze practicum experiences, organize their perceptions of their own internships, and share them with other class members. To be taken concurrently with Education 225-C83.

ctec@northwestern.edu

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

[Northwestern University](#)

Last Updated: October 28, 1993

0230 Counseling Psychology

Susan Lee

Education/Social Policy CPSY C11-0

GROUP DYNAMICS

Time: Lecture, T 9:00 - 12:00.

Office Address: Theater/Interp. Center

Phone: 491-7666

COURSE DESCRIPTION: Psychodynamic theory and research in the social psychology of groups and social systems focusing on small and large group dynamics and intergroup relations will be examined in the first half of the course. Students will participate in an ongoing Small Group Conference. Theory and research will also be used to enable students to analyze and make sense of their Conference and related group and systems experience. The second half of the course will emphasize the application of group and systems theory and research and conference experience to such topics as decision-making groups, work groups, therapy groups, the classroom as a small group, women in authority, organizational change, and consultation to human service directory systems.

Don Prentiss

Education/Social Policy CPSY C32

CAREER COUNSELING: THEORY AND COUNSELING

Time: MF 8:30 - 10:00

Phone: 491-3264

COURSE DESCRIPTION: Career development is an ongoing, life-long process consisting of self-assessment, knowledge of the organizational environment, and personal planning and development. This course will begin with lecture and discussion of the major theories of career development from the individual perspective. Next the course will look at career development in terms of organizational behavior. Finally, achieving the most satisfying, efficient individual-

organization or career path will be addressed. Students will have the opportunity to develop their own career development plan.

EVALUATION: The course grade will be determined as follows:

1. Choose one option:
 - a. two short papers, one at mid-term and one at course end - 35% and 35%
 - b. a short paper and a class presentation - 35 % and 35 %
 - c. one longer paper submitted at course end - 70%
2. A personal vocational appraisal and developmental plan - 20%
3. Class participation and attendance - 10%

READING LIST:

Readings will be assigned from the following texts:

Brown, Brooks, and Associates. Career Choice and Development. San Francisco: Jossey-Bass, 1987.

Leavitt, Pondy. and Boje. Readings in Managerial Psychology/4th ed. Chicago: University of Chicago Press, 1989.

Susan Lee

Education/Social Policy CPSY C51

PSYCHOLOGY OF WOMEN

Time: WF 10:00-11:30

Office Address: Theater/Interp. Center

Phone: 491-7666

Joint with WMST C92

ctec@northwestern.edu

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

[Northwestern University](#)

Last Updated: October 28, 1993

Winter 1993-94 Course Descriptions

0000 Freshman Seminars

* * * ANTHROPOLOGY * * *

Oswald Werner

Anthropology

A01-6, Sec. 20

THE MAYA

Time: TTH 1:00-2:30

Office Address: 1810 Hinman

Phone: 491-5402

Expected Enrollment: 15

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

TEACHING METHOD: Lectures and presentations by members of the class.

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

TENTATIVE READING: L. Schele and D. Freidel, A Forest of Kings: The Untold Story of the Ancient Maya

Caroline Bledsoe

Anthropology A01-6, Sec. 21

MALE FERTILITY IN THE ERA OF FERTILITY DECLINE

Time: M 1:00-3:00

Office Address: 1810 Hinman

Phone: 491-5402

Expected Enrollment: 15

COURSE DESCRIPTION: Changes across the world in the use of contraception may be profoundly altering the meaning and importance of parenthood for men. Issues such as quantity vs. quality of children, child survival, fertility limitation, inheritance, polygyny--all comprise vital questions of men as reproducers and supporters of children. Yet most fertility work has focused on women, leaving the fertility goals and behaviors of men poorly understood. Works in anthropology and history as well as the other social sciences can be brought to bear to ask fresh questions about changing patterns of paternity and in people's ideas about paternity.

To address these issues, the course examines classic anthropological works, especially those from Africa, on marriage and fertility. Students will examine library sources that can illuminate these issues and write--and revise--two papers explaining their findings.

TEACHING METHOD: Discussion of assigned texts.

EVALUATION: Class participation, two papers about 8 pages each. In addition, everyone will turn in an abstract (1-2 pages) for both papers before they are due.

READING LIST: Selected Readings

Malcolm Dow

Anthropology

A01-6, Sec. 22

EVERYDAY LIFE IN SOCIAL NETWORKS

Time: TTH 12:30-2:00

Office Address: 555 Clark Phone: 491-4835

Expected Enrollment: 15

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

social network analysis, looking at the patterns of relationships created by people in their daily interactions, and at the causes and consequences of these patterns.

TEACHING METHOD: Seminar

EVALUATION: A series of short writing assignments.

READING LIST: A packet of miscellaneous readings will be made available.

* * * ART HISTORY * * *

Amelia Rauser

Art History

A01-6, Sec. 20

ART AND REVOLUTION IN BRITAIN, FRANCE AND AMERICA, 1776-1793

Time: TTH 9:00-10:30

Office Address: 40 Kresge

Phone: 491-8660

Expected Enrollment: 15

COURSE DESCRIPTION: The political and social revolutions in the American Colonies and in France were accompanied by dramatically heightened roles for the arts as vehicles of reassurance, propaganda or interpretation. They depicted and sometimes even "re-made" history as it happened during these turbulent years in which societal values were under debate and national identity was being radically formed or re-formed. In this course we will examine the importance of Neo-Classical history painting in all three countries, the new symbols of nationhood produced in the United States and France in statuary, paintings and public festivals, and the critical role of political caricature in both interpreting events and creating a sense of national identity.

TEACHING METHOD: Seminar meetings twice a week to discuss readings and analyze images.

EVALUATION: Three writing assignments, including two short "looking" assignments and one research paper, will be assigned: 70% of grade (30% for the long paper, 20% each for the other two). Class participation: 20%. Notebooks, in which discussion and reading notes, paper drafts and research materials will be kept: 10%.

READING LIST:

Required Texts: Albert Boime, Art in an Age of Revolution,
1750-1800 A Social History of Art, Vol. 1

Edmund Burke and Thomas Paine,
Reflections on the French Revolution and The
Rights of Man Hugh Honour,
Neo-Classicism

Recommended Texts: William Doyle, Origins of the French Revolution
J.H. Plumb, England in the Eighteenth Century

Stephen Perkinson

Art History

A01-6, Sec. 21

LOOKING AT IMAGES: WHAT DO WE KNOW? HOW DO WE KNOW IT?

Time: TTH 10:30-12:00

Office Address: 40 Kresge

Phone: 491-8660

Expected Enrollment: 15

COURSE DESCRIPTION: Attempts to interpret the art produced during the 15th-century Renaissance in Northern Europe have provoked considerable debate among art historians. How was the art perceived by its original audience? Was there a difference between sacred and secular imagery? What role did the art play in the society that produced it? What was the nature of images? We will examine the ways in which scholars have dealt with these and other questions, working toward a greater appreciation of the complicated practices of art interpretation.

TEACHING METHOD: Seminar meetings two times a week for discussion of articles and images. Students will play an active role in debating differing approaches to the material.

EVALUATION: Two short writing assignments, including one "looking assignment" (30% of grade) and one research paper (30%); in-class presentation of articles and results of research (20%); class participation (10%) and maintenance of a notebook summarizing articles and discussions (10%).

READING LIST: Erwin Panofsky, Early Netherlandish Painting Course packet of xerox materials

* * * ART THEORY AND PRACTICE * * *

James Yood
Art A01-6, Sec. 20
CONTEMPORARY ART CRITICISM
Time: MW 2:00-3:30
Office Address: 42 Kresge
Phone: 491-7346
Expected Enrollment: 15

COURSE DESCRIPTION: The objective of this course is to examine the principles of contemporary art theory and criticism in order to gain an understanding of the complex role of the visual arts in modern culture. Among the issues that will be addressed in a seminar format are feminism, censorship, modernism and postmodernism, the art market, the art museum, public sculpture, and the role of the avant-garde in the modern age.

TEACHING METHOD: Course structure will consist of discussions and written assignments which will utilize critical methods developed in the class discussions as well as those employed by a variety of contemporary writers of art criticism. The teaching of this course will consist of readings, slide/lectures, and discussions.

EVALUATION: Grading will be based on participation in discussions, attendance in class and a sequence of short papers, the topics to be developed in class.

READING LIST: To be announced.

* * * BIOLOGICAL SCIENCES * * *

Teresa Horton
Biological Sciences
A01-6, Sec. 20
THE SCIENTIFIC METHOD: EXAMPLES FROM RESEARCH ON SEXUAL
DIFFERENTIATION
Time: TTH 10:30-12:00
Office Address: 2159 MLS
Phone: 467-1443
Expected Enrollment: 15

COURSE DESCRIPTION: Science is a way of thinking, not just the accumulation of facts. Scientific problem solving involves

observing an event, asking questions about what was observed, making predictions about how and why an event occurred, and conducting experiments to test whether the predictions are correct.

In this seminar students shall discuss the principles of the scientific method. Examples from research on sexual differentiation, the process by which a developing embryo becomes recognizably male or female, shall be used to provide material for discussion.

TEACHING METHOD: Group discussion of assigned readings.

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

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

Robert King

Biological Sciences

A06-6, Sec. 20

GENETICS AND EVOLUTION

Time: MWF 2:00-3:00

Office Address: 5-130 Hogan

Phone: 491-3652

Expected Enrollment: 15

COURSE DESCRIPTION: This course will cover a variety of topics in the fields of genetics and evolutionary biology, focusing on the contributions of geneticists, such as Mendel, Morgan, Muller and McClintock, and evolutionary biologists, such as Darwin and Margulis. Other topics deal with the evidence for evolution occurring within recent times (antibiotic and insecticide resistance, industrial melanism, resistance in humans to endemic diseases). Students will write 5,000 word essays in the style of scientific reviews on topics they choose.

TEACHING METHOD: The instructor will lecture on methods of library research and techniques of scientific writing. Subsequently (during lectures on the fundamentals of genetics and evidence for evolution), the students will be drawn into discussions as to the insights their research provides upon the subjects being discussed.

Individual meetings will be set up to go over the manuscripts at various stages of their development.

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

READING LIST: Avers, Progress and Pattern in Evolution King and Stansfield, A Dictionary of Genetics McMillan, Writing Papers in Biological Sciences

* * * ECONOMICS * * *

Abhay Ghiara

Economics

A01-6, Sec. 20

INTERNATIONAL ECONOMIC ISSUES

Time: TTH 1:00-2:30

Office Address: 820 Davis St., 516

Phone: 491-8222

Expected Enrollment: 15

COURSE DESCRIPTION:

- * The structure of "capital-poor" and "capital rich" economies
- * Economic issues in the "capital rich" economies
- * Economic issues in the "capital poor" economies
- * Interaction of the issues concerning "capital-rich" and "capital poor" economies
- * The future possibilities of world growth and development

TEACHING METHOD: Discussions, films, written and oral assignments, presentations.

EVALUATION: Written in class and out-of-class assignments, presentations.

READING LIST: Paul Krugman, The Age of Diminished Expectations
Robert Reich, Work of Nations Course packet of articles

Kathleen Carmichael
English
A01-6, Sec. 20
THE HISTORICAL NOVEL
Time: TTH 10:30-12:00
Office Address: 420 University
Phone: 491-4991
Expected Enrollment: 15

COURSE DESCRIPTION: This course will focus on popular narrative representations of eighteenth-century European history. In this course we will discuss "historical novels"--fictionalized accounts of historically specific events, places, and persons--in light of parallel narratives that claim the status of "true histories." We will then investigate the ways that the historical novel may be said to undermine certain conventional distinctions between "historical" and "fictional" narratives.

TEACHING METHOD: Discussion, student presentations, some lecturing.

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

READING LIST:

Thomas Carlyle, The French Revolution (selections)
Daniel Defoe, Jonathan Wild Charles Dickens, A Tale of Two Cities
Henry Fielding, Jonathan Wild Sir Walter Scott, Old Mortality
William Thackeray, The History of Henry
Esmond Course packet available at Quartet

Elizabeta Foeller-Pituch
English A01-6, Sec. 21

THEN AND NOW: TRADITIONAL MYTH IN CONTEMPORARY AMERICAN FICTION
Time: TTH 1:00-2:30
Office Address: 325 Harris
Phone: 491-7946
Expected Enrollment: 15

COURSE DESCRIPTION: This seminar will examine the ways in which contemporary American writers tackle traditional myths of various cultures (Germanic, classical, Native American, African American, Chinese) in order to confront the modern condition and the multiple

cultural legacies of the United States. We will discuss writers' techniques for incorporating oral narratives into their works and consider the role of tradition in the making of a literary culture.

Our readings will allow us to explore the nature of America's multicultural heritage.

TEACHING METHOD: Discussion

EVALUATION: Three papers (5-8 pages), one oral presentation, participation in class discussions.

READING LIST:

John Barth, "Night-Sea Journey"

John Gardner, Grendel

Maxine Hong Kingston, Woman Warrior

Toni Morrison, Song of Solomon

Leslie Silko, Ceremony and

some xeroxed materials (articles, short stories)

Joshua Charlson

English A01-6, Sec. 22

NARRATIVE IN BRIEF: THE SHORT STORY IN AMERICAN LITERATURE

Time: TTH 2:30-4:00

Office Address: 421 University

Phone: 491-5138

Expected Enrollment: 15

COURSE DESCRIPTION: This seminar will take as its subject a single genre: the short story. Edgar Allen Poe wrote in 1842 that "The tale proper affords the fairest field which can be afforded by the wide domains of mere prose, for the exercise of the highest genius." Using Poe's (quite debatable) definition as a starting point, this class will take a close look at some of the most able and innovative practitioners of the short story form. Our aim will be not only to investigate the ideas and strategies of particular writers, but to ask more general questions about how the short story as a narrative genre--as opposed to such genres as the novel, poem, or drama--may function as a means of literary expression. After beginning with some stories by Poe and Hawthorne, we will spend most of the quarter examining 20th-century American authors, concluding with the most recent development, "short shorts." We will be for the most part reading complete collections of stories by the authors, rather than a scattering of unrelated stories.

TEACHING METHOD: Discussion.

EVALUATION: One 3-5 page paper, one 4-6 page paper, and one 6-8 page paper, short weekly writings, possibly a presentation.

READING LIST:

Sherwood Anderson, Winesburg, Ohio
Donald Barthelme, 60 Stories,
Grace Paley, Enormous Changes at the Last Minute
Raymond Carver, Collected Stories
Stephen Crane, Maggie: A Girl of the Streets and Other Stories
Bernard Malamud, The Magic Barrel
Hawthorne and Poe, selected stories
Katherine Anne Porter, Collected Stories
Leslie Marmon Silko, Storyteller

If feasible, we will arrange a class outing to Robert Altman's forthcoming Shortcuts, a film adaptation of several Raymond Carver short stories.

Andres Virkus

English A01-6, Sec. 23

GROWING UP IN NOVELS

Time: MWF 10:00-11:00

Office Address: 305 University

Phone: 491-7294

Expected Enrollment: 15

COURSE DESCRIPTION: The Bildungsroman, or novel about the maturation of a youthful sensibility, gives an attentive reader powerful insight into the most basic cultural assumptions of different historical eras. In this class, we will pay especially close attention to the ways in which different authors encode and perpetuate basic assumptions about gender appropriate behaviors in their narratives. By examining narratives written in different centuries, we will also be able to see how basic attitudes about gender and personality development changed over time. An awareness of these changes will in turn lead to a closer consideration of our own critical presuppositions regarding gender and personality development and allow us to evaluate the manner in which they influence our interpretations of these texts.

TEACHING METHOD: Class discussion

EVALUATION: Four 5-6 page double-spaced papers, one assigned after

we are done reading each author.

Grading and General Policies: Final grades will be determined on the basis of the average grade of the four class assignments. Late papers will not be accepted unless an adequate reason for extending the due date (death in the family, loss of a limb) is brought to my attention before the original due date has arrived. Class attendance will be recorded on a sign-up sheet. Students will be given three excused absences, but any absences beyond this limit will result in a reduction of one grade level on the final grade.

READING LIST:

Charlotte Bronte, Jane Eyre

James Joyce, "Araby"

Samuel Richardson, Pamela Virginia Woolf, Orlando

Charles Wasserburg

English A02-6, Sec. 20

AMERICAN POETRY

Time: MW 2:00-3:30

Office Address: 214 University

Phone: 491-3643

Expected Enrollment: 15

COURSE DESCRIPTION: This course will closely examine several major American poets from the nineteenth century to the present: Emily Dickinson, Walt Whitman, William Carlos Williams, Robert Frost, Sterling Brown, Elizabeth Bishop, and Adrienne Rich. We'll study each poet as she or he articulates some of the questions that have always vexed American writers: the function of art and the artist in American culture; the relation of art to religious traditions; the conflict between rural and urban life; the value of history, especially in relation to ethnic background and gender.

The course will also address the unique formal values of poetry such as meter and rhyme, and how each poet uses, adapts, or rejects these techniques.

TEACHING METHOD: Lecture/discussion.

EVALUATION: Three 4-5 page essays, the first on a specific assigned topic. A test on basic terminology early in the quarter. Oral presentations.

READING LIST:

Bishop, The Complete Poems
Brown, Collected Poems
Dickinson, The Complete Poems Frost: Complete Poems
Rich, The Fact of a Doorframe
Whitman, Leaves of Grass
Williams, Selected Poems

John Young
English A02-6, Sec. 21
MODERNIST POETRY: TRUTH AND REPRESENTATION
Time: TTH 1:00-2:30
Office Address: 422 University
Phone: 491-5034
Expected Enrollment: 15

COURSE DESCRIPTION: This course will focus on the relationship between truth and representation in poetry from the early twentieth century. Different modernist poets arrive at different answers to this problem, and we will consider a variety of their approaches, asking, for instance, why some of these writers incorporate large amounts of ordinarily non-poetic material in their work while others avoid this technique. In both cases, the poets in question consider their methods to be more accurate in their representations of the world, and we will consider what it would mean to think of 'truth' from either point of view. As a corollary to this issue we will discuss the range of styles that all have been labeled as modernist and examine the differences and similarities among them. Reading assignments will include the works of William Carlos Williams, Ezra Pound, Marianne Moore, H.D., George Oppen, Wallace Stevens, Louis Zukofsky, E.E. Cummings, and Gertrude Stein.

TEACHING METHOD: Discussion.

EVALUATION: Four papers of 4-5 pages each. One in-class presentation. Class participation.

READING LIST:
Cummings, 100 Selected Poems
Moore, Collected Poems
Oppen, Collected Poems
Pound, Collected Early Poems
Stevens, The Palm at the End of the Mind
Williams, Selected Poems
Course reader

Christopher Carr
English A02-6, Sec. 22
AMERICAN MODERNISMS: SIX POETS
Time: TTH 2:30-4:00
Office Address: 421 University
Phone: 491-5138
Expected Enrollment: 15

COURSE DESCRIPTION: American life underwent dramatic and rapid changes in the early part of this century. The nation became more industrial and urbanized. Its population shifted and grew. It emerged as a world power. How were these changes registered by its poets--the people whom Ezra Pound called "the antennae of the race"? How did American poets conceive of the identity of the nation and its relation to Old World cultural traditions? How did they represent the idea of "Americanness" in light of the diverse and fragmented nature of its peoples? In this class we will read the works of six American poets in light of these and other questions and in relation to one another.

TEACHING METHOD: Discussion.

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

TENTATIVE READING LIST:

The Poetry of Robert Frost
Hart Crane, The Bridge
Langston Hughes, Selected Poetry
Robinson Jeffers, Rock and Hawk: A Selection of Shorter Poems
Marianne Moore, The Complete Poems
Wallace Stevens, The Palm at the End of the Mind

Timothy Rosendale
English A04-6, Sec. 20
ON THE ROAD [AGAIN]: ROAD NARRATIVES FROM HOMER TO KEROUAC
Time: TTH 10:30-12:00
Office Address: 421 University
Phone: 491-5138
Expected Enrollment: 15

COURSE DESCRIPTION: From ancient times through the twentieth century, the intrinsically-significant journey has been an important motif in Western literature. The Road is not just a convenient occasion for a storyline; it is a deeply resonant

metaphor which often sets the terms for the interpretive possibilities of a piece of literature. From Homer and before to the Beat Generation and beyond, it constitutes a major and coherent yet immensely varied tradition in literature, which can serve as a productive focal point for studying the works which participate in it. This course will survey selections from three thousand years of literature in a variety of genres, and examine the role of The Road as an organizational and thematic presence in each work. What is the ideological and symbolic value of The Road in a given work? How does it use or refuse its predecessors as the tradition evolves? And why do literary characters travel so darn much, anyway?

TEACHING METHOD: Discussion

EVALUATION: Three or four short (3-page) papers and one longer (6-8 page) final paper.

TENTATIVE READING LIST:

Beckett, Waiting for Godot

Conrad, Heart of Darkness

Homer, The Odyssey

Hemingway, The Sun Also Rises

Kerouac, On the Road

a screening of The Wizard of Oz

short selections from Chaucer's Canterbury Tales, Rousseau's

Reveries, and Johnson's Journey to the Western Islands of Scotland

selected poems and criticism

* * * FRENCH AND ITALIAN * * *

Scott Durham

French A05-6, Sec. 20

PARIS AND THE EMERGENCE OF THE MODERN

Time: MWF 12:00-1:00

Office Address: 131 Kresge

Phone: 491-4660

Expected Enrollment: 15

COURSE DESCRIPTION: In this course, we will examine the representation of "modern life" in 19th- and early 20th-century French literature and art, particularly as it emerges from the experience of Paris as a site of political, industrial and cultural revolution. At what point (and for what reasons) do writers,

artists and the public they address begin to think of themselves as "modern"? What distinguishes modern experience from what preceded it? How do the major writers and artists of the period represent their own relation to modernity? To what degree is this experience of modernity still our experience today, in our cities and in our private spaces? The course will serve as an introduction to the artistic movements of the period (such as realism, modernism, and surrealism) in terms of their historical context, but students will also be encouraged to reflect on the extent to which these works address (or fail to address) their own contemporary experience. All texts will be read in English.

TEACHING METHOD: Emphasis will be placed on student participation (including brief presentations in class), although the instructor will occasionally lecture to supply background to the readings.

EVALUATION: Students will be graded on six short papers (2-3 pages), as well as on their participation in class.

READING LIST:

Aragon, The Nightwalker (selections)
Balzac, Old Goriot
Balzac, The Girl with the Golden Eyes
Baudelaire, Flowers of Evil and Paris Spleen (selections)
Zola, Nana

* * * GEOLOGICAL SCIENCES * * *

Finley Bishop
Geological Sciences
A02-6, Sec. 20
GEOLOGIC HAZARDS
Time: TTH 1:00-2:30
Office Address: 205A Locy
Phone: 491-7383
Enrollment: 15

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

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

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

READING LIST: Decker and Decker, Volcanoes Selected readings

* * * GERMAN * * *

Helmut Muller-Sievers

German

A04-6, Sec. 20

MUSIC AND ITS RELATIONSHIP TO LITERATURE

Time: TTH 10:30-12:00

Office Address: 111 Kresge

Phone: 491-8291

Expected Enrollment: 15

COURSE DESCRIPTION: In this seminar we will look at various texts, both literary and theoretical, which have shaped the Western concept of music and its relationship to literature. Can music express something that words fail to grasp? Are the two arts complementary or antagonistic? The texts we will consider range from Cicero to Proust, the musical examples from Mozart to Dinosaur Jr.

TEACHING METHOD: Discussion and papers.

EVALUATION: Five papers, one of them being a somewhat larger final paper and class participation.

READING LIST: A reader will be available on the first day of class.

* * * HISPANIC STUDIES * * *

John Dagenais

Hispanic Studies A05-6, Sec. 20

CIBOLA: HISPANIC AND NATIVE AMERICAN LITERATURE OF THE US
SOUTHWEST

Time: MW 2:00-3:30

Office Address: 232 Kresge
Phone: 491-8128
Expected Enrollment: 15

COURSE DESCRIPTION: The Spaniard Francisco Coronado was among the first Europeans to explore the region which is now the southwestern United States. He was spurred on by a search for Cibola, the Seven Cities of Gold. Although all he found were Zuni pueblos, his expedition marked the beginning of Spanish cultural influence in the southwest, an influence which continues to this day. In this course we explore the fascinating mix of cultures--Native American, Hispanic, Anglo--of the US southwest, reading books by authors from all three cultures and viewing films relating to the Hispanic and Native American experience of the region. Among other things we will examine the mixture of the real and the marvelous which permeates this literature, especially the mythic proportions of the landscape itself. We will also see how Hispanic and Native American cultures struggle in the contemporary American urban environment.

TEACHING METHOD: Discussion.

EVALUATION:

Participation in class discussion, one or two oral reports, three short papers, final paper.

READING LIST:

Paula Gunn Allen, The Woman Who Owned the Shadows
Rudolfo Anaya, Bless Me
Ultima Ana Castillo, The Mixquiahuala Letters
W. Cather, Death Comes for the Archbishop
Miguel Mendez, Pilgrims in Aztlan
Leslie Marmon Silko, Ceremony

Films

Aguirre, the Wrath of God
Powagqatsi
The Milagro Beanfield
War
The Ballad of Gregorio Cruz
American Me
Zoot Suit

John Bushnell

History A01-6, Sect. 20

THE COLLAPSE OF THE SOVIET UNION

Time: TTH 9:00-10:30

Office Address: 103A Harris

Phone: 491-7172

Expected Enrollment: 15

COURSE DESCRIPTION: 1) Subject: How reform produced conflict and collapse. 2) Sources: Soviet press (in English translation), Western correspondents, Gorbachev, Yeltsin, and others.

TEACHING METHOD: Reading, writing and talking.

METHOD OF EVALUATION: Writing and talking.

READING LIST: TBA

Sarah Maza

History A01-6, Sec. 21

THE COURTROOM DRAMA IN EUROPEAN HISTORY

Time: TTH 3:00-4:00

Office Address: 318 Harris

Phone: 491-3460

Expected Enrollment: 15

COURSE DESCRIPTION: Historians have often used the records of both famous and obscure court cases as a means of access to the lives and beliefs of people in past societies. This seminar explores a series of cases in European history from the Renaissance to the nineteenth century. The cases include a marriage dispute in Renaissance Florence; a case of impersonation in a sixteenth-century French village; a witchcraft "frame-up" in Early Modern Bavaria; the trial of a king in the eighteenth century; and a famous case involving espionage and antisemitism in nineteenth-century France. The questions we will discuss include the following: which cases become notable or sensational, and why? what can historians draw from these sorts of cases beyond mere anecdote? how can the abnormal incident shed light on "normal" existence in the past? are there any parallels between these stories in past times and such modern phenomena as true-crime literature and tabloid journalism?

TEACHING METHOD: Bi-weekly meeting for discussion.

EVALUATION: Students will be graded on the basis of four short papers and their participation in class discussion.

READING LIST: Gene Brucker, Giovanni and Lusanna: Love and Marriage in Renaissance Florence Natalie Davis, The Return of Martin Guerre Michael Kunze, Highroad to the Stake David Jordan, The King's Trial Nicolas Halasz, Captain Dreyfus: The Story of a Mass Hysteria Sprenger and Institoris, Malleus Maleficarum (excerpts) And for comparison either "A Cry in the Dark" (movie) or "Innocence Lost: The Verdict" (PBS documentary)

Mita Choudhury

History A01-6, Sect. 22

"GODLY RULERS": THE EMERGENCE, DEVELOPMENT, AND DEMISE OF ABSOLUTISM IN EARLY MODERN EUROPE

Time: TTH 10:30-12:00

Office Address: 3rd Floor 619 Emerson

Phone: 491-7524

Expected Enrollment: 15

COURSE DESCRIPTION: This course will trace the development of notions of kingship in early modern Europe from 1500 to 1789, the beginning of the French Revolution. We will examine how kings went from being firsts among equals to divine rulers to fathers of the people and finally to tyrants. These changes will be studied not only on their own terms but as a part of broader cultural and political trends. Not only will this course explore the ideas supporting absolute rule, but it will investigate the links of power to the family, religion and art.

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

EVALUATION: Students will be evaluated on the basis of their participation in the seminar and written assignments. The assignments will include four formal essays and five informal one-page essays similar to journal entries.

READING LIST:

Hobbes, Leviathan (excerpts)

Luther, On Temporal Authority

Machiavelli, The Prince

Madame de Lafayette, The Princess of Cleves

Montesquieu, Persian Letters

Rousseau, The Social Contract

Students will also be required to purchase a course packet that will include political writings of James II and Cardinal Richelieu, Louis XIV's advice to his son the Dauphin, and the correspondences of Catherine the Great and Frederick the Great.

Carol Loar

History A01-6, Sec. 23

WITCHCRAFT AND MAGIC IN EARLY MODERN EUROPE

Time: TTH 10:30-12:00

Office Address: 202 Harris

Phone: 491-3406

Expected Enrollment: 15

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

TEACHING METHOD: Discussion and papers.

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

READING LIST:

Boyer and Nissenbaum, Salem Possessed Kieckhefer,
Witchcraft in the Middle Ages

Kors and Peters, Witchcraft in Europe

Levack, The Witchhunt in Early Modern Europe

Rosen, Witchcraft in England

Scot, The Discoveries of Witchcraft

Tillyard, The Elizabethan World Picture

Course packet

Michael Sherry

History A02-6, Sec. 20

THE REAGAN ERA IN HISTORICAL PERSPECTIVE

Time: W 2:00-5:00

Office Address: 214 Harris

Phone: 491-7191

Expected Enrollment: 15

COURSE DESCRIPTION: This seminar examines Ronald Reagan and the 1980s, asking students to treat as history an era so recent that historical perspective on it may seem unattainable. It has two, related purposes. It seeks to introduce students to the methods of historical inquiry, by having them first draw their own conclusions from "primary" documents (those generated at the time and by an era's actors), and then scrutinize, in light of their own conclusions, what historians now say about the 1980s. And it seeks to develop students' skills of spoken and written analysis of history.

TEACHING METHOD: Discussion and writing.

EVALUATION: Several short papers, varying from two to five pages in length, will account for three-fourths of students' grades, participation in discussion for the remainder.

READING LIST:

Allan Bloom, *The Closing of the American Mind*

Paul Boyer, ed., *Reagan as President*

Susan Faludi, *Backlash: The Undeclared War Against American Women*

Edward Lillienthal, *Symbolic Defense: The Cultural Significance of the Strategic Defense Initiative*

Kevin Phillips, *The Politics of Rich and Poor*

Michael Schaller, *Reckoning with Reagan* plus additional short readings and several films

Robert Wiebe

History A02-6, Sec. 21

AMERICAN VISIONS

Time: W 2:00-4:00, F 2:00-3:00

Office Address: 302 Harris

Phone: 491-7557

Expected Enrollment: 15

COURSE DESCRIPTION: In this course we examine accounts of what America might become. These readings are our documents in a history of visions about alternative Americas during the past century.

TEACHING METHOD: Discussion.

EVALUATION: Essays, discussion.

READING LIST:

Edward Bellamy, Looking Backward
Charlotte Perkins Gilman, Herland
Charles Reich, The Greening of America
Jonathan Schell, The Fate of the Earth
Charles Sheldon, In His Steps
B. F. Skinner, Walden Two
Mark Twain, The Adventures of Huckleberry Finn

David Dunnett
History A02-6, Sec. 22
US SLAVERY, 1830-1860
Time: T 10:30-12:30
Office Address: 1-A 619 Emerson
Phone: 491-7524
Expected Enrollment: 15

COURSE DESCRIPTION: American historians have long disagreed over the nature of the "peculiar institution." In the pursuit of knowledge some scholars have reached truly startling conclusions: slavery was good for slaves, bondage reduced slaves to psychological infants, slave culture was African culture, and slave "families" were female-dominated and spawned pathological behavior.

The criticisms provoked by these interpretations have often produced more subtle and persuasive insights into American chattel slavery. This course is designed to introduce students to the major problems and questions addressed by historians of antebellum slavery, and to assess some of the most important pieces of literature in the field. Students are encouraged to develop their own interpretation of southern slavery and its refutation, the debate over slave personality, the African-American family in slavery, and slave resistance.

TEACHING METHOD: Group discussion based on assigned reading.

EVALUATION: 4 papers of 4 pages each. Each paper counts 20% of the final grade. Class participation is 20%.

READING LIST: Selected chapters from:
Frederick Douglass, Narrative

Herbert Gutman, The Black Family in Slavery and Freedom
Lawrence Levine, Black Culture and Black Consciousness
James Oakes, The Ruling Race
Kenneth Stampp, The Peculiar Institution

Fritz Fischer

History A02-6, Sec. 23

THE GOOD, THE BAD, AND THE UGLY: CHARACTER AND THE MODERN
PRESIDENCY

Time: TTH 1:00-2:30

Office Address: 619 Emerson

Phone: 491-7524

Expected Enrollment: 15

COURSE DESCRIPTION: As recently as the 1992 presidency elections, the "character issue" has loomed large in the public perceptions of the candidates. How relevant is the character and morality of the success or failure of a presidency? This course examines the personalities and administrations of Kennedy, Johnson and Nixon in order to determine the role of individual personality in determining the success of a presidency.

TEACHING METHOD: Seminar format, with a heavy emphasis on class participation.

EVALUATION: Four papers and class discussion.

READING LIST:

Robert Caro, Means of Ascent

Robert Dallek, Lone Star Rising: Lyndon Baines Johnson and his
Times

James Gaglio, The Presidency of John F Kennedy

J. Anthony Lukas, Nightmare: The Underside of the Nixon
Administration

Richard Nixon, Six Crises

Thomas Reeves, A Question of Character

Arthur Schlesinger, A Thousand Days

Packet including excerpts from other biographical material on
Kennedy, Johnson, and Nixon.

Michelle Mitchell

History A02-6, Sec. 24

WOMEN AND GENDER IN THE 20TH-CENTURY AFRICAN AMERICAN HISTORY

Time: T 3:00-5:00

Office Address: 2-A 619 Emerson

Phone: 491-7524 or 491-3406

Expected Enrollment: 15

COURSE DESCRIPTION: This course will explore how black women have made choices, set priorities, and combined the struggle for civil and women's rights in light of historical events of the 20th century. Throughout the quarter, we will cover several eras of major importance to all African Americans: The Great Migration, World War I, the Harlem Renaissance, the Depression, World War II, and the Civil Rights Movements. While this course is primarily designed to examine the change and continuity of black women's responses to the pressing issues of different historical eras, we will also explore socio-political events and movements in light of gender. In other words, because gender is a relational concept, we will discuss both women and men throughout the quarter.

TEACHING METHOD: Seminar and discussion.

EVALUATION: Three papers, two of which will be 3-5 pages, one of which will be at least 10 pages in length.

READING LIST:

Amy J. Garvey, Philosophy and Opinions of Marcus

Garvey Linda Gordon, Women and the Welfare State

Jacqueline Jones, Labor of Love, Labor of Sorrow

Robin Kelley, Hammer and Hoe: Alabama Communists During the Great Depression

Nicholas Lemann, The Promised Land: The Great Black Migration and How it Changed America

Anne Moody, Coming of Age in Mississippi

Howell Raines, My Soul is Rested: The Story of the Civil Rights Movement in the Deep South

Melissa Macauley

History A03-6, Sec. 20

CHINA IN THE AMERICAN IMAGINATION

Time: T 12:30-2:30

Office Address: 207B Harris

Phone: 491-3418

Expected Enrollment: 15

COURSE DESCRIPTION: American scholarly and popular depictions of China have changed dramatically during the past century. Writings associated with imperialism and the missionary enterprise often exude a benign and sentimental paternalism. Anti-immigration

prejudices produced an abundant "yellow peril" literature. This literature changed its hue somewhat as the cold war fostered fears of a "red menace." Many of these views were colored as much by shifting American domestic and international concerns as they were by objective changes in Chinese history. This seminar will address how and why American scholarly and popular opinions of China have shifted so repeatedly and profoundly over the last one hundred years.

TEACHING METHOD: Discussion.

EVALUATION: Short papers and discussion.

READING LIST:

Pearl Buck, The Good Earth

Charles Denby, China and Her People

Bret Harte, The Heathen

Chinee and Wanlee, the Pagan

Harold Isaacs, Scratches on Our Minds: American Views of China and India

Allyn and Adele Rickett, Prisoners of Liberation: Four Years in a Chinese Communist Prison

Edward Said, Orientalism (excerpts)

Theodore White and Annalee Jacoby, Thunder Out of China Film: "Fifty-five Days in Peking" (1963)

Catherine Burns

History A03-6, Sec. 21

WOMEN AND GENDER IN SOUTH AFRICA

Time: TH 3:00-5:00

Office Address: 619 Emerson

Phone: 491-7524

Maximum Enrollment: 15

COURSE DESCRIPTION: This course will aim to introduce participants to issues and debates in the history of gender relations, and particularly the lives of women, in the context of South Africa. Although the course focuses on women in South Africa over the past 100 years or so, many of the ideas we will draw upon to understand and analyze the literature will have a wider applicability, and participants are urged to bring questions about the history of gender and family relations from their own wider reading, to this course. Some of the issues we will address include: the legacy of colonial rule; the contradictions of missionary influences; the development of a migratory labor system; the construction of

Segregation Legislation and practice; and the impact of these shifts on the lives of ordinary women. We will be concerned throughout to understand the complex ways women defended and shaped their families and wider communities. We will read and evaluate extracts of some recent attempts to provide more detailed histories of the experiences of African women, especially through the use of oral testimonies and autobiographical accounts. Throughout the course we hope to juxtapose the hardships and inequalities suffered by women in Southern Africa, with the history of women as active participants in local and regional struggles to gain economic, social and personal justice.

TEACHING METHOD: We will meet weekly for two hours of engaged class discussion and each student will write two short papers, and one long paper, which will count as the final exam.

READING LIST:

E. Kuzwayo, Call Me Woman

S. Marks (ed), Not Either an Experimental Doll: The Separate Worlds of Three South African Women

C. Walker (ed), Women and Gender in Southern Africa to 1945

* * * LINGUISTICS * * *

Abraham Demoiz

Linguistics A01-6, Sec. 20

LANGUAGE AND THE WORLD VIEW

Time: TTH 9:00-10:30

Office Address: 2016 Sheridan

Phone: 491-8058

Expected Enrollment: 15

COURSE DESCRIPTION: How much influence does language exert on the way we think and on the way we view the world? This is a question that has intrigued generations of scholars from many disciplines but has so far defied any final and comprehensive resolution. This course will examine the question of language and thought chiefly from the perspective of linguistics but will seek illumination from some related disciplines as well. To the extent possible the issues raised will be related to matters of daily experience.

TEACHING METHOD: Lecture and class discussion.

EVALUATION: Participation, class report and papers.

READING LIST:

D. Bolinger, Language: The Loaded Gun

Rosa and Clark Eschholz, Language Awareness, 5th edition

S. I. Hayakawa, Language in Thought and Action

G. Lakoff and M. Johnson, Metaphors We Live By

* * * PHILOSOPHY * * *

Gregory Tod Abbott

Philosophy A09-6, Sec. 20

PHILOSOPHY AND ART

Time: TTH 2:30-4:00

Office Address: 1818 Hinman

Phone: 491-3656

Expected Enrollment: 15

COURSE DESCRIPTION: In this seminar we will bring the techniques of philosophy to bear on questions pertaining to art, art criticism, and the creation of art. These questions include the following: what is art?, how can we judge good art and bad?, what does it mean to interpret art? Most of our material will come from 20th-century thinkers, including Arthur Danto, Susanne Langer, Jacques Derrida, Maurice Merleau-Ponty, and John Dewey. The material is chosen to provide not only an opportunity for critical thinking, but also to stimulate new ways of thinking about art. Opportunity for working out such thought will be provided by the seminar's discussion format.

We will be reading texts by both philosophers and critics but will, hopefully, come to our own conclusions.

TEACHING METHOD: Seminar.

EVALUATION: Two short papers and one long paper.

READING LIST:

Stephen David Ross, Art and its Significance: An Anthology of Aesthetic Theory

Tom Wolfe, The Painted Word

Jonah Murdock

Philosophy A09-6, Sec. 21

ANARCHIST PHILOSOPHIES

Time: TTH 1:00-2:30

Office Address: 1818 Hinman Phone: 491-3656

Expected Enrollment: 15

COURSE DESCRIPTION: "Anarchist Philosophies" investigates the question "how should society be governed?" It covers Aristotle's naturalism and John Locke's social contract theory. Then it studies a few of the major texts in anarchist political theory as developed in the 19th and 20th centuries by Bakunin, Kropotkin, Berkman, and others. Issues discussed will be, among others, "when is authority justified?" and "what is political freedom?"

TEACHING METHOD: 90% discussion, 10% lecture.

EVALUATION: Three 5-7 page papers.

READING LIST: Aristotle, Politics (selections) Bakunin, Statism and Anarchy Alexander Berkman, ABC of Communist Anarchism (selections) Kropotkin, Mutual Aid (selections) Locke, Second Treatise on Government (selections) Bertrand Russell, Government and Law Course packet at Quartet

Thomas Judge

Philosophy A09-6, Sec. 22

HAPPINESS: THEORY AND PRACTICE

Time: TTH 10:30-12:00

Office Address: 1818 Hinman

Phone: 491-3656

Expected Enrollment: 15

COURSE DESCRIPTION: This course will consider various philosophical attempts to characterize the nature of happiness and the good life for humans. Clearly, a primary focus will be to carefully examine various attempts to define what happiness is, what constitutes the good life, and what, if any, relation these concepts have to each other. Whether questions such as these can be answered or even meaningfully asked may also be a topic for discussion.

TEACHING METHOD: Seminar. Active participation is required.

EVALUATION: 2 short papers (5 pages), 1 longer paper (10 pages).

READING LIST: Readings will include selections from Plato, Aristotle, Epictetus, Epicurus, and Mill (not necessarily in that

order); readings may include selections from Nietzsche, Nagel, Nozick, Macintyre, Wittgenstein, and Csikszentmihalyi.

Robin Alan Collins

Philosophy A09-6, Sec. 23

MINDS, BODIES AND LIFE AFTER DEATH

Time: MW 11:00-12:30

Office Address: 1818 Hinman

Phone: 491-2549

Expected Enrollment: 15

COURSE DESCRIPTION: In this course we will be addressing two of the classic questions of philosophy, the relationship between the mind and the body and the question of whether we survive bodily death. With few exceptions, philosophers through the ages have held that we have an immaterial soul--a "ghost in a machine," as it has been popularly called--that could continue to exist after death. Most contemporary philosophers, however, take the position that we are merely physical objects--"meat machines" in the words of Patricia Churchland--and that "when we die we rot." We will first examine the positions held by Plato, Aristotle, and Descartes on these questions, and then look at the contemporary critique of these philosophers.

TEACHING METHOD: Discussion with readings

EVALUATION: Short essays with re-writing allowed

READING LIST:

R. Moody, Life after Life

J. Perry, Dialogue Concerning Immortality

Plato, Apology, Phaedo Selections from Aristotle, Descartes,

Patricia and Paul Churchland, Thomas Nagel, and Hywel Lewis

* * * POLITICAL SCIENCE * * *

Sara Monoson

Political Science A01-6, Sec. 20

SOCRATES AND DEMOCRACY

Time: M 2:00-5:00

Office Address: 314 Scott

Phone: 491-2643

Expected Enrollment: 15

COURSE DESCRIPTION: Socrates was accused, tried, convicted and

executed as an enemy of Athens. Did the Athenians misjudge him? Is his fate evidence of the profound injustice democracy is capable of perpetrating? Or was he truly a threat who got what he deserved? We will investigate these questions by looking closely at how democracy worked at Athens (institutions and values) and at the various portraits of Socrates in the literature from classical Athens. Our main concern will be to ask: Are Socratic moral and political ideas at odds with democratic principles and practices.

TEACHING METHOD: Seminar.

EVALUATION: 3 papers (about 5 pages each).

READING LIST:

Aristophanes, The Clouds

Plato, Euthyphro, Apology,

Crito, Republic Bk. I, Protagoras

Xenophon, Apology of Socrates and recent scholarship, e.g. Kraut, Socrates and the State, Vlastos, Socrates, J.F. Stone, The Trial of Socrates

Walter Vanderbush

Political Science A01-6, Sec. 21

US-MEXICAN RELATIONS

Time: MW 2:00-3:30

Office Address: 206 Scott

Phone: 491-2627

Expected Enrollment: 15

COURSE DESCRIPTION: This seminar is designed to expose students to the wide range of issues involved in the relationship between the United States and Mexico. In the first portion of the course, we will explore Mexico through the writings of Mexicans themselves in order to give students a background for their analysis during the rest of the quarter. From that base, we will pursue current issues of contention including trade and general economic relations (e.g. NAFTA), environmental questions, and immigration. Overriding these discussions will be the attempt to understand the different interpretations of such issues made on either side of the border and consideration of how the two nations might resolve their differences.

TEACHING METHOD: Discussion, supplemented by occasional short lectures.

EVALUATION: 3 papers (approximately 5-7 pages each).

READING LIST:

M. Delal Baer and Sidney Weintraub,

The NAFTA Debate: Grappling with Unconventional Trade Issues

Jorge Castaneda and Robert Pastor,

Limits to Friendship - The United States and Mexico

Lester Langley, Mexico and the United States

* * * PSYCHOLOGY * * *

Patricia Colley

Psychology A01-6, Sec. 20

PRACTICAL AND ETHICAL ISSUES IN THE SCIENCES

Time: TTH 9:00-10:30

Office Address: 310 Swift

Phone: 491-5190

Expected Enrollment: 15

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

TEACHING METHOD: Lecture and discussion.

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

READING LIST: Packet of readings

Douglas Medin

Psychology A01-6, Sec. 21

DECISION MAKING

Time: TTH 1:00-2:30

Office Address: 222 Swift

Phone: 467-1660

Expected Enrollment: 15

COURSE DESCRIPTION: The seminar is about decision making and choice from a psychological perspective. The goal is to both have a greater understanding of decision making and to make better choices.

TEACHING METHOD: Discussion.

EVALUATION: 6 short papers (not more than 3 pages each) and a final paper (10 pages).

READING LIST: Robyn Dawes, Rational Choices in an Uncertain World

* * * RELIGION * * *

Richard Kieckhefer
Religion A01-6, Sec. 20
FICTIONAL LIVES OF CHRIST
Time: MWF 2:00-3:00
Office Address: 1940 Sheridan
Phone: 491-5488
Expected Enrollment: 15

COURSE DESCRIPTION: Rich as they are in certain kinds of material, the four canonical gospels of the New Testament leave gaps in the story and provide considerable room for speculation. Was Jesus' family genuinely of royal stock, and if so why were they poor? Was Jesus romantically attracted to Mary Magdalene? What was he doing during the "lost years" between age twelve and the beginning of his ministry? Did he in fact survive the crucifixion, and if so what did he do subsequently? How would Christ react if he returned to earth now? From antiquity to the present, students of Christ's life have puzzled over these and related questions, and their speculation has given birth to countless fictional lives of Christ.

Even the events the canonical gospels do relate have inspired diverse imaginative retellings. The gospels tell concisely how the Jesus was tempted in the desert, for example, or how he raised Lazarus from the dead; in expanding these stories writers have developed strikingly varied images of Christ's motives and characters.

This course will begin by looking briefly at the gospels of Matthew and John. We will then examine and compare six sets of texts that

flesh out the gospel narratives: (1) modern prose lives of Christ set in the first century; (2) early apocryphal gospels; (3) medieval meditations, plays, and visions inspired by the life of Christ; (4) modern apocryphal narratives claiming to be authentic accounts of Christ's life; (5) modern verse dealing either with the historical life of Christ or with his imagined appearance in the modern era; and (6) modern prose in which Christ is imagined returning to earth in the modern era.

TEACHING METHOD: Class periods will be devoted to discussion. To get the discussion started, a student will be called on at random at the beginning of each period to give a concise summary of the assigned readings. The instructor will keep a written record of each student's participation.

EVALUATION: Grades will be based on class participation and on papers. Each student will write three five-page papers on the assigned readings. Papers will be judged on (a) the degree of insight that they present in their arguments and (b) the correctness, clarity, and felicity of their prose. Bear in mind the cardinal rules: a paper must say something interesting about the assigned material, and it must say something interesting about the assigned material. In other words, don't be dull and don't digress.

Film: There will be a showing of the film Jesus of Montreal. All students are expected to see this film; those who cannot attend at the general showing can see it at their convenience at the Media Center of the University Library.

READING LIST:

Richard Beadle and Pamela King, eds. York Mystery Plays:

A Selection in Modern Spelling

Fyodor Dostoevsky, The Grand Inquisitor

(from The Brothers Karamazov)

Nikos Kazantzakis, The Last Temptation of Christ

P.,r Lagerkvist, Barabbas

Dorothy Sayers, The Man Born to Be King: A Play-Cycle on the Life
of Our Lord and Saviour, Jesus Christ

Plus a packet of photocopies.

* * * SOCIOLOGY * * *

Sociology A01-6, Sec. 20

HIV/AIDS: THE SOCIOLOGY OF AN EPIDEMIC

Time: TTH 10:30-12:00

Office Address: 305 1812 Chicago Avenue

Phone: 467-1327

Expected Enrollment: 15

COURSE DESCRIPTION: This seminar will critically examine how cultural beliefs and social structures have shaped the handling of the AIDS epidemic in the United States. Class readings and discussions will address the following questions: how have issues surrounding race, gender and sexuality shaped both individual and societal responses to HIV/AIDS; what are the special issues facing women in this epidemic; what are we taught about the risk of exposure to HIV and how does this information support or contradict cultural stereotypes about social groups. No prior knowledge about HIV/AIDS is necessary--only a willingness to learn about and discuss potentially controversial ideas and issues.

TEACHING METHOD: Discussion, little or no lecture.

EVALUATION: 2 short papers and a final research paper.

READING LIST: Charles Perrow and Mauro Guillen, The AIDS Disaster: Women, AIDS and Activism An extensive packet of historical and sociological articles, and material by and for people with HIV/AIDS and people working on AIDS issues.

Christopher Robert Wellin

Sociology A01-6, Sec. 21

CONTEMPORARY TRENDS IN SOCIAL INEQUALEITY: NARRATIVES AND LIVES

Time: TTH 10:30-12:00

Office Address: 2046 Sheridan Road

Phone: 491-8723

Expected Enrollment: 15

COURSE DESCRIPTION: Recent changes in the economy have forced many people to redefine their occupational goals and aspirations; young people today--even those with considerable education--will find it difficult to match their own parents' living standards. How are Americans adjusting to these limited opportunities? And how do such broad conditions affect the lives of various groups (for example, ethnic, gender, and class groups) in distinct ways?

In this seminar we will study basic sociological concepts that are

relevant to these questions, and apply them in interpreting individual lives. After critically discussing some books, films, and other sources, participants will conduct interviews that explore issues of social mobility and inequality. The seminar will also serve as a practical introduction to methods of social research, with an emphasis on the "life history" interview.

TEACHING METHOD: Seminar and discussion format; responsibility for leading discussion will rotate among students.

EVALUATION: Based on class discussion (30%), short essays (30%), final paper (40%).

READING LIST:

Arlie Russell Hochschild, *The Second Shift*

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

Catherine Newman, *Falling From Grace*

Catherine Riessman, *Narrative Analysis*

Lisa Staffen

Sociology A01-6, Sec. 22

THE SOCIAL ORGANIZATION OF MEDICAL WORK

Time: TTH 10:30-12:00

Office Address: 314 1810 Chicago Avenue Phone: 491-7044

Expected Enrollment: 15

COURSE DESCRIPTION: This course will examine how medical work is organized and what consequences this has for both the professionals and their patients. We will explore the enduring features of the practice of medicine and the more recent efforts to regulate the medical profession. The course will include material on the training of medical students, the doctor-patient relationship, the organization of colleague relations, and the present status of the profession. Discretion is the hallmark of the professions, and we will explore the balance between discretion and regulation in contemporary debates about professional accountability, patients' rights, cost control, and health care reform. Although the substance of the course may seem especially appealing to premedical students, the course is appropriate for all students who have an interest in how health care is organized.

TEACHING METHOD: Discussion.

EVALUATION: Participation in class discussion and four writing assignments.

READING LIST:

Howard Becker, et al., Boys in White

Charles L. Bosk, Forgive and Remember

Eliot Freidson, Medical Work in America

Marcia Millman, The Unkindest Cut

David J. Rothman, Strangers at the Bedside

ctec@northwestern.edu

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

[Northwestern University](#)

Last Updated: October 28, 1993

Winter 1993-94 Course Descriptions

0000 Senior Linkage Seminar

Eileen Ogintz

American Culture C94-0

SENIOR LINKAGE SEMINAR: THE AMERICAN FAMILY IN THE NINETIES

Time: Thursday, 3:00-5:00

Office Address: 20 University Hall

Phone: 491-3525

Expected Enrollment: 15

COURSE DESCRIPTION: This course will consider how the family has changed and evolved over the past generation and what appears to be ahead. The nineties are supposed to be the back to basics decade, with people turning inward, focusing more on their families, trying to find more satisfaction in their lives. But this generalization is open to question. We will look at the impact of these changes and consider what's ahead for the American family in the nineties.

PREREQUISITES: Permission required. Senior standing; first preference to CAS seniors.

TEACHING METHOD: In the course of the quarter, there will be a series of invited experts on several of the topics being considered in class. These will include a family therapist who counsels divorcing couples, a social worker who works with low-income minority families, a professional who advises companies on setting up family-friendly programs, a corporate executive involved in these programs, a stay-at-home father, a working mother as well as others.

EVALUATION: Students will be expected to complete two essays during the course of the quarter and to research and present one oral report on a relevant topic.

TENTATIVE READING LIST:

Judith Wallerstein and Sandra Blakeslee, Second Chances:
Men, Women and Children a Decade After Divorce
Arlie Hochschild, The Second Shift

Susan Faludi, Backlash

Alex Kotlowitz, There are no Children Here

Joelle Sander, Before Their Time

ctec@northwestern.edu

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[Northwestern University](#)

Last Updated: October 28, 1993

Winter 1993-94 Course Descriptions

0403 Anthropology

Malcolm Dow

Anthropology A01: Freshman Seminar Everyday
Life in Social Networks

Office: 555 Clark

Telephone: 491-4835 Time: TBA

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

Methods of Evaluation: A series of short writing assignments.

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

Oswald Werner

Anthropology A01: Freshman Seminar: THE MAYA

Office: 1810 Hinman

Telephone: 491-5402

Time: TTh 1-2:30

Description: The Maya culture persisted for 1500 years on the Yucatan peninsula in Mexico. Between 600-800 A.D. it developed, arguably, the most sophisticated culture in the Americas, including a writing system, architecture, art, a

complex ceremonial system, complex kingdoms, a complex economic organization, trade, etc. By 900 A.D. the classical sites of the lowland Maya lay all abandoned, never to be repopulated. We will examine Maya culture history in general and the classical lowland Maya city-states and their collapse in particular.

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

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

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

Caroline Bledsoe

Anthropology A01: Freshman Seminar MALE FERTILITY IN THE ERA OF FERTILITY DECLINE

Office: 1810 Hinman

Telephone: 491-5402 Time: M 1-3

Description: Changes across the world in the use of contraception may be profoundly altering the meaning and importance of parenthood for men. Issues such as quantity vs. quality of children, child survival, fertility limitation, inheritance, polygyny -- all comprise vital questions of men as reproducers and supporters of children. Yet most fertility work has focused on women, leaving the fertility goals and behaviors of men poorly understood. Works in anthropology and history as well as the other social sciences can be brought to bear to ask fresh questions about changing patterns of paternity and in peoples ideas about paternity.

To address these issues, the course examines classic anthropological works, especially those from Africa, on marriage and fertility.

Students will examine library sources that can illuminate these issues and write -- and revise -- two papers explaining their findings.

William Irons

Anthropology A05 FUNDAMENTALS OF ANTHROPOLOGY

Office: 1810 Hinman

Telephone: 491-4844

Time: MWF 2

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

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

Required Texts: Chagnon, Yanomamo: The Fierce People, Holt Rinehart & Winston Dawkins, The Selfish Gene, Oxford University Press 1976 Oliver, The Discovery of Humanity, Harper & Row 1981 Hart, Pilling, & Goodale, The Tiwi of North

Australia (3rd ed.), Holt Rinehart & Winston 1988

James A. Brown

Anthropology A12 NEW DIRECTIONS IN ARCHAEOLOGY

Office: 555 Clark

Telephone: 491-7982

Time: MWF 2

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

No prerequisites.

Teaching Methods: lectures, with class discussion.

Methods of Evaluation: Three quizzes weighted equally, two "mid-term" and the third at the time of the final. All to be administered in class, and to have the same structure and question type. They will be a combination of essay (with choice of questions), sentence completion, matching questions.

Texts: Brian Fagan, Archaeology: A Brief Introduction (3rd ed), Little, Brown. Roger Lewin, In the Age of Mankind, Smithsonian Books.

Gillian Bentley / Anna DiRienzo Anthropology B13 HUMAN

ORIGINS Office: 1810 Hinman

Telephone: 491-5402

Time: MWF 11

Description: This class is designed to introduce students to evolutionary theory. We will study the past evolutionary history of our species and discuss current developments that have implications for our future evolution. Topics include: human genetics, growth, adaptability, disease, demography, behavioral biology, primatology, and the fossil record for human evolution.

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

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

Helen B. Schwartzman

Anthropology B15 CULTURE THROUGH LANGUAGE

Office: 1810 Hinman

Telephone: 491-5402

Time: TTh 1-2:30

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

Teaching Methods: Lectures and discussion sections.

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

Readings: J. P. Spradley, *The Ethnographic Interview* (1979) New York: Holt, Rinehart & Winston J. P. Spradley, *Participant Observation* (1980) New York: Holt, Rinehart & Winston M. H. Agar, *Independents Declared* (1986) Washington, DC: Smithsonian Institution Press J. P. Spradley and D. W. McCurdy, *The Cultural Experience* (1970) Prospect Heights, IL: Waveland Press B. Myerhoff, *Number Our Days* (1978) New York: Touchstone/Simon & Schuster M. Moffatt, *Coming of Age in New Jersey*, Rutgers University Press J. Van Maanen, *Tales of the Field and On Writing Ethnography* (1988) University of Chicago Press

James A. Brown

Anthropology C01 HUNTER GATHERER ARCHAEOLOGY

Office: 555 Clark

Telephone: 491-7982

Time: MWF 11

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

P/N is not permitted.

Teaching Methods: Lecture and discussion.

Methods of Evaluation: Midterm, final, and term essay project, each counting equally.

Texts: L. Binford, In Pursuit of the Past (Thames and Hudson)
B. Fagan, The Journey from Eden (Thames and Hudson)

Donald Stone Sade

Anthropology C06 EVOLUTION OF LIFE HISTORIES

Office: 1810 Hinman

Telephone: 491-5402

Time: W 3-6

Description: The essence of life history evolution is found in the strategies evolved by species for allocating metabolic

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

An introductory set of readings will provide a common pool of information on the subject: -->Eisenberg, *The Mammalian Radiations*, will be used as a source book, especially the appendices which contain tabular information on life-history parameters of many mammalian species; -->Stephen Stearns, "Life-history tactics: A review of the ideas," *Quart. Rev. Bio.* 51:3-47, 1976; and -->Stephen Stearns, "The evolution of life history traits: A critique of the theory and a review of the data," *Ann. Rev. Ecol. Syst.* 8:145-171, 1977, provide an overview of the study of the evolution of life histories in both plants and animals. These two articles laid the foundation for much of the work on life history evolution that has been done since their publication.

Recent work on life history evolution has concentrated on cross-specific comparisons. M. D. Pagel and Paul H. Harvey, "Recent developments in the analysis of comparative data," *Quart. Rev. Biol.* 63:413-440, reviews all the quantitative methods currently in use for cross-species analysis, including regression analysis, major axis analysis, and phylogenetic auto-correlation methods, and discusses the strengths and weaknesses of each. This paper provides the methodological foundation for the individual student reports on the recent literature that will occupy the latter two-thirds of the course.

Each student will choose an article, such as P. H. Harvey and

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

Donald Stone Sade

Anthropology C09 PRIMATE BIOLOGY:

Dominance Relations: The Organization, Control and Function of Aggression in Animal Societies

Office: 1810 Hinman

Telephone: 491-5402

Time: TTh 9-10:30

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

The concept of aggressive dominance and subordination will receive special attention. Topics shall include the mechanisms underlying threat and submission, the ontogeny of dominance relations, the consequences of dominance status for the individual, the forms of hierarchies within groups, the functions of hierarchies within groups and populations, and the evolutionary pathways that may have been followed in the phylogeny of aggressive behavior.

The final section of the course will consider whether concepts such as self-esteem, authority, acquiescence, and others that characterize human attitudes and interactions may have evolved from the dominance-subordination hierarchies of pre-human ancestors.

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

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

Texts: B. Smuts, et al., eds., Primate Societies. Chicago: University of Chicago Press, 1987. ...and a collection of readings on dominance relations and hierarchies.

Caroline Bledsoe

Anthropology C32 STRATEGIES OF MARRIAGE AND REPRODUCTION

Office: 1810 Hinman

Telephone: 491-5402

Time: T 6:30-9pm

Description: This course covers trends in marriage and reproduction throughout the world, concentrating on the developing world and Africa in particular. Conjugal strategies, adolescent fertility, natural fertility, birth spacing, contraception, abortion, fatherhood, child fostering, and adoption will be examined through a sociocultural lens. They will be incorporated with theoretical descriptions of production and distribution within households.

Methods of Evaluation: Two short papers and a take-home final.

Readings: A course packet and a monograph.

Robert Launay

Anthropology C50 ANTHROPOLOGY OF RELIGION

Office: 1810 Hinman

Telephone: 491-5402

Time: TTh 10:30-12

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

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

Methods of Evaluation: Papers, based on class readings.

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

Karen Tranberg Hansen
Anthropology C54 GENDER AND ANTHROPOLOGY
Office: 1810 Hinman
Telephone: 491-5402
Time: TTh 2:30-4

Description: This course explores how the concern with gender relations has contributed to alter our understanding of the world anthropologists study. After a brief overview -- from the study of women to the construction of gender -- the course examines a number of critical issues (household work, wage labor, and development) that arise in the interaction of socio-cultural and politico-economic processes in different parts of the world. By the end of the course, students will have acquired a basic understanding of why and how gender relations make a difference in anthropology which they may also apply to other fields of study.

Teaching Methods: Lecture-discussions and films

Methods of Evaluation: Class participation, mid-term and final exams, and a term paper.

Required Readings: Moore (1988), Feminism and Anthropology. University of Minnesota Press. Leacock and Safa (1986), Women's Work, Development and the Division of Labor by Gender. Greenwood Pubs. Lamphere (1987), From Working Daughters to Working Mothers: Immigrant Women in a New England Industrial Community. Cornell University Press. Lockwood (1993), Tahitian Transformations: Gender and

Capitalist Development in a Rural Society. L. Rienner Pubs.
Plus several readings on library reserve.

Oswald Werner

Anthropology C89 ETHNOGRAPHIC ANALYSIS

Office: 1810 Hinman

Telephone: 491-5402

Time: TTh 3-4:30

Description: This is an experimental seminar -- always was -- always will be. A lot will depend on individual ethnographic projects that each one of us, including myself, pursues. Each student is responsible for one project of his or her own choice, though some of you may want to do joint projects. These usually involve the investigation of some problem of ethnographic method (e.g., the ethnographic interview or ethnographic translation). We may have guest lecturers -- if you so desire, or if we all agree that it would be a good thing. Later in the quarter we will have individual reports.

Students who have never conducted an ethnographic project are expected to do one. The ethnography can be problem-oriented. The important feature of an ethnographic project for this class is that it must have a strong meta-ethnographic component (a self-conscious look at one's method).

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

During this quarter I would like to pay special attention to computer-assisted ethnography, and I hope that each one of you will use a computer with your project. We can discuss the details of hardware and software in class.

Readings: Werner, O., and G. M. Schoepfle, et al. Systematic Fieldwork. Volume 1: Foundations of Ethnography and Interviewing. Volume 2: Ethnographic Analysis and Data Management. Sage Publications, 1987. Any one of the 20-odd thin blue volumes in the Sage Qualitative Research Method Series. Also, the first six issues of Cultural Anthropology Method (CAM), Volumes 1 and 2, available free (for the time

being) from the Department of Anthropology, University of Florida.

Gillian Bentley

Anthropology C90: Topics in Anthropology HUNTER-GATHERER

ECOLOGY Office: 1810 Hinman

Telephone: 491-4839

Time: F 1-3

Description: This class will explore several controversial questions concerning the ecology of contemporary hunter-gatherer societies. Topics we will cover include: Are hunter-gatherers conservationists? Can hunter-gatherers live independently of agriculturalists in the tropical rainforest? Are contemporary hunter-gatherer groups "pristine"? Are hunter-gatherers optimal foragers? Do hunter-gatherers have lower fertility than agriculturalists? and, Are contemporary hunter-gatherers a good analogy for reconstructing human evolution?

Teaching Method: The class will be conducted in seminar format with weekly readings and discussions.

Methods of Evaluation: Evaluation will be through class presentations, class participation, a final paper, and exam.

Malcolm Dow

Anthropology C90: Topics in Anthropology NETWORKS IN

ORGANIZATIONS Office: 1810 Hinman

Telephone: 491-5402

Time: TTh 2:30-4

Description: The goal of this course is to familiarize you with an emerging paradigm in the social sciences based on social networks, especially the network perspective on intra- and inter-organizational research. The major ideas and analytical concepts of social networks will be covered, and further understanding will be gained by re-analyzing some classic organizational network data sets.

All of the data sets and the relevant computer programs are contained in the computer package UCINET that you will learn how to use. We will discuss applications of network thinking to managerial networks, directorship interlocks,

international trade networks, organizational communication networks, and organizational change.

Teaching Methods: Lectures and discussion.

Methods of Evaluation: Class participation and a final paper.

Tentative Reading List: John Scott (1992) Social Network Analysis: A Handbook. Burt, Ron (1983) Corporate Profits and Cooptation. Eccles, R. (1988) Doing Deals: Investment Banks at Work. Knoke and Kuklinski (1982) Network Analysis. Wellman, Barry, and Steve Berkowitz, eds. (1988) Social Structures: A Network Approach.

A. C. Roosevelt

Anthropology C90: Topics in Anthropology ENVIRONMENTAL
ARCHAEOLOGY ON THE AMERICAN TOPICS

Telephone: 491-5402

Time: TTh 3:30-5

Description: This course introduces students to environmental archaeology as a way to study prehistoric civilizations within their ecological context. We will examine the dynamic interaction between humans and their habitats in the tropics of the Americas: lowland and Mesoamerica -- home of the Olmec and Maya civilizations, and Amazonia -- the world's largest rainforest. After reviewing the salient characteristics of soils, climate, vegetation, and wildlife in these areas, the class will examine in depth the research methods and data of paleoecology, environmental archaeology, and human ecology. These approaches will be used to understand the rise and collapse of civilizations within the fragile rainforest ecosystem. The course will conclude with a discussion of the ways in which an environmental-archaeological perspective can help promote the survival of modern indigenous peoples and their habitats.

Prerequisites: This course is open to all students who have taken an introductory course in either anthropology or a natural science (geology, environmental science, biology, etc.)

NOTE: Transportation will be provided at 3pm to reach the

Field Museum for TTh 3:30-5 class.

Evaluation: Short research paper and a final exam.

Gil Stein

Anthropology D01-2 LOGIC OF INQUIRY

Office: 1810 Hinman

Telephone: 491-5402

Time: W 3-6

For first-year graduate students in the Department of Anthropology.

Robert Launay

Anthropology D90: Topics In Anthropology CONTEMPORARY THEORY

Office: 1810 Hinman

Telephone: 491-5402

Time: T 3-5

Description: Over the past twenty years or so, a considerable number of anthropologists have turned away from the conception of the discipline as a "science" and have looked increasingly towards the humanities, especially philosophy and literary criticism, for examples of new approaches to the subject. This course is intended as a consumer's guide to some of these new (and by now not-so-new) trends inside and outside of anthropology.

Each week, the class will discuss one book, in an open-ended seminar format. Students will be required to write three or four short papers based on the readings.

Readings: Claude L_vl-Strauss, The Raw and the Cooked Anthony Giddens, Central Problems in Social Theory Pierre Bourdieu, Outline of a Theory of Practice Michel Foucault, Discipline and Punish Jacques Derrida, On Grammatology Mikhail Bakhtin, The Dialogic Imagination Edward Said, Orientalism James Clifford, The Predicament of Culture

Winter 1993-94 Course Descriptions

0404 African American Studies

AFAM B10-2 [Elective]
Madhu Dubey
TTh 9-10:30 Winter Quarter

SURVEY OF AFRICAN-AMERICAN LITERATURE

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

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

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

Leon Forrest
African-American Studies B-25
Time: TTH 10:30-12
Office Address: 308 Kresge
Phone: 491-5122

Expected Enrollment: 30

SURVEY OF AFRICAN-AMERICAN CULTURE

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.

NO PREREQUISITES. P/N allowed.

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

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

READINGS:

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

Fannie Rushing
African-American Studies B36-2
Time: MW 11:00-12:30
Office Address: 308 Kresge
Phone: 491-4805/5122
Expected Enrollment: 30

INTRODUCTION TO AFRICAN-AMERICAN STUDIES

COURSE DESCRIPTION: This is a course in African-American history from 1860 until 1980. It will explore the major questions in African-American history during this period. The course examines social processes, such as the development

of industrial capitalism and the resultant reconfiguration of the labor force, urbanization and migration as well as specific events such as, the Civil War, Reconstruction and Redemption, and the Civil Rights Movement. This course, will explore the development of mechanisms of exploitation and domination, such as, racism and discrimination. There will be a focus on the ongoing resistance to these mechanisms waged by African Americans.

TEACHING METHOD: Lecture and discussion.

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

Required Texts:

Drake, St. Clair Black Folk Here and There

Berry, Mary Frances and John Blassingame Long Memory: The Black Experience in America

Foner, Philip S. Organized Labor & the Black Worker, 1619 - 1973

Gutman, Herbert The Black Family in Slavery and Freedom, 1750 - 1925

Sellars, Cleveland The Making of a Black Militant

Charles Payne

African-American Studies C15-1

Time: MW 3:30-5

Office Address: 318 Kresge

Phone: 491-4806/5122

Expected enrollment: 40

URBAN EDUCATION

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

NO PREREQUISITES: P/N allowed.

TEACHING METHOD: Lecture-discussion

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

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

Professor Fannie T. Rushing
African-American Studies C26
Office Address: Andersen Hall 2-134
Time: Monday/Wednesday 11:00 - 12:30
Phone: 491-4805
Expected Enrollment: 20

MAKING OF THE CARIBBEAN PEOPLE

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

PREREQUISITES: Sophomore standing or above.

TEACHING METHOD: Lectures and Discussion

EVALUATION: Multiple Measures, One Short Paper (5 pages),
One Long Paper (10-15 pages), Class
Participation, Class Presentation.

Texts: Eric Williams

Leon Forrest
African-American Studies C60
Time: TTH 2:30-4
Office Address: Kresge 308
Phone: 491-5122

Expected enrollment: 30

THE ART OF TONI MORRISON

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

NO PREREQUISITES: P/N is allowed.

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

ctec@northwestern.edu

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Last Updated: October 28, 1993

Winter 1993-94 Course Descriptions

0405 Art History

Amelia Rauser

Art History A01-6

Art and Revolution in Britain, France and America, 1776-1793

Time: TTH 9:00 - 10:30

Office: 40 Kresge

Phone: 491-8660

Expected Enrollment:

COURSE DESCRIPTION: The political and social revolutions in the American Colonies and in France were accompanied by dramatically heightened roles for the arts as vehicles of reassurance, propaganda or interpretation. They depicted and sometimes even "re-made" history as it happened during these turbulent years in which societal values were under debate and national identity was being radically formed or re-formed. In this course we will examine the importance of Neo-Classical history painting in all three countries, the new symbols of nationhood produced in the United States and France in statuary, paintings and public festivals, and the critical role of political caricature in both interpreting events and creating a sense of national identity.

TEACHING METHOD: Seminar meetings twice a week to discuss readings and analyze images.

EVALUATION: Three writing assignments, including two short "looking" assignments and one research paper, will be assigned: 70% of grade (30% for the long paper, 20% each for the other two). Class participation: 20%. Notebooks, in which discussion and reading notes, paper drafts and research materials will be kept: 10%.

TEXTS:

Required:

Albert Boime, Art in an Age of Revolution, 1750-1800 A social History of Art, volume 1. University of Chicago Press

(Chicago and London, 1987).

Edmund Burke and Thomas Paine, Reflections on the French Revolution and The Rights of Man Doubleday (New York, 1989).

Hugh Honour, Neo-Classicism Penguin (London, 1988).

Recommended:

William Doyle, Origins of the French Revolution Oxford University Press (Oxford, 1988).

J.H. Plumb, England in the Eighteenth Century Penguin (London, 1963).

Stephen Perkinson

Art History A01-6

LOOKING AT IMAGES: WHAT DO WE KNOW? HOW DO WE KNOW IT?

Time: TTH 10:30 - 12:00

Office: 40 Kresge

Phone: 491-8660

COURSE DESCRIPTION: Attempts to interpret the art produced during the 15th century Renaissance in Northern Europe have provoked considerable debate among art historians. How was the art perceived by its original audience? Was there a difference between sacred and secular imagery? What role did the art play in the society that produced it? What was the nature of images? We will examine the ways in which scholars have dealt with these and other questions, working toward a greater appreciation of the complicated practices of art interpretation.

TEACHING METHOD: Seminar meetings two times a week for discussion of articles and images. Students will play an active role in debating differing approaches to the material.

EVALUATION: Two short writing assignments, including one "looking assignment" (30% of grade) and one research paper (30%); in-class presentation of articles and results of research (20%); class participation (10%) and maintenance of a notebook summarizing articles and discussions (10%).

TEXTS:

Erwin Panofsky, Early Netherlandish Painting, New York: Harper and Row

Course packet of xerox materials

IAP A90 Integrated Arts: Art Process

SEE IAP DEPT 0482

Larry Silver
Art History B-50
INTRODUCTION TO EUROPEAN ART
Time: MTTH 12:00
Office Address: 38 Kresge Hall
Office Phone: 491-8032

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

No Prerequisites, but Art History B10, Introduction to Visual Culture is strongly advised. Some background in European History is desirable but not necessary.

TEACHING METHOD: Lectures, complemented by discussion section.

EVALUATION: Midterm (25%), Final examination (50%), and assigned paper, visual analysis based on looking assignment at Art Institute of Chicago (25%).

TEXTS:
Silver, Art in History, (Prentice-Hall)

Hollis Clayson
Art History C59
SPECIAL TOPICS IN NINETEENTH CENTURY ART: THE SPACES OF EUROPEAN ART
Time: TTH 10:30 - 12:00
Office Address: 208 Kresge Hall
Office Phone: 491-8025
Maximum Enrollment: 25

COURSE DESCRIPTION: The aim of the course is the production

of aspects of a comparative exhibition history of French, English and German art in the 19th century via case studies. Emphasis will fall upon later 18th and 19th century exhibitions and displays staged in Paris, London and Berlin, including world's fairs as well as art shows. Temporary exhibits and permanent displays of 19th century art in today's museums will also be considered, focussing upon the Art Institute of Chicago, the Metropolitan Museum of Art in New York, and the Musee d'Orsay in Paris.

PREREQUISITES: None, but Art History C50-1, C50-2 or C60-1 would be helpful (there will be a few points of overlap with aspects of those courses, but not to the point that C59 will merely repeat what you have taken before). And (old) Art History B01-3 and/or (new) B10 would provide useful information and skills. This course will be an absolute prerequisite for D50 in Spring quarter, 1994.

TEACHING METHOD: Class meetings will contain both lectures from the podium and class discussion of issues and required readings.

EVALUATION: Discussion participation, one medium-length research paper, one midterm exam, and a final exam. P/NP will not be allowed.

TEXTS: Books for purchase will include:

Harrison and Cynthia White, *Canvasses and Careers:*

Institutional Change in the French Painting World

Paula Gillett, *The Victorian Painter's World*.

Readings by Thomas Crow, Ivan Karp, Pierre Bourdieu, Martha Ward, Patricia Mainardi, Peter Paret and others will also be featured. A required packet of photocopied readings will be available from Quartet Copies.

Paul B. Jaskot

Art History C60-2

MODERN ART: FROM REVOLUTION THROUGH THE FALL OF COMMUNISM

Time: WF 12:30 - 2:00

Office Address: 223 Kresge

Office Phone: 491-8030

COURSE DESCRIPTION: This course will chart the history of modern western art from the Soviet and German Revolutions to the present. Focussing on particular historical events--the

development of international markets, wars, social movements, political developments, etc.--we will examine how artists contributed and responded to change both in their own society and western culture in general. Discussion and lectures will be used specifically to analyze social, political and economic conditions that influenced artistic practice. Though the scope of the course will be broad and cover all major art movements, we will concentrate on the political tensions, party and state policies, and the individual artist's political practice as key to understanding important aspects of the development of art in this period. By so doing, the course is designed to analyze and question claims made for the ability of art to actively engage in the organization of society. This issue, which will form the focus of the readings, is central to the concerns of artists today and to a study of western art in the 20th century.

PREREQUISITES: B01-3 helpful, but not required.

TEACHING METHOD: The course will be based on lectures and bi-weekly discussions of the assigned reading.

EVALUATION: Grades will be determined from 2 exams (midterm and final), one short description paper, one research paper, and class participation.

TEXTS: Two reference texts will be required.

Lynton, The Story of Modern Art, 1980

Chadwick, Women, Art and Society, 1990

Additional readings will focus on the political history of modern art.

O. K. Werckmeister

Art History C-69

Special Topics in Twentieth-Century Art: SOVIET ART 1917-1945

Time: TTh 3:00 - 4:30

Office Address: 35-37 Kresge Hall

Phone: 475-0836

Expected enrollment: 20

COURSE DESCRIPTION: A lecture course, in chronological order, on the political and institutional history of Soviet art in light of current reassessments due to the dissolution of the

Soviet Union in 1991. Questions to be considered include the Soviet government's programs to bring art to the masses for political tasks; the claims of modern artists to suit the Bolshevik revolutionary ideology and their ultimate rejection as "bourgeois" by party authorities; the functions assigned to art for propaganda in the process of industrialization during the time of the First Five-Year Plan, comprising technology, production, and design; the administrative control of the arts by the Party since 1932; the elaboration of the concept of "socialist realism" at the height of Stalinist repression; the Soviet contribution to the world-wide government art programs during the decade of the Great Depression; and the comparison of Soviet art during that time with the arts of Fascist Government in Italy and the National Socialist government in Germany under the term totalitarianism.

Sequence of Class Topics

1. Introduction
2. The First Programs of Revolutionary Art
3. The Revolutionary Ideology of the Modern Tradition
4. The Constructivist Projection of Production, Building, and Design
5. The Resurgence of Realism
6. Art of the First Four-Year Plan
7. The Political Regulation of the Arts
8. The Palace of the Soviets and the Soviet Pavilion for the Paris World Fair
9. Soviet Art of the Second World War
10. The Issue of Totalitarian Art: Italy, Germany, the Soviet Union

TEXTS:

John Bowlt, ed., Russian Art of the Avant-garde: Theory and Criticism, 1902-1934, revised edition, London, 1988

Christina Lodder, Russian Constructivism, New Haven and London, 1985

Elizabeth Valkenier, Russian Realist Art, the State, and Society: The Peredvizhniki and Their Tradition, paperback edition, New York, 1989

Igor Golomstock, Totalitarian Art in the Soviet Union, the Third Reich, Fascist Italy and the People's Republic of China, London and New York, 1990

David Van Zanten

Art History C70-2

MODERN ARCHITECTURE: TWENTIETH CENTURY ARCHITECTURE &
URBANISM

Time: MWF 11:00 - 12:00

Office Address: 255 Kresge

Office Phone: 491-8024

COURSE DESCRIPTION: This course will treat the evolution of European and American building from 1890 to the present. It will explore the effect of increasingly industrialized and technically efficient building techniques, as well as of modern society and its imagery. The course will also examine the nature of the style generally settled upon by architects since the 1920's, the "International Style," and judge it in terms of how it has evolved, from situation to situation, during these last fifty years, and particularly how it was transformed when brought to the United States after World War II. The course will also examine the "Post-Modernist" revolution of the last decade.

TEACHING METHOD: The class will meet twice a week for one hour lectures and once a week for one hour discussions. There will be texts and shorter readings on reserve in the library.

EVALUATION: There will be a mid-term, a final, and a term paper weighted 25%, 50%, and 25%, respectively.

TEXTS:

R. Banham, Theory and Design in the First Machine Age

R. Banham, Architecture of the Well-tuned Environment

V. Scully, Louis I. Kahn

V. Scully, Frank Lloyd Wright

K. Frampton, Modern Architecture

R. Fishman, Urban Utopias in the 20th Century

Ikem Okoye

Art History C86

ART OF AFRICA

Time: TTH 9:00 - 10:30

Office Address: 221 Kresge

Office Phone: 491-8029

DESCRIPTION:

TEACHING METHOD:

EVALUATION:

TEXTS:

Sara Schastok

Art History C89

RELIGIOUS ARTS OF INDIA

Time: MWF 10:00

Office Address: 325A Kresge

Office Phone: 467-2790, 492-3230

Maximum Enrollment: 30

COURSE DESCRIPTION: This course explores the arts of sculpture and architecture created in the service of India's religions, with an emphasis on the images and temples of Hinduism and their role in religious practice.

In the Indic tradition, the human form is for the most part less a representation of the body and more a visualization of concepts otherwise beyond the grasp of the human imagination; religious sculptures from India are essentially tools developed for the work of spiritual advancement. The Hindu temple--the matrix from which individual images have been pried loose--is that place in which gods and humans meet; details of its design give expression to religious beliefs and enhance the spiritual journey that is undertaken in pilgrimages to temples and sacred places.

PREREQUISITES: No formal prerequisites although a basic course in art history or in Indian religions is highly desirable. No P/N.

TEACHING METHOD AND EVALUATION: lecture-discussion. There will be a paper (based on work in the Art Institute of Chicago), a midterm and a final exam. Grades will be based on class participation as well as on written work.

TEXTS:

T. Richard Blurton, Hindu Art (Harvard University Press, 1992).

George Michell, The Hindu Temple (University of Chicago Press, 1988).

Diana Eck, Darshan: Seeing the divine image in India (2nd ed., 1985, Anima Publications).

C.J. Fuller, The Camphor Flame, Popular Hinduism and Society in India (Princeton University Press, 1992).

Sandra L. Hindman

Art History C90 Senior Seminar

SOURCES AND DOCUMENTS IN MEDIEVAL AND RENAISSANCE ART: THE USE OF EVIDENCE

Time: M 2:00 - 5:00

Office Address: 220 Kresge

Office Phone: 491-8028

COURSE DESCRIPTION: Intended for undergraduate majors in Art History, this seminar provides an opportunity for students to explore the strategies necessary for undertaking primary research. Although focusing on the fields of Medieval and Renaissance art, the course should enhance the student's awareness of the problems and pleasures in pursuing research in a variety of fields across the discipline of Art History. Each week we will focus on a different medium and/or chronological period and/or geographic area (architecture, sculpture, manuscript illumination, "decorative" arts, monumental painting primarily in western Europe from the Early Christian era in the fourth century to the Renaissance in the fifteenth century). We will read primary sources that help to elucidate issues both of production and reception of works of art and architecture, with a view to assessing how different sorts of evidence can be useful in answering different questions. In reviewing carefully the status and role of evidence, we will see how it also affects the nature of the very questions we ask.

PREREQUISITES: Open to Art History Majors in their Junior or Senior years.

TEACHING METHOD: Discussion of weekly assigned readings with weekly class reports (sometimes in the form of debates) on these readings.

EVALUATION A research project will be undertaken by each student on a work of art in the Chicago area. This project will enable each student to "test" his or her own ideas while engaged in primary research.

TEXTS:

Caecilia Davis-Weyer, Early Medieval Art, 300-1150, Sources and Documents, New Jersey (Prentice Hall).

Teresa G. Frisch, Gothic Art, 1140-1450, Sources and Documents, New Jersey (Prentice Hall).

W. Stechow, Northern Renaissance Art, c. 1400-1600, Sources and Documents, Evanston (Northwestern University Press, reprint).

Creighton Gilbert, Early Italian Art, 1300-1400, Sources and Documents, New Jersey (Prentice Hall).

Colin Westerbeck

Art History C94

THE PHOTOGRAPHIC ARTIFACT: THE STIEGLITZ & LEVY COLLECTIONS
AT THE ART INSTITUTE

Time: W 1:00 - 4:00

Office Address: Department of Photography, Art Institute of Chicago

Office Phone: (312)443-3955

COURSE DESCRIPTION: The Art Institute has two photographic collections that have been kept together, rather than dispersed throughout the Photography Department's holdings, because of their historical importance as collections. These are the personal collections of Alfred Stieglitz and of the dealer Julien Levy.

Through discussion of the material contained in these two collections, this course will examine how photographic history is made, what the role of the fine print has been as compared to books and other forms of reproduction, and how issues of connoisseurship have developed in photography in the 19th and 20th centuries.

PREREQUISITES: Senior standing

TEACHING METHOD: Both seminar discussion and lecturing.

EVALUATION: Final examination and a 20-page term paper.

TEXTS:

America and Alfred Stieglitz: A collective Portrait
Millerton: Aperture, 1979
Henri Cartier-Bresson, The Decisive Moment New York: Simon
and Schuster, 1952
Jonathan Green, ed. Camera Work: A Critical Anthology.
Millerton: Aperture, 1973
Sarah Greenough, Alfred Stieglitz: Photographs and Writings.
Washington, D.C.: The National Gallery of Art, 1983
Rosalind Krauss, L'amour fou: Photography & Surrealism. New
York: Abbeville Press, 1985
Julien Levy, Memoir of an Art Gallery. New York: G.P.
Putnam's Sons, 1977
----- Surrealism. New York: Black Sun Press, 1936
Sue Davidson Lowe, Stieglitz: A Memoir/Biography. New York:
Farrar Straus Giroux, 1983
Weston J. Naef, The Collection of Alfred Stieglitz: Fifty
Pioneers of Modern
Photography. New York: Metropolitan Museum of Art/Viking
Press, 1978.
Dorothy Norman, Alfred Stieglitz: An American Seer.
Millerton: Aperture, 1973
David Travis, Photographs from the Julien Levy Collection
Starting with Atget. Chicago: Art Institute of Chicago,
1976.

Hollis Clayson

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

RESEARCH SEMINAR IN WOMEN'S STUDIES

Time: TBA

Office Address: 208 Kresge

Office Phone: 491-8025/3230

Maximum Enrollment: 12

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

PREREQUISITES: WMST C98-1 in Fall quarter, 1993. Consent of
instructor required. Thesis topic must be set and advisor
secured by the end of the first week of the quarter at the
very latest.

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

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

TEXTS: NA

Sandra L. Hindman
Art History D20 Studies in Medieval Art
MEDIEVAL ART HISTORY--NOW
Time: W 2:00 - 5:00
Office Address: 220 Kresge
Office Phone: 491-8028

COURSE DESCRIPTION: This seminar offers an opportunity to read and discuss a wide range of critical, theoretical, and historical writings in several disciplines that have implications for the so-called "New Art History." At the same time, we will read and discuss writings in the "New Art History" primarily in the medieval field. We will explore the consequences--if any--of recent developments in the humanities and the social sciences, including Post-modernism, the "New Medievalism," the "New Historicism."

Although we will read widely, every student will develop his or her own research project, so that the implications of the readings take on a concrete rather than abstract form.

PREREQUISITES:

None.

TEACHING METHOD: Discussion, preliminary reports, final reports.

EVALUATION: Classroom participation and final project.

TEXTS: To be assigned. Nothing will be available for purchase. Individual articles will be xeroxed each week. Books will be placed on reserve.

Michael Leja

Art History D65

Studies in American Art: American Impressionism

Time: FR 2:00 - 5:00 (202 Kresge)

Office Address: 212 Kresge

Office Phone: 491-8027

COURSE DESCRIPTION: This seminar will trace the development of an interest in French Impressionism among artists and patrons in (and from) the U.S. during the 1880s and 1890s. We will examine closely the variations of Impressionist styles developed by American painters, and we will analyze the terms of the reception of Impressionist art by American critics. Impressionism had both enthusiastic defenders and bitter detractors in the U.S. at the turn of the century, and we will examine the reasoning and motivations of both these groups as we try to formulate a social profile of the pro- and anti-modernist factions. Our work will culminate in an analysis of the watershed exhibition of The Ten American artists at the New York galleries of Durand-Ruel in 1898. The goal of the seminar will be to illuminate the social, psychological, political, and ideological issues engaged in the Americanization of Impressionism.

TEACHING METHOD: Discussion

EVALUATION: Grade based on research paper, two or three short presentations to class, and overall participation.

READING LIST: To be announced.

Ed Paschke

Art History D90-2

MEDIA & PROCESS IN ART

Time: TTH 1:00 - 4:00

Office Address: 215 Kresge

Office Phone:

Expected Enrollment: 12

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

Open to art and art history majors/graduates.

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

EVALUATION: Course evaluation will be based on a combination of attendance, effort, growth and inventiveness.

TEXTS:

No text required.

Ikem Okoye

Art History C86-1,2

ART OF AFRICA: PARTS 1 & 2

Time: TTH 9:00 - 10:30

Office Address: 211 Kresge

Office Phone: 491-8029

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

PREREQUISITE: Students will have successfully completed at least one B-level course in Art History, Art Criticism or African History. Part 1 is a preferred, advantageous but non-compulsory prerequisite for registration in Part 2.

TEACHING METHOD: Two lectures a week, and accompanying

weekly TA-run sections. Occasional visits to local museums when appropriate. Film screenings.

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

TEXTS: will, amongst others, include selections from;

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

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

Ikem Okoye

Art History D86-0

STUDIES IN AFRICAN ART: ART AND ORNAMENTATION IN 19TH CENTURY WEST AFRICAN ARCHITECTURE

Time: T 6:00 - 9:00

Office Address: 221 Kresge

Office Phone: 491-8029

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

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

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

EVALUATION: Active and regular participation/contribution to class discussions, a class presentation around a particular week's reading (or around a proposed research paper) and the

submission of a final research paper around some of the issues raised in the seminar.

TEXTS: will, amongst others, include selections from:
L. Adam, (1940), Primitive art. London and Aylesbury. Hunt, Barnard & Co. for Penguin Books Ltd.

T. Edwards Bowditch, (1821), An Essay on the Superstitions, Customs and Arts, Common to the Ancient Egyptians, Abyssinians and Ashantees. Paris, J. Smith

James Clifford, (1988), The Predicament of Culture: 20th Century Ethnography, Literature and Art. Cambridge, MA and London, England. Harvard University Press.

Fagg, Pemberton & Holcombe (ed.) (1982), Yoruba: Sculpture of West Africa. New York, Alfred A. Knopf, and Toronto, Random House.

Sally Price, (1989), Primitive Art in Civilized Places. Chicago and London, The University of Chicago Press.

Werner Schmalenbach, (1989), African Art from the Barbier Mueller Collection, Geneva. Munich, Prestel-Verlag.

Roy Sieber and Arnold Rubin, (1968), Sculpture of Black Africa: The Paul Tishman Collection. Los Angeles, Los Angeles County Museum of Art.

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

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

Ikem Okoye

Art History C86-1,2

ART OF AFRICA: PARTS 1 & 2

Time: TTH 9:00 - 10:30

Office Address: 211 Kresge

Office Phone: 491-8029

COURSE DESCRIPTION: The lectures, divided into two parts

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

PREREQUISITE: Students will have successfully completed at least one B-level course in Art History, Art Criticism or African History. Part 1 is a preferred, advantageous but non-compulsory prerequisite for registration in Part 2.

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

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

TEXTS: will, amongst others, include selections from;

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

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

Ikem Okoye

Art History D86-0

STUDIES IN AFRICAN ART: ART AND ORNAMENTATION IN 19TH CENTURY WEST AFRICAN ARCHITECTURE

Time: T 6:00 - 9:00

Office Address: 221 Kresge

Office Phone: 491-8029

DESCRIPTION: The seminar will attempt to relocate works of 19th century West African and Central African art and ornamentation within the architecture of which they were originally an integral part. In doing so, the seminar will

also attempt to follow the changing interpretations and meanings acquired by the same objects as they have moved from their original producers to present consumers (most typically a Western collector or Institution), and will offer a tentative view as to what this implies for a categorical and/or stable definition of art.

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

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

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

TEXTS: will, amongst others, include selections from:
L. Adam, (1940), Primitive art. London and Aylesbury. Hunt, Barnard & Co. for Penguin Books Ltd.

T. Edwards Bowditch, (1821), An Essay on the Superstitions, Customs and Arts, Common to the Ancient Egyptians, Abyssinians and Ashantees. Paris, J. Smith

James Clifford, (1988), The Predicament of Culture: 20th Century Ethnography, Literature and Art. Cambridge, MA and London, England. Harvard University Press.

Fagg, Pemberton & Holcombe (ed.) (1982), Yoruba: Sculpture of West Africa. New York, Alfred A. Knopf, and Toronto, Random House.

Sally Price, (1989), Primitive Art in Civilized Places. Chicago and London, The University of Chicago Press.

Werner Schmalenbach, (1989), African Art from the Barbier Mueller Collection, Geneva. Munich, Prestel-Verlag.
Roy Sieber and Arnold Rubin, (1968), Sculpture of Black Africa: The Paul Tishman Collection. Los Angeles, Los

Angeles County Museum of Art.

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

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

ctec@northwestern.edu

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

Last Updated: October 28, 1993

Winter 1993-94 Course Descriptions

0406 Art Theory And Practice

James Yood

Art Theory & Practice, A01-0

FRESHMAN SEMINAR (Contemporary Art Criticism)

Time: MW 2-3:30

Office address: Kresge Hall 42

Expected enrollment: 15

COURSE DESCRIPTION: The objective of this course is to examine the principles of contemporary art theory and criticism in order to gain an understanding of the complex role of the visual arts in modern culture. Among the issues that will be addressed in a seminar format are feminism, censorship, modernism and postmodernism, the art market, the art museum, public sculpture, and the role of the avant-garde in the modern age.

Prerequisites: Open to freshmen only.

TEACHING METHOD: Course structure will consist of discussions and written assignments which will utilize critical methods developed in the class discussions as well as those employed by a variety of contemporary writers of art criticism. The teaching of this course will consist of readings, slide/lectures, and discussions.

METHODS OF EVALUATION: Grading will be based on participation in discussions, attendance in class and a sequence of short papers, the topics to be developed in class.

Hannah Dresner

Art Theory & Practice, A20-0

BASIC PAINTING

Time: MW 1-4

Office address: Kresge Hall, rm. 217

Expected enrollment: 16

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

No prerequisites. P/N is permitted.

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

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

Hannah Dresner

Art Theory & Practice, A24-0 sec. 20

ESSENTIALS OF DESIGN

Time: MW 9-12

Office address: 216 Kresge Hall

Expected enrollment: 15

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

No prerequisites. P/N is permitted.

TEACHING METHOD: Periodic explanatory lectures, group discussions.

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

Brian Sikes

William Cass

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

BASIC DRAWING

Times: sec. 20: MW 1-4, sec. 21: MW 9-12

Office address: Kresge 217

Expected enrollment: 18

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

No prerequisites. P/N is permitted.

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

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

Maria Tomasula

Art Theory & Practice, B22-0

INTERMEDIATE PAINTING

Time: TTh 9-12:00

Office address: Kresge Hall, rm. 217

Expected enrollment: 18

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

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

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

METHODS OF EVALUATION: The final grade will be based on three-part evaluation of each student's performance and finished paintings as follows: EFFORT = ambition of projects in terms of scale or complexity; preparedness, includes having needed painting materials like stretched canvasses and

photographic sources when required; level of attendance; being on time; level of overall improvement. PAINTING FORM = how well visual and technical information are assimilated; level of skill in paint application and in modelling form; quality of decisions made in terms of scale, composition, value, use of color, etc. PAINTING CONTENT = quality of ideas; how well chosen images convey intended content; level of creativity in terms of how sources are used and which sources are used.

Chris Pielak

Art Theory & Practice, B25-0

INTERMEDIATE DRAWING

Time: TTh 9-12

Office address: Kresge Hall, rm. 217

Expected enrollment: 18

COURSE DESCRIPTION: This is an intermediate level course which is structured with the premise that students have previous experience with the basic elements of drawing. Emphasis is placed on the translation of three-dimensional space onto a two dimensional surface, the continued development of perceptual abilities, as well as content and creative thought. The primary focus of this course is the development of drawing skills.

Prerequisites: A20, A25 or equivalent.

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

METHODS OF EVALUATION: Effort, growth and inventiveness are major considerations along with in-class performance, participation in critiques, attendance and the quality of your portfolio.

Pamela Bannos

Art Theory & Practice, B50-2

BASIC PHOTOGRAPHY

Time: TTh 9-12:00

Office address: Kresge Hall, rm. 217

Expected enrollment: 12

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

Prerequisites: B50-1 or equivalent.

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

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

READING: No text required.

James Yood

Art Theory & Practice, B72-0

INTRODUCTION TO UNDERSTANDING 20TH CENTURY ART

Time: MW 4:00-5:30

Office address: Kresge Hall, rm. 42

Expected enrollment: 24

COURSE DESCRIPTION: An introduction to the major themes and stylistic strategies adopted by 20th Century artists, with a special emphasis on contemporary art. Through an examination of 20th Century art theory and criticism and a focus on writings by artists, the class will attempt to get an overview of the many movements that have characterized recent art practice. The class will also examine the specific systems--the school, the studio, the gallery, the museum, the art magazine--that provide a structure for the modern artist, and give their efforts a context and audience.

No prerequisites. P/N is permitted.

TEACHING METHOD: Two lectures per week with extended class discussions. Students will be required to view a variety of current exhibitions during the quarter.

METHODS OF EVALUATION: There will be a mid-quarter and final examination, and two brief papers, the topics to be developed in class. These and class participation and attendance will determine grading.

REQUIRED READING: To be assigned in class.

Ed Paschke

Art Theory & Practice, C20-0

MEDIA & PROCESS IN ART

Time: TTh 1:00-4:00

Office address: Kresge Hall, rm. 215

Expected enrollment 12

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

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

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

METHOD OF EVALUATION: Course evaluation will be based on a combination of attendance, effort, growth and inventiveness.

REQUIRED READING: No text required.

James Valerio

Art Theory & Practice, C22-1

ADVANCED PAINTING

Time: MW 9-12

Office address: Kresge Hall, rm. 249

Expected enrollment: 10-12

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

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

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

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

William Cass

Art Theory & Practice, C33-0

LITHOGRAPHY

Time: MW 1-4

Office Address: Kresge Hall, Rm. 203

Expected enrollment: 10

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

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

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

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

Gary Justis

Art Theory & Practice, C40-0

SCULPTURE IN METAL & PLASTIC

Time: TTh 9:00-12:00

Office address: Kresge Hall, rm. 2

Expected enrollment: 12

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

No prerequisites. P/N is permitted.

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

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

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

Integrated Arts Program C90-1

PERFORMANCE SEMINAR

Instructors: Frank Galati (Speech/Performance Studies),
Lorraine Peltz (CAS/Art Theory and Practice)

Time: MW 9-12

Integrated Arts Program Office: 1979 Sheridan Road Room 200

Phone: 491-3171

Expected Enrollment: 20

COURSE DESCRIPTION: The first of two capstone courses of the Integrated Arts Program. Team-taught, the course provides a culmination of the experiences and study of the previous

courses in the program. Students will work as an ensemble to create a presentation, stimulated by an initial theme or art work, and incorporating the talents and interests of the participants. The final presentation will integrate practices and theories drawn from theater, art, music, dance, and will explore its design, direction and production outside of conventional institutional boundaries.

PREREQUISITES: A90 Art Process and two of the four B91 courses.

TEACHING METHODOLOGIES: The students will work collaboratively to develop the final presentation, taking it from the establishment of a theme, through the conceptual stages necessary to give it spacial, kinetic, aural and visual dimensions, to its realization through the rehearsal process.

METHODS OF EVALUATION: Requirements include a journal of the process, individual and group assignments, a final examination and attendance at campus performance events. No P/N option.

TEXTBOOKS: Brook, P., Any Empty Space

Brian Sikes

Art Theory & Practice, D27-0

SEMINAR IN PROFESSIONAL PRACTICES

Time: MW 4:00-6:00

Office Address: Kresge 217

Expected Enrollment: 10

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

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

work.

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

Readings appropriate to course topics will be distributed for discussion.

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Last Updated: October 28, 1993

Winter 1993-94 Course Descriptions

0407 Astronomy

ASTRONOMY A02

STELLAR EVOLUTION

Farhad Yusef-Zadeh

Office Address: Room 9C Dearborn Observatory

Office Phone: 491-8147

COURSE DESCRIPTION: This is a descriptive, nonmathematical survey tracing the lives of stars from birth to death. The latest theories and observational evidence concerning the life history of stars, as well as the existence of neutron stars and black holes, will be discussed.

PREREQUISITES: None, P/N allowed.

TEACHING METHOD: Three lectures per week. The course outline will list reading material from the textbook for each lecture. Classroom discussion is strongly encouraged.

TEXT: J. Pasichoff, Contemporary Astronomy, 4th Edition
(Subject to change, consult syllabus.)

ASTRONOMY A20

HIGHLIGHTS OF ASTRONOMY

Guy Miller

Office Address: Room 9D Dearborn Observatory

Office Phone: 491-8647

Expected Enrollment: 200

COURSE DESCRIPTION: A descriptive course designed to acquaint students with the modern concepts and 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. P/N allowed.

TEACHING METHOD: Three lectures and one discussion session per week. During the quarter a weekly observing session, weather permitting, with the LARC 16-inch telescope will be scheduled. Even though the enrollment is expected to be fairly large, classroom discussion is encouraged.

READINGS: Universe, 3rd Edition, Kaufmann (Subject to change, consult Syllabus)

ASTRONOMY B10-2

GENERAL ASTRONOMY

Farhad Yusef-Zadeh

Office Address: Room 9C Dearborn Observatory

Office Phone: 491-8147

Expected Enrollment: 20

COURSE DESCRIPTION (B10-1,2): This is a Fall-Winter sequence for science majors with a more rigorous mathematical basis.

Second Quarter (Winter): The second quarter of the two quarter sequence is concerned with star formation, in particular the materials from which stars are formed, as well as the overall structure and evolution of the Universe. The early history of the universe will be studied, including properties of quasars, active galaxies and clusters of galaxies. This information will then be used to discuss the properties and evolution of the solar system.

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

TEACHING METHOD: The lectures are illustrated with visual aids to emphasize how and why research projects are currently undertaken. Numerical exercises are assigned and discussed (usually when clouds interfere with telescopic observation). Students are required to participate actively in scheduled observing sessions at night, when a more informal approach is possible than in daytime classes.

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Last Updated: October 28, 1993

Winter 1993-94 Course Descriptions

0409 Biological Sciences

Teresa H. Horton

Biological Sciences, A01-6

FRESHMAN SEMINAR

THE SCIENTIFIC METHOD: EXAMPLES FROM RESEARCH ON SEXUAL
DIFFERENTIATION

Time: TTH 10:30-12

Office Address: MLS 2159

Office Phone: 467-1443

Expected Enrollment: 15

COURSE DESCRIPTION: Science is a way of thinking, not just the accumulation of facts. Scientific problems solving involves observing an event, asking questions about what was observed, making predictions about how and why an event occurred, and conducting experiments to test whether the predictions are correct. In this seminar students shall discuss the principles of the scientific method. Examples from research on sexual differentiation, the process by which a developing embryo becomes recognizably male or female, shall be used to provide material for discussion.

TEACHING METHOD: Group discussion of assigned readings.

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

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

Gary J. Galbreath

Biological Sciences A03-0

DIVERSITY OF LIFE

Time: MWF 3:00

Office Address: Hogan G-170

Office Phone: 491-8775
Expected Enrollment: 186

COURSE DESCRIPTION: Comparative survey of the five kingdoms of organisms (animals, plants, fungi, protists, and monerans), emphasizing adaptation, anatomical structure, and phylogenetic relationships. Major phyla and classes of animals and plants. Particular emphasis on animal groups. For non majors and majors.

PREREQUISITES: None.

TEACHING METHOD: Lectures.

READINGS: TBA

EVALUATION: Three exams.

Robert King
Biological Sciences A06-6
FRESHMAN SEMINAR
GENETICS AND EVOLUTION
Time: MWF 2:00
Office Address: Hogan 5-130
Office Phone: 491-3652
Expected enrollment: 15

COURSE DESCRIPTION: This course will cover a variety of topics in the fields of genetics and evolutionary biology, focusing on the contributions of geneticists, such as Mendel, Morgan, Muller and McClintock, and evolutionary biologists, such as Darwin and Margulis. Other topics deal with the evidence for evolution occurring within recent times (antibiotic and insecticide resistance, industrial melanism, resistance in humans to endemic diseases). Students will write 5,000 word essays in the style of scientific reviews on topics they choose.

PREREQUISITES: None.

TEACHING METHOD: The instructor will lecture on methods of library research and techniques of scientific writing. Subsequently during lectures on the fundamentals of genetics and evidence for evolution the students will be drawn into

discussions as to the insights their research provides upon the subjects being discussed. Individual meetings will be set up to go over the manuscripts at various stages of their development.

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

READING LIST:

Avers, Progress and Pattern in Evolution.
King and Stansfield, A Dictionary of Genetics.
McMillan, Writing Papers in Biological Sciences.

Neena B. Schwartz
Biological Sciences A60-0

HUMAN REPRODUCTION

Time: TTH 11-12:30; Discussion: 1-hour per week
Location of Class: Tech LR2
Office Address: Hogan 2-120
Office Phone: 491-5767
Expected Enrollment: 180

Note: The time of this course has changed! The old lecture time was 9:00-10:30 a.m. Discussion section 62 (Th 11-12) has been cancelled and replaced by discussion section 64 (W 11-12)

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

PREREQUISITES: None.

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

EVALUATION: There will be a mid-term and a final of short answer and true-false questions (60%). Students will be graded by the T.A.'s on their participation in the discussion sections (10%). Each student will be required to find two newspaper clippings and/or magazine articles, appearing

during the course, relevant to something in the course and write a 500 word essay on each explaining her/his interpretation of the article (30%).

READING LIST: Text: Richard E. Jones, Human Reproductive Biology, Academic Press, New York, 1991. Other reading material: original journal articles, chapters in several books on sex and gender, newspaper and magazine articles.

0409 A64-0: Genetics and People
MWF 10:00 a.m.
Dr. John Bjerke
Swift 104

New Course Offering

John S. Bjerke
Biological Sciences, 409 A80-0
INTRODUCTION TO BIOLOGY AT THE MOLECULAR LEVEL
Time: Lecture MWF 10:00
Discussion/Review Session (optional) TH 3:00-5
Office Address: 306 Swift Hall
Office Phone: 467-1394
Expected Enrollment: 50

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

PREREQUISITES: None. Satisfies the CAS distribution requirement for Natural Sciences Area I. Not open to students who have completed (or are currently enrolled in) 409-A70, 409-A90, or any part of the 409-B10 sequence. P/N not permitted.

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

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

TEXTBOOK: Biology: The Foundations (Second Edition) 1983, Stephen L. Wolfe, Wadworths Publishing Company. Molecular Design of Life, 1989 Edition, Lubert Stryer, Freeman Publishing Company.

Jonathan Widom and Richard I. Morimoto
Biological Sciences B10-2

BIOLOGY

Time: MWF 8:00-9 Lecture or MWF 11:00-12 Lecture
F 4:00-6 Optional Review Section (also used for
Midterm Exams)
One 3-hour Lab on T, W, or TH.

Office Address: RIM: MLS 3107
JW: Tech 1694
Office Phone: RIM: 467-2126
JW: 467-1887

Expected Enrollment: Approximately 380

COURSE DESCRIPTION: Biochemistry and Molecular Biology.

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

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

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

READING LIST: TBA.

William L. Klein
Biological Sciences 409-C03-0

MOLECULAR NEUROBIOLOGY

Time: T TH 10:30-12
F 11:00-12:15 (Optional)

Office Address: Hogan 5-110
Office Phone: 491-5510

Expected Enrollment: 45

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

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

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

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

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

Mark A. Segraves

Biological Sciences C05-0

NEUROBIOLOGY LABORATORY

Time: M 1:00-2, W or F 1:00-5 Lab

Office Address: MLS 2137

Office Phone: 491-5072

Expected Enrollment: 24

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

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

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

EVALUATION: Written lab reports and class participation.

READING LIST: B. Oakley and R. Schafer, Experimental Neurobiology. J.G. Nicholls, et al. From Neuron to Brain; and class handouts.

Mark A. Segraves

Biological Sciences C06-0

CENTRAL NERVOUS SYSTEM PHYSIOLOGY

Time: TTH 1-2:30

Office Address: MLS 2137

Office Phone: 491-5072

Expected Enrollment: 70

COURSE DESCRIPTION: A multi-disciplinary approach towards an understanding of the organization and function of the mammalian central nervous system. Topics for discussion will include sensory and motor systems, sensorimotor integration, CNS involvement in homeostasis and arousal, and diseases of the brain. Equal time will be devoted to presentation of essential material for each system and to a discussion of key experiments that have contributed to our understanding of

these systems. As an aid to the comprehension of relationships between structure and function in the central nervous system, one class period will be devoted to dissection of a sheep brain.

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

TEACHING METHOD: Lectures and discussion of research articles.

EVALUATION: Two exams and one term paper.

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

Staff

Biological Sciences C08-0

NEUROANATOMY LABORATORY:

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

Office Address: TBA

Office Phone: TBA

Expected Enrollment: 60

COURSE DESCRIPTION: A thorough examination of the organization and morphology of the nervous system. Emphasis will be placed on the human central nervous system, but comparisons will be made with primitive nerve nets, and with the nervous systems of other vertebrates and invertebrates. Sufficient consideration will be given to the function of the various systems to make anatomy understandable and interesting. Topics to be covered in the course include: sensory and motor systems, autonomic (visceral) systems and cerebral cortex.

PREREQUISITES: 409-B10-3

TEACHING METHOD: Lectures and laboratory.

EVALUATION: Two written examinations; two practical examinations.

READING LIST: TBA

Gary J. Galbreath
Biological Sciences C12-0
EVOLUTIONARY PROCESSES
Time: MW 12:30-2
Office Address: Hogan G-170
Office Phone: 491-8775
Expected Enrollment: 30

COURSE DESCRIPTION: Theoretical foundations of evolutionary biology; overview of current foci of current evolutionary research.

PREREQUISITES: 409-A91, 409-A04, 409-B10-1 or equivalent.

TEACHING METHOD: Lectures.

EXAMINATIONS: Essay-style exams.

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

Angela Wandinger-Ness
Biological Sciences, 409-C15-0
CELL BIOLOGY
Time: MWF 11:00-12
Office Address: MLS 3137
Office Phone: 467-1173
Expected Enrollment: 85

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

PREREQUISITES: 409 B10-3

TEACHING METHOD: Three lectures and quiz section.

EVALUATION: Two 1-hour exams and final examination.

READING LIST: Darnell, et al., Molecular Cell Biology, and selected readings.

Paul A. Loach
Biological Sciences C22-0
BIOCHEMISTRY OF MACROMOLECULAR COMPLEXES
Time: MWF 9:00
Discussion session F 10:00
Office address: Tech 1697
Office phone: 491-5654
Expected Enrollment: 30

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

PREREQUISITES: 409-C01 or consent of the instructor.

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

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

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

Neil E. Welker
Biological Sciences C54-0
EXPERIMENTAL TECHNIQUES IN BIOCHEMISTRY AND MOLECULAR BIOLOGY
Time: MW 3:00-4 Lecture and Lab on either TTH 12:00-3 or 3:00-6 p.m. (The laboratory is open during the evenings, and

weekends so that each experiment can be completed.)

Office Address: Hogan 5-140

Office Phone: 491-5516

Expected Enrollment: 48

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

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

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

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

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

Jon Levine

Biological Sciences C56-0

VERTEBRATE ENDOCRINOLOGY

Time: TTH 9-10:30

Office Address: 4-150 Hogan

Office Phone: 491-7180

Expected Enrollment: 75

COURSE DESCRIPTION: Physiology, biochemistry and molecular biology of hormones and glands of internal secretion in

vertebrates. Hormone structure, function, and measurement and interrelationships among endocrine glands are stressed.

PREREQUISITES: 409-B10-3

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

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

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

Scott Ness

Biological Sciences C91-0

MOLECULAR BIOLOGY II

Time: MWF 10:00

Office Address: MLS 3131

Office Phone: 467-1188

Expected Enrollment: 30

COURSE DESCRIPTION: Eukaryotic regulatory mechanisms. Topics will include: eukaryotic gene regulation; control of the cell cycle and cell division; transformation; retroviruses, oncogenes and growth control; differentiation and cancer.

PREREQUISITES: 409-C90-0

TEACHING METHOD: Lectures plus a one-hour study section (with T.A.) per week.

EVALUATION: One midterm (1 hour) exam and a final examination.

READING LIST: Watson, Gilman, Witkowski and Zoller (1983) Recombinant DNA, 2nd Edition, also outside readings from the scientific literature.

Kelly Mayo/John Bjerke

Biological Sciences C92-0

DEVELOPMENTAL BIOLOGY

Time: MWF 9:00 Lecture

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

Office Address: 3-100 Hogan

Office Phone: 491-8854

Expected Enrollment: 40

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

PREREQUISITES: 409-B10 series;

(Molecular Biology recommended but not required).

TEACHING METHOD: 3 lectures/ 1 lab per week

EVALUATION: Midterm and final examination; laboratory grade

READING LIST: Probable text: Developmental Biology, 3rd edition, 1991, Scott F. Gilbert, Sinauer Associates Inc., Publishers. Laboratory manual to be determined.

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Last Updated: October 28, 1993

Winter 1993-94 Course Descriptions

0411 Chemistry

James A. Ibers

Chemistry A02

GENERAL INORGANIC CHEMISTRY

Time: MTWThF 9:00 and 10:00. Lab section times will vary.

Office Address: Tech B864

Phone: 491-5449

Expected Enrollment: 525

Winter Quarter 1993

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

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

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

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

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

Text: Chemistry, second edition, by Zumdahl.

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

Joseph T. Hupp
Chemistry A02
GENERAL INORGANIC CHEMISTRY
Time: MTWThF 3:00, W 6:00-10:00(Lab)
Office Address: Tech B142
Phone: 491-3504
Expected Enrollment: 90
Winter Quarter 1993

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

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

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

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

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

Text: Chemistry, second edition, by Zumdahl.

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

Brian M. Hoffman
Chemistry A72
ACCELERATED GENERAL PHYSICAL CHEMISTRY
Time: MTWThF 1:00
Office address: Tech 3022
Phone: 491-3104
Expected enrollment: 240
Winter Quarter 1993

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

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

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

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

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

Text: Principles of Chemistry, Oxtoby and Nachtrieb, latest

edition.

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

Joseph B. Lambert
Chemistry B01
CHEMISTRY OF NATURE AND CULTURE
Time: MWF 10:00-11:00, T 10:00-12:00
Office address: Tech 2140
Phone: 491-5437
Expected enrollment: 45
Winter Quarter 1993

Course Description: The course treats chemicals encountered on an everyday basis. Where did 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 productions, 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, sixth edition

Susan R. Mrozack
Chemistry B10-1
ORGANIC CHEMISTRY
Time: MTWF 4:00
Office Address: Tech 1696
Phone: 467-1196
Expected Enrollment: 75

Winter Quarter 1993

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

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

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

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

Reading List:

Daniel P. Weeks
Chemistry B10-2
ORGANIC CHEMISTRY
Time: MTWThF 1:00
Office address: Tech 2142
Phone: 491-5650
Expected enrollment: 200
Winter Quarter 1993

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

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

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

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

Eric J. Roskamp
Chemistry B10-2
ORGANIC CHEMISTRY
Time: MTWThF 10:00
Office address: Tech 3158
Phone: 491-4204
Expected enrollment: 200
Winter Quarter 1993

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

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

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

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

Professor Fred Lewis
Chemistry B12-2
ORGANIC CHEMISTRY
Time: MTWThF 9:00
Office Address: 3001 Tech
Phone: 491-3441
Expected enrollment: 100
Winter Quarter 1993

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

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

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

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

Richard Van Duyne/Fred Northrup
Chemistry C29

ANALYTICAL CHEMISTRY WITH LABORATORY

Time: Lecture: MWF 9:00; Van Duyne
Office address: Tech B148
Phone: 491-3516

Lab: (one day) MTWThF 1:00 - 6:00; Northrup
Office address: Tech B854
Phone: 491-7910

Expected enrollment: 36
Winter Quarter 1993

Course Description: Principles and applications of analytical methods with emphasis on chromatography and electrochemistry. With laboratory

Prerequisites: C42-1

Teaching Method: Three lectures and one 5-hour laboratory per week.

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

Texts: Harris, Quantitative Chemical Analysis, latest edition.

Braithwaite and Smith, Chromatographic Methods, latest edition.

Kenneth Spears
Chemistry C42-1

THERMODYNAMICS

Time: MWThF 11:00

Office address: Tech 1144

Phone: 491-3095

Expected enrollment: 125

Winter Quarter 1993

Course Description: The laws of thermodynamics, chemical potentials, solution thermodynamics, and applications of thermodynamics.

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

Teaching Method: Three lectures and one discussion per week.

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

Text: Atkins, P.W., Physical Chemistry, 4th edition.

Atkins, P.W., Solutions Manual for Physical
Chemistry, 4th edition.

Eric Weitz

Chemistry C42-2

Quantum Mechanics and Spectroscopy

Time: MWThF 11:00

Office address: Tech B857

Phone: 491-5583

Expected enrollment: 40

Winter Quarter 1993

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

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

Teaching Method: Three lectures and one discussion per week.

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

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Last Updated: October 28, 1993

Winter 1993-94 Course Descriptions

0413-0415 Classics

413 A01-2 ELEMENTARY LATIN

Expected enrollment: 23

Time: MTWF 2:00

Instructor: Shannon Byrne-Cueva

Office: Kresge 10-A

Phone: 491-7104

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

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

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

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

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

413 B01-2

INTRODUCTION TO LATIN LITERATURE

Expected enrollment: 20

Time: MWF 10:00

Instructor: Jeanne Ravid

Office: Kresge 9

Phone: 491-8043

COURSE DESCRIPTION: The goal of second year Latin (B01-

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

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

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

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

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

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

413 C10-0

READINGS IN LATIN LITERATURE

Expected enrollment: 6

Time: TT 2:30-4:00

Instructor: Thomas Marier

Office: Kresge 14

Phone: 491-8047

COURSE DESCRIPTION: A study of the chief works of Latin literature, arranged in a three year cycle.- The topic for Winter 1994 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 A10-0

A STUDY OF SCIENTIFIC VOCABULARY THROUGH CLASSICAL ROOTS

Expected enrollment: 35

Time: See secretary in Kresge 18

Instructor: Jeanne Ravid

Office: Kresge 9

Phone: 491-8043

COURSE DESCRIPTION: The intent of this course is to familiarize the student with a wide range of Greek- and Latin- derived words encountered in scientific and primarily medical fields.- Students will gain familiarity with the basic components and an understanding of the underlying principles in word formation. - This will include acquiring a basic vocabulary of word roots, prefixes, and suffixes, much of which is a matter of memorization; and will also include analysis of words, aiming at an understanding of the relationship of the various components.- With a good grasp of how all such words work, the meaning of thousands of scientific words never seen before may be guessed at with reasonable assurance of accuracy.

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

TEACHING METHOD: Independent Study: The student is on his or her own to study and complete the exercises in the text/workbook and to take quizzes and exams as scheduled.- Each quiz covers two chapters.- The mid-term covers the first eight chapters, and the final is a comprehensive exam, covering all material in the course. Requires a minimum of 9 hours of study per week.

METHOD OF EVALUATION: Mid-term exam and final exams.- Quiz grades do not count towards the final grade. However, they are immensely valuable as a diagnostic tool and pacer for the student, and serve as preparation for the mid-term and final exams.

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

414 B20-2 THE ANCIENT WORLD

Expected enrollment: 90

Time: TT 9:00-10:30

Robert Wallace

Office: Kresge 11

Phone: 491-8042

COURSE DESCRIPTION: An introduction to the history of Greece in the fifth and fourth centuries B.C. (480-307 B.C.); emphasis on political institutions and on social and intellectual history.

PREREQUISITES: None, P/N not allowed.

TEACHING METHODS: Lecture and discussion.

EVALUATION: Midterm, final, paper.

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

414 C10-2 FROM HOMER TO ARISTOTLE: Periklean Athens and After

Expected enrollment: 20

Time: MW 2:00-3:30

Instructor: Martin Mueller

Office: University Hall 419

Phone: 467-1065

COURSE DESCRIPTION: This course is a cultural and intellectual history of Athens from the middle of the fifth century, the heyday of the Athenian empire and "age of Perikles," to the conquests of Philip and Alexander in the late fourth century, when the independent city-state or "polis" ceased to be the dominant political form of the Greek world.

Major topics of discussion will be: 1) The Peloponnesian War and Thucydides' "invention" of diplomatic and military history; 2) the crisis of values in late fifth-century Athens as reflected above all in tragic drama; 3) the conflict of rhetoric and philosophy acted out in the struggle of Sokrates and Plato against the "sophists"; and 4) the "decline" of the "polis" as the site of historical change and the emergence of a "cosmopolitan" culture.

PREREQUISITES: None.

TEACHING METHOD: Discussion.

METHOD OF EVALUATION: Two papers (about 2,000 words) and a take-home final.

TEXTS: Readings include: Thucydides, Peloponnesian Wars (substantial selections); Sophocles, Oedipus Rex, Oedipus at Colonus, Philoctetes; Euripides, Heracles, Trojan Women, Baccae; Plato, Protagoras, Gorgias, Symposium; Aristotle, Politics (selections), Nichomachean Ethics (selections). the course will also make significant use of Perseus, the hyper- and multi-media database of Greek civilization.

414 C30-0 ANCIENT ECONOMY

Expected enrollment: 30

Time: TT 10:30-12:00

Instructor: Robert Wallace

Office: Kresge 11

Phone: 491-8042

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

PREREQUISITES: No P/N.

TEACHING METHODS: Discussion and lectures.

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

scholarly paper.

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

415 A01-2 ELEMENTARY GREEK

Expected enrollment: 13

Time: MWF 1:00

Instructor: John Wright

Office: Kresge 17

Phone: 491-8039

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

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

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

TEXT: Pharr and Wright, Homeric Greek

415 B01-2 INTRODUCTION TO GREEK LITERATURE

Expected enrollment: 5

Time: MWF 12:00

John Wright

Office: Kresge 17

Phone: 491-7597

COURSE DESCRIPTION: The primary aim of the course is the development of proficiency in reading ancient Greek. Reading for the second quarter will focus on the remainder of Oedipus Rex.

PREREQUISITE: Greek B01-1 or consent of instructor.

TEACHING METHOD: Classroom reading, translation, discussion.

METHOD OF EVALUATION: Frequent short quizzes, midterm, final.

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

0415 B06-2 MODERN GREEK II
Expected enrollment: 9
Time: MWF 2:00

Instructor: Lena K. Thodos
Office Address: 10 Kresge
Office Phone: 491-8045

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

PREREQUISITES: Greek B06-1, and/or permission of instructor.

TEACHING METHOD: Daily assignments covered in class.

EVALUATION: Weekly quizzes, midterm and final examinations.

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

415 C01-0
READINGS IN GREEK LITERATURE
Expected enrollment: 5
Time: TT 1:00-2:30

Instructor: Reginald Allen
Office: 15 Kresge
Phone: 491-8040

COURSE DESCRIPTION: Authors and topics arranged in a three-year cycle. The readings for Winter, 1993, will be in Plato's Protagoras, with attention to Apology and Crito.

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

TEACHING METHOD: Reading and discussion.

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

REQUIRED TEXTS: Plato, v. 4: Protagoras, (W.R.M. Lamb, translator), Loeb Library edition - available at Great Expectations book store, 911 Foster Street.

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Last Updated: October 28, 1993

Winter 1993-94 Course Descriptions

0416 Comparative Literary Studies

Volker Durr

CLS B06-0 Winter Quarter

EUROPEAN FICTION SINCE 1900

Time: MWF 1:00

Office Address: 150C Kresge Hall

Phone: 491-3108

Expected Enrollment: 180

COURSE DESCRIPTION: Students will read the following books in the order in which they are listed:

Fyodor Dostoyevsky,	Notes from the Underground
Thomas Mann,	Death in Venice and Other Stories (Only Tonio Kruger and Death in Venice will be discussed.)
Franz Kafka,	The Castle
R. M. Rilke,	Malte Laurids Brigge
Albert Camus,	The Stranger
Jean-Paul Sartre,	Nausea
Jean-Paul Sartre,	Being and Nothingness (sel.)
Albert Camus,	The Myth of Sisyphus

Books available at Great Expectations.

TEACHING METHODOLOGY: Each of these works belongs to world literature and will be discussed, both in its own literary right and as a representative example of modern European fiction, i.e. as the expression of an aesthetic and intellectual sensibility, recognizable also in other literary works of the epoch. Students taking this course should be interested in modern literature should be prepared not only read but to study the works on the reading list.

DISCUSSION SESSIONS: Four discussion sessions will be scheduled for regular class hours; they will be conducted by Professor Durr and his assistants.

No prerequisites. No P/N allowed.

EVALUATION: Midterm and final examination. By arrangement with the professor, a student may also write a substantial paper.

Dario Fernandez-Morera

CLS B13-0 Winter Quarter

INTRODUCTION TO FICTION: LITERATURE and LIBERTY

Time: MWF 11:00

Office Address: 244 Kresge

Phone: 491-8281

Expected Enrollment: 40

COURSE DESCRIPTION: We will examine selected works of fiction that illustrate the possibilities of the novel as a critique of the non-textual world. Close attention will be paid to the philosophic, socioeconomic, historical and cultural assumptions and contexts of the texts.

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

EVALUATION: Classwork and a final.

METHODOLOGY: Lecture/discussions

TENTATIVE READINGS:

Zamyatin,	We
Heinlein,	The Moon is a Harsh Mistress
Fyodor Dostoyevsky,	The Demons
George Orwell,	Nineteen Eighty Four
Secondary contextual readings.	

Phyllis Lyons

B71-4 Winter Quarter

JAPANESE LITERATURE IN TRANSLATION: INTRODUCTION TO MODERN
JAPANESE WOMEN WRITERS

Time: TTh 10:30-12:00

Office Address: Kresge 362

Office Phone: 491-2766

Expected enrollment: 30

COURSE DESCRIPTION: The modern Japanese literary tradition is predominantly male, and so in order to cover the major canonical writers in the short period of one quarter, women writers are mostly excluded from the Introduction to Modern Japanese Literature course (B71-3). But there are a number of important women writers in the modern period, and especially since the 1960's, women make up a significant proportion of the most interesting of contemporary writers. This course will introduce a number of these new creative voices, many of whom have won the major literary prizes in the past several decades. The availability of translations over the past five years or so indicates that women writers are now recognized as a major part of the main tradition. In their stories, we will see women meeting--sometimes triumphantly, often with great difficulty--the challenges of a changing social order.

No Prerequisites. All readings in English translation.
(Course approved for distribution credit.)

EVALUATION: Participation in class discussion; two short papers (5 pp.); one long final paper (10-12 pp.).

READING LIST:

Birnbaum,	Rabbits, Crabs, Etc.
Tanaka and Hanson,	This Kind of Woman
Lippit and Selden,	Contemporary Japanese Women Writers
Tsushima,	Child of Fortune
Ariyoshi,	The Twilight Years

Marcia Gealy
CLS B79-0 Winter Quarter
MODERN JEWISH LITERATURE IN TRANSLATION
Time MWF 10
Office Address: 1902 Sheridan
Office Phone: 491-7414
Expected Enrollment: 30

COURSE DESCRIPTION: The purpose of this course is to study selected works of modern Jewish literature in the context of their historical background. We will focus on certain themes and stories in the Bible and in Jewish folklore as well as on particular events and movements in European, American, and Israeli history as a way of better understanding this

literature. Though most of this literature dates from the later nineteenth and twentieth centuries, a study of eighteenth and nineteenth century intellectual and religious currents such as the Enlightenment, Jewish Mysticism, Zionism, and Socialism will help us to understand the literature in its changing historical and social context. Thus while some writers saw modern Jewish literature as a means of educating the masses to modern secular needs, others saw it as a means of reshaping older forms and religious values, while still others saw it as a means of reflecting timeless humanistic concerns. Among the writers we will read are Sholem Aleichem, I.B. Singer, Henry Roth, B. Malamud, Lore Segal, Cynthia Ozick, S.Y. Agnon, and A.B. Yehoshua.

TEACHING METHODOLOGY: Lecture and discussion

EVALUATION: Discussion, midterm, 10 page paper.

No prerequisites. Attendance at first class mandatory.

Helen Deutsch

CLS B80-0 Winter Quarter

INTERPRETING CULTURE: READING THE BODY

Time: TTh 1-2:30

Office Address: University 404

Phone: 7-1066

Expected Enrollment: 20

COURSE DESCRIPTION: In this course we will attempt to interpret culture by reading that which we might think of as preceding culture, namely the body, as a cultural construct. How do symbolic systems ideology, the family, language, mass-media inform our understanding of the body? How is the body made legible within a given culture at a given historical moment? How are the natural givens of the body, such as race and gender, also creations of culture? In a given frame of reference, which bodies remain visible and/or legible, which invisible? How are the relations between visible and invisible bodies relations of power at particular places and times? Our readings will draw from anthropology, art history, psychoanalysis, feminist theory, film theory, television studies and a host of primary texts both visual and verbal.

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

TEACHING METHOD: discussion; frequent in-class analysis.

EVALUATION METHOD(S): several short papers; class participation.

Texts Include (some of the following): Sigmund Freud; Page DuBois, *Sowing the Body*; Elaine Scarry; Norbert Elias; Michael Taussig, *Mimesis and Alterity*; Peggy Phelan, *Unmarked*; Judith Butler, *Gender Trouble*; Donna Haraway; Constance Penley and Andrew Ross, *TechnoCulture*; Slavov Zizek; Kaja Silverman; Gayle Rubin; Sam Fussell, *Muscle*; Barbara Stafford, *Body Criticism*; Tania Modleski; Toni Morrison; Andreas Huyssen, *Mass Culture as Woman*; Jeanette Winterson, *Written on the Body*; and others. Textbooks available at: Great Expectations Bookstore.

Possible Viewings: *Paris is Burning*; *Pumping Iron* (both parts); *Twin Peaks*; *Blonde Venus*; *Je, Tu, Il, Elle*; *Unforgiven*.

Elizabeth Dipple

CLS C03-0 Winter Quarter

LITERATURE IN HISTORY: CONTEMPORARY BRITAIN

Time: TTh 9-10:30

Office Address: 412 University Hall

Phone: 1-3097

Expected Enrollment: 20

COURSE DESCRIPTION: This course comprises an examination of key elements in the history of modern/contemporary Britain, as seen by various writers, both interpretive theoreticians and novelists. Stress will be on fiction's compulsion and capacity to deal with history past and present. The three novels to be studied are Nicholas Mosley, *Hopeful Monsters*; Ian McEwan, *The Child in Time*; Iris Murdoch, *The Book and the Brotherhood*. A collation of historical interpretations will be available at Quartet Copies later in the quarter.

TEACHING METHODS: Combined lecture and discussion; frequent in-class analysis.

EVALUATION METHOD(S): Papers; class participation; oral

presentations.

Textbooks available at Great Expectations bookstore.

PREREQUISITES: No P/N. No freshmen. Attendance at first class mandatory.

Richard Lepine

CLS C10-0 Winter Quarter

STUDIES IN LITERARY GENRES: THE EPIC

Time: MWF 2:00

Office Address: Program of African & Asian Languages
356 Kresge Hall

Phone: 1-2765

Expected Enrollment: 30

COURSE DESCRIPTION: The course surveys the epic as an oral verbal arts performance genre which has existed for millennia, has been found in cultures from all over the world, and still thrives as such in some of those places today. The history of the academic study of the genre will be a concern of the course, starting with the focus on written versions of epic texts in the Western canon, and moving to later scholarship which has been informed by awareness of the genre's oral roots and of the variety of its non-Western forms. Actual epics to be experienced during the work of the course will represent not only some examples of print-medium versions of what were oral epic "texts," but also original written/print and cinematic "text" forms of the genre. Finally, another component of the course will be a genre-oriented reading of Joyce's novel Ulysses.

PREREQUISITES: None. P/N not allowed.

TEACHING METHOD: Lecture, discussion, short in-class writing projects; one film screening (actually video version, but on a large screen in a Library Media Center group viewing room).

EVALUATION: Participation in classroom discussion and performance on short writing projects will be included in the determination of the course grade. There will be a period-long (50 min.) "open book" exam, with pre-negotiated questions mostly answerable as short essays, toward the end of the course, i.e. in the seventh or eighth week. Instead

of a final exam, there will be a research paper, topic to be negotiated with the instructor, due on the day the final exam was scheduled.

READINGS: Most critical/theoretical readings will be in a photocopy course packet format, at a site to be determined. The following books, all paperback, will be ordered through Great Expectations Bookstore, 911 Foster, Evanston; some can probably be found at Campus Used Books.

The Epic of Gilgamesh, N.K. Sandars translation.
Penguin, 1972 rev. ed.

The Odyssey of Homer, Allen Mandelbaum translation.
Bantam, 1990.

The Epic of Son-Jara, Fa-Digi Sisoko, John Wm. Johnson translation. Indiana University Press, 1992 ed.

Ulysses, James Joyce. Random House, 1990.

H. E. Robles

CLS C13-0 Winter Quarter

STUDIES IN FICTION: NARRATIVE OF THE AMERICAS: FROM FAULKNER
TO GARCIA-MARQUEZ

Time: MWF 11:00

Office address: Kresge 234

Phone: 491-8127/8128

Expected Enrollment: 50

COURSE DESCRIPTION: Reading and analysis of outstanding novels from the American South and the English and Spanish-speaking Caribbean. The course will focus on the cultural conflict between traditional values and social change as it is reflected and as it evolves in the works under study. Such novelistic modes as the family saga, the political novel, and the novel as parody of popular narrative forms will be examined. We will also investigate whether the novels address a common set of problems, and whether it is possible to discern in them corresponding patterns and designs.

PREREQUISITES: None. Readings are in English or English translation. Students with a knowledge of Spanish are encouraged to read the works in the original.

TEACHING METHOD: Lecture and discussion.

EVALUATION: Class participation, midterm, final examination.

-This course will carry C-level credit for Hispanic Studies majors.

READING LIST:

William Faulkner,	Absalom, Absalom!
Gabriel Garcia-Marquez,	One Hundred Years of Solitude
Alejo Carpentier,	Reasons of State
Walker Percy,	The Moviegoer
Robert Penn Warren,	All the King's Men
Luis Rafael Sanchez,	Macho Camacho's Beat

-All works in English or English translation are available at SBX, Norris, Great Expectations. Spanish texts available at Europa Bookstore.

Douglas Cole
CLS C62-1 Winter Quarter
MODERN DRAMA
Time: TTh 1-2:30
Office Address: University 208
Phone: 1-3091
Expected Enrollment: 30

COURSE DESCRIPTION: This is the first of a three quarter sequence in modern drama. This course treats the "first generation" of modernists at the end of the nineteenth and beginning of the twentieth centuries: Henrik Ibsen, August Strindberg, George Bernard Shaw and Anton Chekhov. Readings will include:

Ibsen:	Ghosts, Rosmersholm, Hedda Gabler, The Wild Duck
Strindberg:	Miss Julie, The Ghost Sonata
Shaw:	Caesar and Cleopatra, Man and Superman, Heartbreak House
Chekhov:	The Seagull, Three Sisters, The Cherry Orchard

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

Olakunle George

CLS C82-3 Winter Quarter

HISTORY OF LITERARY CRITICISM: THE TWENTIETH CENTURY

Time: T Th 1:00-2:30

Office Address: University 328

Phone: 1-4863

Expected Enrollment: 25

COURSE DESCRIPTION: This course introduces students to critical positions which have come to be particularly influential in twentieth century literary theory and criticism. We will address a cluster of questions that have long been central to theoretical labor, questions such as the following: What role should authorial intention play in the interpretive process? What constitutes, on the one hand, "good" literature and, on the other, valid interpretation? We will then follow these questions as they are evolving, or are being transformed, in contemporary debates centered around such issues as: the investment of the critic in interpretation; the status of critical reading as itself a form of authorship; the relations between the literary text, the human psyche, culture and society, and language. Our itinerary will take us through major critical movements including reader-response criticism, Marxism, structuralism, and psychoanalysis, deconstruction, the New Criticism, and the New Historicism.

TEACHING METHOD: Combined lecture and discussion.

EVALUATION METHOD: Class participation; one midterm and one final paper of 6-8 pages each.

Francoise Lionnet

CLS C98-0 Winter Quarter

SENIOR SEMINAR: EXOTICISM, RACISM, AND THE EUROPEAN IMAGINARY

Time T 2:30-5:00

Office Address: Kresge 130

Phone: 491-8265

Expected Enrollment

DESCRIPTION: How has the representation of "otherness" evolved over the course of Western literary and cultural history? This course will focus on canonical texts from Montaigne's essay "On Cannibals" (1588) to Roland Barthes's

text on Japan, *The Empire of Signs* (1970), and will include short stories/novels (Chateaubriand, Balzac, Conrad, Marguerite Duras). We shall also read children's book, such as *Tintin* and *Babar*, and watch two movies. These works will be used as examples of the process of "mythologizing the exotic other" which is discernible in many different areas of culture.

Our purpose will be to read with a critical eye, to be sensitive to class, gender and/or racial representations in "Great Books" and popular culture, and to analyze images of the New World, the Orient, and Africa, as constructed by the European imagination.

Texts:

Montaigne,	"Of Cannibals"
Chateaubriand,	Atala
Balzac,	The Girl With The Golden Eyes
Conrad,	Heart of Darkness
Barthes,	The Empire of Signs
Duras,	The Lover, Tintin in America, The Story of Babar

and essays (in a course pack) by Barthes (from *Mythologies*), Tzvetan Todorov (from *The Conquest of America*, *On Human Diversity*), Anthony Appiah ("*On Racism*"), Etienne Balibar ("*Paradoxes of Universality*"), Julia Kristeva (from *Of Chinese Women*, *Strangers to Ourselves*), V.Y. Mudimbe, *The Invention of Africa*, Aime Cesaire, *Discourse on Colonialism*, and Mariana Torgovnick, *Gone Primitive*

Movies: *Black and White in Color*
Indochina

Christine Froula

CLS D12-0 Winter Quarter

COMPARATIVE STUDIES IN GENRE: MODERNISM AND NARRATIVE POETICS

Time: M 2-5

Office Address: University 308

Phone: 1-3599

Expected Enrollment: 10

COURSE DESCRIPTION: This seminar will investigate modernist poetics both as a formal and thematic response to historical developments and events in Europe and as a philosophy of form

that lays claim to realism in its representations of human experience after the First World War.

ASSIGNMENT FOR FIRST CLASS: The Waste Land (bring text).

TEXTS INCLUDE (tentatively): Eliot's The Waste Land, Joyce's Ulysses, Woolf's Mrs. Dalloway and The Waves, selections from Pound's Cantos, Proust's Remembrance of Things Past and Gertrude Stein's experimental narratives, along with theoretical and critical writings by these and other authors (Nietzsche, Freud, Marx, Benjamin, Fussell, Auerbach, Showalter, Gilbert). Weekly exercises, oral report, two shorter or one longer paper(s).

Scott Durham

French D-60/Comp. Lit. D81-0 Winter Quarter

STUDIES IN LITERARY THEORY: DELEUZE AND FOUCAULT

Time: M 3:00-5:30

Office Address: Kresge 131

Phone: 1-4660

Expected Enrollment: 15

DESCRIPTION: This course will explore various points of contact between these thinkers. Among the issues addressed will be the law and the institution in the production of the subject, the simulacrum and the notion of the series, and the theory of discursive formations. Readings will include L'Archeologie du Savoir, La Volonte du Savoir, Presentation de Sacher-Masoch, and Proust et les Signes, as well as portions of L'Anti-Oedipe and Mille Plateaux.

Readings and discussions will be in English.

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Last Updated: October 28, 1993

Winter 1993-94 Course Descriptions

0417 Economics

Abhay B. Ghiara

Economics A01

Understanding International Economic Issues

Time: TTh 1-2:15

Office Address: 820 Davis Street, 513

Phone: 491-8222

Expected enrollment: 15

COURSE DESCRIPTION: We shall develop analytical tools that can aid in understanding the diverse economic issues that concern the world's rich and poor economies. Particularly important will be the study of the interplay between economic events in different countries. The course will take us from the United States, Germany and Japan to Zimbabwe and India, spanning topics from the growing protectionism in the West to issues concerning women, fertility and development

TEACHING METHOD: Class discussion, presentations, films, self-study.

EVALUATION: Several written in-class and out-of-class assignments, presentations, class participation and level of enthusiasm.

PREREQUISITES: This is a rewarding but serious course. Dedication and hard work are a must!

READINGS: I have put together a Course Reader consisting of various readings from books, journals and newspapers.

Robert M. Coen

Economics B01

INTRODUCTION TO ECONOMICS

Time: 1-2, MTW, discussion ThF

Office Address: 820 Davis Street, 507

Phone 491-8207

Expected Enrollment: 150

COURSE DESCRIPTION: This course introduces students to modern economic analysis, with the principal focus on macroeconomic issues -- business cycles, unemployment, inflation, economic growth, and the balance of payments. The basic text covers major concepts and applications of macroeconomic theory. Supplementary readings present alternative views on macroeconomic policy and the performance of the U.S. Economy.

PREREQUISITES: None. P/N allowed.

TEACHING METHODS: There will be three one-hour lectures and one one-hour quiz section per week. The quiz sections, conducted by graduate students in economics, provide opportunities for discussion of reading and lecture materials.

EVALUATION: There will be two examinations during the quarter and a final examination, the former receiving about 20 percent and 30 percent weight respectively and the latter about 50 percent weight in determining course grades. Weekly quizzes are intended primarily to aid students in monitoring their own progress, but all students are expected to complete them.

PRINCIPAL READINGS:

W. J. Baumol and A. S. Blinder, Economics: Principles and policy - Macroeconomics, latest edition.
Economic Report of the President, January 1993.

Mark Witte

Economics B01

INTRODUCTION TO MACROECONOMICS

Winter 1993-94

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

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

PREREQUISITES: None.

TEACHING METHOD: Lectures.

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

TEXT AND READINGS:

Baumol and Blinder's Macroeconomics, 6th edition.
Heilbroner's The Worldly Philosophers, any edition.
Krugman's The Age of Diminished Expectations, any edition.
Packet of readings.

William Rogerson

Economics B02

INTRODUCTION TO ECONOMICS

Office Address: 820 Davis Street, 333

Time: MTW 9, plus discussion section ThF

MTW 12, plus discussion section ThF

Phone: 491-8484

Expected Enrollment: 150

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

PREREQUISITES: B01 required.

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

Edwin Denson

Statistics, B10

INTRODUCTORY STATISTICS FOR THE SOCIAL SCIENCES

Time: MTW 1-2, Disc. Th or F 1-2

Office Address: 820 Davis Street, 480-3

Phone: 733-2075

Expected Enrollment: 100-120

COURSE DESCRIPTION: This is an introductory course in statistics. The emphasis will be on basic concepts useful in more advanced courses in the social sciences. A discussion session will be held once a week in addition to the lectures. Location of the discussion session will be announced in class.

PREREQUISITES: None.

EVALUATION: Grades will be determined on the basis of homework, one midterm and the final exam.

TEXT: "Statistical Concepts with Applications to Business and Economics" by R.W. Madsen and M.L. Moeschberger (Second Edition).

Allan R. Drebin

Economics B60

Accounting and Business Finance

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

Office Address: 5-186 Leverone Hall

Expected Enrollment: 120

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

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

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

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

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

Thomas A. Downes

Economics B81

INTRODUCTION TO APPLIED ECONOMETRICS AND FORECASTING

Time: MTW 2 and required computer lab sessions on ThF

Office Address: 820 Davis Street, 216-5

Phone: 491-8224

Expected Enrollment: 100

DESCRIPTION: The purpose of this course is to provide students with an understanding of some of the techniques used in the estimation of relationships between economic variables. The topics will include univariate and multivariate regression, functional form, heteroskedasticity, serial correlation, and forecasting. Practical as well as theoretical issues will be discussed. Computer lab sessions and homeworks will use economic data and will consider the applications of econometric techniques in the examination of economic data and in the testing of economic theories.

PREREQUISITES: Statistics B10

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

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

Kiminori Matsuyama

Economics C06-1

International Trade

Time: 11-12:30, MW

Office Address: Leverone Hall 3-034

Phone: 491-8490

COURSE DESCRIPTION: This is an undergraduate course on international trade. The course develops the analytical framework of international trade to answer a variety of questions such as: what determines the trade pattern (that is, which country exports which goods); what are the sources of gains from trade (that is, why a country benefits from participating in the world economy); the welfare consequences of trade policies (for example, how import tariffs affect the employment in the protected and unprotected industries and

income distribution of the country); the domestic impact of changes in the world economy (for example, the effects on the welfare of industrial countries when developing countries narrow the technology gap); what are the determinants of the trade balance of the national economy. We also consider the impacts of tariffs and quotas and touch on current trade issues.

PREREQUISITES: C10-1 (C10-2 and some calculus are also extremely useful.)

TEXTBOOK: Krugman, Paul R., and Maurice Obstfeld:
International Economics: Theory and Policy. Scott, Foresman
and Co., Second Edition.

GRADE: One midterm and one final exam

Eric Falkenstein

Economics C06-2

INTERNATIONAL FINANCE

Time: MW 2-3:30

Office Address: 820 Davis Street, 432

Phone: 491-8233

Course Description: An introduction to the economics of international financial markets and exchange determination. Topics include: instruments and institutions of international financial markets; hedging with forwards and futures; currency options and option pricing; fixed versus floating exchange rate regimes; interest rate and currency swaps; expectations, information and exchange rate speculation.

Prerequisites: Calculus, Introductory Statistics

Recommended: Intermediate Macro

Teaching Method: Two lectures per week

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

Readings: J. Orlin Grabbe, International Financial Markets, Second Edition. Elsevier Science Publishing, 1991. The Wall Street Journal.

Martin Eichenbaum
Economics C08
Money and Banking
Office Address: 820 Davis Street, 333-3
Phone: 491-8232

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

Kyle Bagwell
Economics C10-1
Microeconomics
Time: MTW 11, discussion section ThF
Office Address: 820 Davis Street, 216-1
Phone: 491-2535

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

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

Professor M. Eichenbaum
Economics C11-1
Macroeconomics
Office Address: 820 Davis Street, 333-3
Phone: 491-8232

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

Prerequisites: Economics B01.

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

READINGS: TBA

Alan M. Taylor
Economics C15
CLASSICAL PROBLEMS IN ECONOMIC HISTORY
Time: TTh 10:30-12:00
Office Address: 820 Davis Street #222-1
Phone: 491-8234
Expected enrollment: 40

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 per week.

Prerequisites: Economics B01.

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. Hemel Hempstead:
Harvester Wheatsheaf, 1983.
Kenwood, A. G., and A. L. Lougheed. The Growth of the
International Economy, 1820-1980. London: Unwin Hyman, 1983.

Alan M. Taylor
Economics C23
AMERICAN ECONOMIC HISTORY
Time: TTh 1:00-2:30
Office Address: 820 Davis Street #222-1
Phone: 491-8234
Expected enrollment: 40

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

TEACHING METHOD: Two lectures per week.

Prerequisites: Economics B01 and B02.

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

READING: The following texts plus additional readings--
Hughes, J. R. T., and L. P. Cain. American Economic History.
4th ed. New York: HarperCollins, 1993.
McCloskey, D. N., ed. Second Thoughts: Myths and Morals of
U.S. Economic History. New York: Oxford University Press,
1993.

Joel Mokyr
Economics C24
Western Economic History
Time: MW 1230-2:00
Office Address: Harris 103B
Phone 1-5693 or 7-2739
Expected enrollment: 50

COURSE DESCRIPTION: This course is concerned with the processes of economic growth and social change in European society between 1750 and 1945. It focuses on two events: the British Industrial Revolution and the economic transformation of the European Continent after the French Revolution. It will apply tools of microeconomics and macroeconomics to analyze population and technological change, communications, trade, the formation of national economies and their integration into a global economy. It will emphasize both the usefulness of these tools and their severe limitations in analyzing historical change.

PREREQUISITES: Econ B01, B02, C10 and preferably C11. These prerequisites will be waived in special cases.

TEACHING METHOD: Lectures twice a week.

EVALUATION: There will be a midterm in the fifth week and a final. Students who score a "B" or better on the midterm have the option of writing a 20 pp. term paper on a topic of their choice. The topic should be cleared with the instructor. The final will include all material from the entire quarter, both required readings and lecture materials.

SAMPLE READING LIST:

Joel Mokyr, ed., The British Industrial Revolution: an Economic Perspective.

A.G. Kenwood and A.L. Loughheed, The Growth of the International Economy.

Chris Udry
Economics C-25
Economic Development

Time: MW 8:30-10:00

Office Address: 820 Davis Street, 212-5

Phone: 491-8235

Course Description: This course is intended to provide an introduction to theories of economic development in the Third World and their implications for national and international economic policy. This year, the course will include a special emphasis on health issues. The course is organized around a series of broad questions which will be explored with reference to particular societies. After an introductory discussion of the theoretical and practical basis of the idea of "development", we will turn to an analysis of agriculture and rural development (and underdevelopment). We will then consider the relationship between development, poverty and the health of people in poor countries. Finally, we will turn to industrialization and international economic relations.

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

Teaching Method: Lectures.

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

Reading List: World Bank, World Development Report 1993.
Additional readings in a photocopied packet.

Professor Louis Cain

Economics C34

Government and Business Enterprise

Time: 10:30-12, TTh

Office Address: 820 Davis Street, 216-2

Phone: 491-8225

Expected Enrollment: 45

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 will be investigated (e.g., mercantilism and Adam Smith). This investigation will emphasize the evolution of regulation and antitrust in the

U.S. The increase in government intervention beginning in the late nineteenth century will be examined. The course will conclude by concentrating on the dissolution of A. T. & T., what had been the country's largest corporation.

PREREQUISITES: Economics B01 and B02

EVALUATION: Midterm and Final

REQUIRED READING: Jonathan R. T. Hughes, *The Governmental Habit Redux* (Princeton: Princeton University Press, 1991); Peter Temin with Louis Galambos, *The Fall of the Bell System* (New York: Cambridge University Press, 1987); plus selected readings that will be available, at cost, in the Economics Department main office.

Kyle Bagwell
Economics C49
Industrial Economics
Time: MW 12:30-2
Office Address: 820 Davis Street, 216-1
Phone: 491-2535
Expected Enrollment: 65

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

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

Teaching Method: Three Lectures a week.

Evaluation: Two midterms (30% each) and one cumulative final (40%).

Text Book: Dennis Carlton and Jeffrey Perloff, Modern Industrial Organization, Scott, Foresman / Little, Brown.

Jonathan Powers

Economics C50

MONOPOLY, COMPETITION AND PUBLIC POLICY

Time: TTh 9-10:30

Office Address: 820 Davis, 432

Phone: 491-8233

Expected enrollment: 30

COURSE DESCRIPTION: This course uses microeconomic theory to examine public policy toward business. The first section of the course is devoted to a discussion of antitrust policy. Among the topics which will be discussed are: collusion, price fixing, mergers and acquisitions, monopolization and patents. The second part of the course focuses on government regulation of public utilities and will also touch on consumer protection and health and safety regulation. Current events related to the course will also be discussed.

PREREQUISITES: Economics C10 and calculus. C49 is useful but is not required.

TEACHING METHOD: Lecture and Class Discussion.

METHOD OF EVALUATION: There will be two exams, a research paper and occasional problem sets and short written assignments. Part of the grade may be based on class participation (possibly including a presentation) if the class is sufficiently small.

TEXT: To be determined. Readings will also be drawn from antitrust cases.

Laura Connolly

Economics C53-0

URBAN AND REGIONAL ECONOMICS

Time: T Th 1:00-2:30

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

Office Phone: 491-8233

Expected Enrollment: 50

COURSE DESCRIPTION: This course extends standard microeconomic analysis to include a spatial dimension. We will learn why cities exist and why they are located where they are. We will also examine urban issues such as land-use patterns and land values within a city and the region surrounding it, and prevalent urban problems including some or all of the following (depending on the time available): congestion and public transportation, homelessness and housing segregation, education, crime, and pollution.

PREREQUISITES: Econ C10-1 is required. Econ B81-0 and Math B14-1 may be helpful, but are not necessary.

READINGS: Text: Arthur O'Sullivan, Urban Economics, 2nd ed.
(Additional readings will be available in a course packet or on reserve at the library.)

SPECIAL NOTE: The instructor has an unavoidable conflict and cannot attend the first class meeting (no...it's not vacation...) but class WILL be held anyway. Please plan to attend. In addition to the usual introductory information, there will be a review of concepts from Econ C10-1 that you will be expected to know for this course.

Asher Wolinsky
Economics C80-1
Introduction to Mathematical Economics
Time: TTh, 9-10:30
Office: 820 Davis Street, 333
Phone: 491-4415

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

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

TEACHING METHOD: Lecture with regular homework assignments.

Robert Porter
Economics C81-2

INTRODUCTION TO ECONOMETRICS

Time: MW 2:00-3:30

Office Address: 820 Davis Street, 212-1

Phone: 491-3491

Expected Enrollment: 20

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

Prerequisite: Economics C81-1.

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

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

READING LIST: R. Pindyck and D. Rubinfeld, *Econometric Models and Economic Forecasts*, 3rd edition, E. Berndt, *The Practice of Econometrics*, and selected readings.

Bruce Meyer

Economics C98-1,2

Senior Honors Seminar

Office Address: 820 Davis Street, 212-4

Phone: 491-8226

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 Winter, and the final paper due in the Spring, as well as effort and class participation.

Texts:

Econometric Models & Economic Forecasts, Robert S. Pindyck and Daniel L. Rubinfeld, Third Edition, McGraw Hill, 1991.

Sas Language and Procedures: Introduction Version 6, First Edition, SAS Institute Inc., 1990.

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Last Updated: October 28, 1993

Winter 1993-94 Course Descriptions

0419 English

B06

Reading & Writing Poetry

Time:	Section 20	MWF 9	Anne Winters
	Section 21	MW 1-2:30	Joanna Anos
	Section 22	MW 2:30-4	Joanna Anos

Office Address: University Hall 220

Phone: 491-5769

Enrollment: 15

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

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

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

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

B07

Reading & Writing Fiction

Time:	Section 20	MWF 10	Tony Eprile
	Section 21	MW 2-3:30	Anne Winters
	Section 22	TTh 1-2:30	Joseph Epstein
	Section 23	TTh 10:30-12	Mary Kinzie

Office Address: University Hall 226

Phone: 491-5595

Enrollment: 15

Course Description: A reading and writing course in short fiction. Students will read widely in traditional as well as experimental short stories, seeing how writers of different culture and temperament use conventions such as plot, character, techniques of voice and distance to shape their art. Students will also receive intensive practice in the craft of the short story, writing at least one story, along with revisions, short exercises, and a critical study of at least one work of fiction, concentrating on technique.

Permission of department required. Prerequisite: B06. NoP/N registration. Attendance at first class mandatory. Especially recommended for prospective Writing Majors and for prospective English Literature Majors.

Teaching Method: discussion; one-half to two-thirds of the classes will be devoted to discussion of readings and principles, the other classes to discussion of student work.

Evaluation Method(s): evidence given in written work and in class participation of students' understanding of fiction; improvement will count for a great deal with the instructor in estimating achievement.

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

Albert Cirillo

B34

Introduction to Shakespeare

Time: MWF 10

Office Address: University Hall 204

Phone: 491-3368

Enrollment: 280

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

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

Teaching Method: lecture with required discussion sections.
Evaluation Method(s): midterm and final exam; participation in discussion section.

Textbooks available at: SBX.

Julia Stern

B70-1

Introduction to American Literature

Time: MWF 12

Office Address: University Hall 415

Phone: 491-3530

Enrollment: 230

Course Description: This course is part one of a two-quarter survey of American literature 1630-1900; in this quarter we will explore the history of American literature from its beginnings, in the Puritan migration to the new world (1630), through the crisis over slavery in the mid-1850s. Lectures will emphasize issues of American identity, as it is developed in narrative, poetic, fictional, and autobiographical form. The notion of an American literary canon will be at the foreground of our conversations; lectures will discuss the history of canon formation and transformation in light of contemporary scholarship on the significance of race, gender, and class relations in early

and 19th-century American culture. Questions of voice, community, representation, and dissent will be our focus as we examine the ways in which early American works ask: who shall speak for America?

This course serves as a prerequisite for the English Major. Regular attendance of discussion sections is mandatory.

Teaching Method: lecture with required discussion sections.
Evaluation Method(s): papers; final examination.

Texts include (some of the following): a Puritanism anthology; Benjamin Franklin, Autobiography; Susanna Rowson, Charlotte Temple; Ralph Waldo Emerson, selected essays; Nathaniel Hawthorne, tales; Frederick Douglass, The Autobiography of Frederick Douglass (1845); Harriet Beecher Stowe, Uncle Tom's Cabin; Herman Melville, Benito Cereno." Textbooks available at: Great Expectations Bookstore; Quartet Copies.

B98-0

INTRODUCTORY SEMINAR IN ENGLISH

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

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

Catharine Regan

B98

Introductory Seminar in English

Time: Section 20 MWF 11

Office Address: University Hall 206

Phone: 491-7475

Enrollment: 15

Course Description: This section will give students practice in reading and analysis of poetry and drama from the early Middle Ages to the late Seventeenth Century. We will study the forms of these genres and changes they undergo in these centuries. Readings include Old and Middle English lyrics; Medieval and Renaissance drama; poetry of Donne, Herbert, Vaughan, and Milton.

Shelly Streeby

B98

Introductory Seminar in English

Time: Section 21 MWF 1

Office Address: University Hall 325

Phone: 491-7321

Enrollment: 15

Course Description: In this course we will analyze several works that focus on the "New World." More specifically, we will explore the ways in which various writers draw upon different genres (drama, novel, autobiography, essay, short story) in order to map, question, or construct "American" identities. We will address these issues, in part, by investigating different critical approaches, including psychoanalytic and new historicist criticism as well as theories of gender, sexuality, and race. Throughout the course, we will try to relate these negotiations of a "New World" identity to contemporary debates about the canon and an "American" literary tradition.

Teaching Method: Discussion, some lecturing. Evaluation

Method(s): Class participation; oral presentations; short critical essays.

Texts Include: Shakespeare, *The Tempest*; Harriet Jacobs, *Incidents in the Life of a Slave Girl*; Ralph Waldo Emerson, "The American Scholar"; William Faulkner, *Absalom, Absalom*;

Willa Cather, "Tom Outland's Story"; Luis Valdez, Zoot Suit; Americo Paredes, George Washington Gomez. There will also be a course reader.

Jacqueline Labbe

B98

Introductory Seminar in English: Romantic Victorianism

Time: Section 22 TTh 9-10:30

Office Address: University Hall 325

Phone: 491-7321

Enrollment: 15

Course Description: This class will focus on the transition between what has been called Romanticism and the Victorian period. We will begin with the 1800 Lyrical Ballads and progress through representative readings of the later Romantics, including in our explorations those women writers whose poetry had a major impact in their time: Charlotte Smith, Felecia Hemans, and Latitia Landon, among others. Along the way, we will discuss the meaning of "Romanticism" and why it has come to be seen as distinct form and even opposed to the Victorian period. How did Victorianism grow out of Romanticism? How can Hemans, and indeed Shelley, be both "Romantic" and Victorian? What is the effect, for instance, of the reading public's responses on our later conceptions of these two periods? Victorian poets will include Tennyson, Christina Rossetti, and the Brownings.

Teaching Method(s): discussion. Evaluation Method(s): papers (short and longer); class participation; oral reports.

Nicola Watson

B98

Introductory Seminar in English: Literary Theory and its Discontent

Time: Section 23 TTh 10:30-12

Office Address: University Hall 403

Phone: 491-7187

Enrollment: 15

Course Description: This course will be introducing you to a set of questions about why and how you might set about studying "literature." You will be studying a variety of

critical approaches and techniques, and will be provided with a corresponding variety of short literary texts (drawn from a wide range of periods and genres) on which to experiment with these new critical tools. Classes will concentrate on pooling our ideas (and our bewilderment) in discussion as we explore the problems which the readings will constantly raise. In addition to working to expand your critical vocabulary, you will also be working intensively on developing skills at writing critical essays.

Teaching Method: discussion; frequent in-class analysis.

Evaluation Method(s): papers, final exam.

Textbooks available at: SBX; Copycat Copies.

Catharine Regan

C24

Studies in Medieval Lit: Poems & Manuscript Content

Time: MWF 9

Office Address: University Hall 206

Phone: 491-7475

Enrollment: 30

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

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

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

Martin Mueller
C34-2
Shakespeare
Time: TTh 10:30-12
Office Address: University Hall 405
Phone: 467-1065
Enrollment: 130

Course Description: We will follow the second part of Shakespeare's career by reading As You Like It, Hamlet, King Lear, Macbeth, Coriolanus, Antony and Cleopatra, The Winter's Tale and The Tempest.

Evaluation Method(s): two papers; take-home final.

Sharon Achinstein
C35
Milton
Time: TTh 9-10:30
Office Address: University Hall 322
Phone: 491-4718
Enrollment: 30

Course Description: An introduction to Milton's English poetry and selected prose, with special attention to Paradise Lost. Our interests will be: Milton's activism in the English Revolution, the political and intellectual heritage of humanism, and the literary traditions of epic and prophetic poetry. Some consideration will be given to Renaissance and contemporary literary theory.

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

Albert Cirillo
C38
Studies in Renaissance Literature
Time: MWF 9
Office Address: University Hall 204
Phone: 491-3368
Enrollment: 30

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

Teaching Method: combined lecture and discussion.

Evaluation Method(s): papers.

Textbooks available at: SBX.

Andres Virkus

C41

Restoration & 18th-Century Poetry: Augustan Poetry and Theories of Knowledge

Time: MWF 11

Office Address: University Hall 305

Phone: 491-7407

Enrollment: 30

Course Description: This class relates Augustan poetic practice to contemporary theories of knowledge. In particular, it considers how empiricism and rationalism combined to make the representational properties of figuration epistemologically suspect. After first reading excerpts from works by Francis Bacon, John Locke, and members of the Royal Society, we will analyze poems by John Dryden, Alexander Pope, and Jonathan Swift to see how they constitute different responses to empiricist and rationalist attempts to describe the role of reason and the imagination in the perception and use of language.

Teaching Method: combined lecture and discussion.

Evaluation Method(s): papers.

Texts Include: John Locke, An Essay Concerning Human Understanding; Dryden, poem; Pope, poems, Swift, writings.

Textbooks available at: SBX.

Helen Deutsch

C48

Studies in Restoration & 18th-Century Literature: Authorship

Time: Section 20 TTh 2:30-4

Office Address: University Hall 404

Phone: 467-1066

Enrollment: 30

Course Description: The era which produced the novel also gave birth to the figure of the "modern" professional author, as notable for "himself" as for his texts. This course will examine the changing ways in which the figure of the author is represented on and off the printed page over the course of the latter half of the 18th century. Some important questions: How do changing social and economic conditions (the growth of a middle class reading public, the rise of a print culture) affect authorial strategies? What is the difference between a "public" and a "private" text? Why is this period referred to as the "Age of Johnson?" Why are there Johnsonians? We will begin with what has been called the author's "Declaration of Independence"; "Samuel Johnson's letter to Lord Chesterfield and proceed through readings including Johnson, Boswell, Burney, Burke and Wollstonecraft.

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

Teaching Method: discussion; frequent in-class analysis.

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

Sharon Achinstein

C48

Studies in Restoration & 18th-Century Literature

Time: Section 21 TTh 1-2:30

Office Address: University Hall 322

Phone: 491-4718

Enrollment: 30

Course Description: The aim of the course is to explore some of the relationships between literary productions and the larger social, political, intellectual and cultural life from the Restoration period, 1660-1700, a time of acute cultural crisis. Literature was not passively reflecting that crisis,

but was actively engaged in resolving social questions, including the war between the sexes, the ordering of political institutions, and the toleration of various forms of dissent.

Teaching Method: combined lecture and discussion.

Evaluation Method(s): midterm and final exams; short paper; in-class report; final paper. Students will be expected to participate in classroom debates and other collaborative activities.

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

Jacqueline Labbe

C53

Studies in Romantic Literature: Constructions of Gender in the 19th Century

Time: TTh 10:30-12

Office Address: University Hall 325

Phone: 491-7321

Enrollment: 30

Course Description: Most of us are familiar with the stereotype of the Victorian Angel in the House, the Madwoman in the Attic, the Rising Industrialist. But such pictures, of course, tell only part of the story. In this class, we will explore the concept of Victorian femininity and masculinity through works familiar and unfamiliar, asking ourselves what it means to be an angel, a madwoman, an industrialist, and if those roles are restricted to one sex or another. How does gender - the social construction of sexual identity - play its part? We will read works by Byron, Shelley, the Brownings, Felicia Hemans, Letitia Landon, and others, and will supplement these readings with forays into modern criticism of the subject.

Teaching Method(s): discussion. Evaluation Method(s): papers (short and longer); class participation; oral reports.

Lawrence Evans

C57

19th-Century British Fiction

Time: MWF 10

Office Address: University Hall 319

Phone: 491-7486

Enrollment: 30

Course Description: Six novels (several decidedly long) representing something of the variety of British prose fiction between 1830 and 1900. Special attention to persistent novelistic conventions, the impact of Romanticism, and the complex interrelationship between readers and writers during Victoria's long reign. Authors to be treated will be chosen from among the following: C. Bronte, E. Bronte, Dickens, George Eliot, Gaskell, Hardy, James, Thackeray, and Trollope.

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

Teaching Method: combined lecture and discussion.

Evaluation Method(s): preparedness and participation essential; a quiz on each novel; final exam; two papers. Tests, participation, and papers count about equally in determination of final course grade.

Textbooks available at: SBX

Lawrence Evans

C63-1

20th-Century British Fiction

Time: MWF 1

Office Address: University Hall 319

Phone: 491-7486

Enrollment: 30

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

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

Teaching Method: combined lecture and discussion.
Evaluation Method(s): preparedness and participation essential; quiz on each novel; final exam; two papers. Tests, participation, and papers count about equally in determination of final course grade.

Textbooks available at: Great Expectations Bookstore.

Madhu Dubey

C66

Studies in African-American Literature: AfAm Initiation Novels

Time: TTh 10:30-12

Office Address: University Hall 303

Phone: 491-5675

Enrollment: 30

Course Description: Early in the twentieth century, W.E.B. DuBois eloquently articulated the problem of "double consciousness" that confounds the African-American individual in search of a unified cultural identity. In this course, we shall read selected autobiographies, novels, and short stories that grapple with and attempt to resolve this dilemma of double consciousness in various ways. All of the coming-of-age tales in this course present protagonists who are simultaneously initiated into two unequal and competing cultural communities. Our discussions will focus on the themes, motifs, and symbolic and structural patterns shared by these narratives of cultural initiation, such as: the symbolic geography of North vs. South; the structural patterns of journey and return, ascent and immersion; and the shifting oppositions between black vernacular and standard English, between oral, folk traditions and American literate culture.

Teaching Method: Discussion. Evaluation Method(s): Two 8-10 page papers; class participation; one oral presentation.

Texts Include (tentative): James Weldon Johnson, Autobiography of an Ex-Colored Man; Richard Wright, Black Boy; Ann Moody, Coming of Age in Mississippi; Toni Morrison, The Bluest Eye; Tina McElroy Ansa, Baby of the Family; and selected short stories.

Olakunle George

C69

African Literature

Time: Section TTh 1-2:30

Office Address: University Hall 328

Phone: 491-4863

Enrollment: 30

Course Description: "African" writing in the European languages occupies a tense position on account of its medium of transmission (print) as well as language of expression (English, French, Portuguese); both a legacy of colonial conquest. In this course, we will use this double tension as a starting point to explore the themes, antecedents, conflicts and contexts of modern African literature in English. We will attend to the stylistic devices used to re-figure, within the print medium, features of the oral heritage to which some of the writers align themselves. We will also pay attention to the ways in which our assigned readings thematize and comment on such loaded oppositions as tradition and modernity, remembering and forgetting, language and culture, the individual and the collective.

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

Teaching Method: Combined lecture and discussion.

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

Texts Include: Things Fall Apart (Achebe); A Grain of Wheat (Ngugi); Nervous Conditions (Dangarembga); Burger's Daughter (Gordimer); Two Thousand Seasons (Armah); The Slave Girl (Emecheta); A Question of Power (Head); and To Every Birth Its Blood (Serote).

Textbooks available at: Great Expectations Bookstore.

Carl Smith

C78

Studies in 19th-Century American Literature

Time: Section 20 TTh 9-10:30

Office Address: University Hall 306

Phone: 491-7136

Enrollment: 77

Course Description: The purpose of this interdisciplinary course is to explore the relationship between a variety of different imaginative forms and social reality in the United States in the late nineteenth and early twentieth centuries, with an emphasis on the 1890's. In addition to literature (non-fiction as well as fiction, including perhaps journalism and other forms of social analysis), materials to be examined will likely include painting, architecture, and other cultural forms (including such complex undertakings as world's fairs). As part of the methodology of this course, we shall make considerable use, through resources made available in computer labs on campus, of electronic (i.e., computerized) methods and materials, and one or more of the writing assignments will be prepared on computer disk (some familiarity with the Macintosh will be useful, but not necessary).

Attendance at first class (and succeeding classes) mandatory. No P/N registration. All students who register should open e-mail accounts at Vogelback Computing Center.

There may well be a required reading assignment for the first class. Check in the English Department or with the instructor.

Teaching Method: informal lecture and discussion.

Evaluation Method(s): Most likely a series of assignments distributed through the quarter, including (as noted above) the strong possibility of one or more computer-based exercises. Participation in discussions will also be taken into account. Some class time will be devoted to a discussion of the assignments before they are due.

Textbooks available at: Great Expectations Bookstore, and possibly some photoduplicated materials.

Joseph Epstein

C78

Studies in 19th-Century American Literature: Henry James

Time: Section 21 TTh 10:30-12

Office Address: University Hall 119

Phone: 491-3496

Enrollment: 30

Course Description: This course attempts to give a comprehensive view of the literary career of Henry James. It will deal with James's criticism, views on general literary subjects and (above all) his fiction.

Texts Include: Washington Square, Portrait of A Lady, Spoils of Poynton, What Maisie Knew, The Princess Casamassima, and The Ambassadors. along with selected short stories.

Evaluation Method(s): paper; final exam.

Martin Mueller

C90-7

Junior Tutorial: Reading the e-text

Time: Section 20 T 2:30-4

Office Address: University Hall 405

Phone: 467-1065

Enrollment: 8

Course Description: How you store a text makes a big difference to what you can do with it. With a manuscript scroll it is very time-consuming to do anything but read from beginning to end. The "random access device" known as the "book" was a tremendous technological advance. You can read a book from beginning to end, but you can browse or skip as well, and with the help of tables of contents or indexes you can locate individual sections.

The e-text enhances modes of discontinuous access by orders of magnitude. It allows for the fragmentation of a text into a database of its constituent words (or even letters), and it allows the "reader" to develop new techniques for answering new or old questions. These techniques are useful for texts of all kinds; they are rarely specific to any single discipline.

In this tutorial we will explore, sometimes in a very hands-on way and sometimes more philosophically, the problems and opportunities of the e-text. We will look at various kinds of search software and perform various types of analysis on such different texts as the Oxford English Dictionary, the plays

of Shakespeare, the Federalist Papers, and various linguistic or legal corpora. The emphasis is less on the texts than on the tools and methods of e-text analysis. By the end of the tutorial you should have a fairly good grasp of what can be done in this field and how to relate the question of what can be done to the question of what is worth doing.

If you know how to use a word processor, you know enough to take this tutorial. Access to software and text corpora will be available through the University Library.

Elzbieta Foeller-Pituch

C90-7

Junior Tutorial: Facing Absurdity:

Imaginary Realms in Eastern European and American Fiction of the 20th C

Time: Section 21 W 1-2:30

Office Address: HRS 325

Phone: 491-7946

Enrollment: 8

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

Texts Include: Bruno Schulz, *Street of Crocodiles*; Michail Bulgakov, *The Master and Margarita*; Milorad Pavic, *Dictionary of the Khazars*; Stanislaw Lem, *A Perfect Vacuum*; Vladimir Nabokov, *Pale Fire*; Thomas Pynchon, *The Crying of Lot 49*; Tim O'Brien, *Going After Cacciato*; Donald Barthelme, selected stories.

Catharine Regan

C90-7

Junior Tutorial: Topics in Medieval Literature

Time: Section 22 Th 3-5

Office Address: University Hall 206

Phone: 491-7475

Enrollment: 8

Course Description: This tutorial is designed for students who have had some work in Medieval studies and want to explore more fully the intellectual and cultural context of the literature. We will begin by reading J. A. Burrow, *Medieval Writers and Their Work*, several essays from vol. 15 (1993) of *Studies in the Age of Chaucer*, and selections from Veronica Ortenberg, *The English Church and the Continent in the Tenth and Eleventh Centuries* and John Bossy, *Christianity in the West*. We will then develop research topics and weekly readings/discussions will reflect our varied research interest. Students will present the results of their research in a final paper of depth and sophistication.

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

Charles Wasserburg

C93-W

Theory & Practice of Poetry: 15 weeks

Time: WF 11-12:30

Office Address: University Hall 214

Phone: 491-3643

Enrollment: 15

No new registration.

Mary Kinzie

C94-W

Theory & Practice of Fiction: 15 weeks

Time: WF 11-12:30

Office Address: University Hall 224

Phone: 491-5618

Enrollment: 15

No new registration.

Shelly Streeby

C98

Senior Seminar: Hawthorne, Melville, and Antebellum Popular Culture

Time: Section 20 M 2-4:30

Office Address: University Hall 325

Phone: 491-7321

Enrollment: 15

Course Description: In this course we will explore the ways that Hawthorne and Melville drew upon and distanced themselves from popular sensational and sentimental literary genres such as domestic fiction, the race melodrama, and urban spectatorship. We will analyze character-types that appear in both "classic" and popular antebellum literature: the artisan radical, the domestic angel, the "sensational" public woman, the avenging slave, the tragic mulatta/o, the slumming flaneur, and the artist. We will read both kinds of literature in relation to antebellum debates over class, slavery, and gender; we will also consider different theories of popular culture.

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

Teaching Method: Discussion, student presentations, some lecturing. Evaluation Method(s): papers (one short, one long); class participation; oral reports.

Texts Include: William Wells Brown, *Clotel*; Maria Cummins, *The Lamplighter*; Fanny Fern, *Ruth Hall*; Nathaniel Hawthorne, *The House of the Seven Gables*; Harriet Jacobs, *Incidents in the Life of a Slave Girl*; George Lippard, *The Empire City*; Melville, Herman, "Bartleby the Scrivener," "Benito Cereno," "The Paradise of Bachelors and the Tartarus of Maids" and *Pierre*; E.D.E.N. Southworth, *The Hidden Hand*. Some short readings in criticism, social history, and popular culture.

Susan Manning

C98

Senior Seminar: Women and Modern Drama
Time: Section 21 T 2:30-5
Office Address: University Hall 321
Phone: 491-5120
Enrollment: 15

Course Description: It often has been noted that women's roles were central, if not centrally problematic, to plays written by the canonical (male) modern dramatists. Less often remarked is the attempt of women working in the period as actresses, dancers, playwrights, managers, and suffragettes to script (alternate) new roles for women. Examining play texts and performance events staged in London from 1889 to 1913, this seminar reassesses the relations between Ibsen, Shaw, Wilde, and their female contemporaries.

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

Christine Froula
C98

Senior Seminar: Narratives of Male & Female Initiation
Time: Section 22 W 2-4:30
Office Address: University Hall 308
Phone: 491-3599
Enrollment: 15

Course Description: In preliterate societies, gender-specific initiation rites transform the unformed child into an adult subject by bestowing the historical and spiritual knowledge necessary to take up his or her designated place in the social world. In modern Western societies, whose members tend to be more highly individuated, initiation paradigms continue to function in less ritualized and conscious ways. From the fruitful tension between the child's desire and the culture's imperatives issue narratives of development that at once illuminate and call into question cultural norms. In this seminar, we will study narratives of male and female initiation, placing them in dialogue with supplementary anthropological and psychoanalytic studies to develop an analytic vocabulary.

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

mandatory.

Texts Include(tentative): Dickens' David Copperfield, George Eliot's The Mill on the Floss, James Joyce's Portrait of the Artist as a Young Man, Virginia Woolf's The Voyage Out, Richard Wright's Native Son, Maya Angelou's I Know Why the Caged Bird Sings, and several shorter narratives.

ctec@northwestern.edu

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

Last Updated: October 28, 1993

Winter 1993-94 Course Descriptions

0423 Geological Sciences

GEOLOGICAL SCIENCES
LOCY HALL, ROOM 309
1847 SHERIDAN ROAD
EVANSTON, IL. 60208-2150
(708) 491-3238

Finley C. Bishop
Geological Sciences A02-6
GEOLOGIC HAZARDS
Time:
Office Address: Locy 205A
Office Phone: 491-7383
Expected Enrollment: 7

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

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

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

TEXT: Decker and Decker, Volcanoes, and Selected Readings

Finley C. Bishop
Geological Sciences A10
THE EARTH AS A PLANET
Time: M,W,F 10:00 am
Office Address: Locy 205A
Office Phone: 491-7383

Expected Enrollment:

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

PREREQUISITES: None

TEACHING METHOD: Three 1-hour lectures, discussions.

METHOD OF EVALUATION: 2 Mid-terms (30% each),
and Final Exam (40%).

TEXT: The Space-Age Solar System, by J.F. Baugher, John Wiley and Sons, 1988,

Abraham Lerman

Geological Sciences A11

GLOBAL ENVIRONMENTAL CHANGE

Time: M,W,F 10:00 am

Office Address: Locy 210

Office Phone: 491-7385

Expected Enrollment: 120

COURSE DESCRIPTION: Driving forces of global change. Growth of human populations; historical patterns and future trends. Make-up of the environment in the past and present. Effects of humans on major environment: atmosphere, waters, and land. Good background in high school mathematics, chemistry or physics recommended.

PREREQUISITES: None

TEACHING METHODS: Lectures and Discussions.

METHOD OF EVALUATION: 3 one-hour exams and 2 discussion quizzes.

TEXT: To Be Announced.

Abraham Lerman

Geological Sciences C01

GEOCHEMICAL PROCESSES IN EARTH'S SURFACE ENVIRONMENT

Time: M,W,F 11:00 am

Office Address: Locy 210

Office Phone: 491-7385

Expected Enrollment: 10

COURSE DESCRIPTION: The major Geochemical processes in the Earth's crust and the surface environment. Chemical and isotopic evidence from the geological past to the present. Mineral-water reactions in sediments. Soils, surface waters, and nutrient elements in relation to the oxygen and carbon dioxide in the atmosphere. Biogeochemical cycles behind the global environmental change.

PREREQUISITES: Chemistry A03 and A70

TEACHING METHODS: Lectures and Exercises.

METHOD OF EVALUATION: Reading, Lab reports, Exams.

TEXT: TBA

Donna M. Jurdy

Geological Sciences C09

REFLECTION SEISMOLOGY

Time: M,W 2-4 pm

Office Address: Locy 206

Office 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 METHOD: Two 2-hour lecture/discussion periods per week

METHOD OF EVALUATION: Problems, Classroom discussions, mid-term and final Exams.

TEXT: Geophysical Methods, by R.E. Sheriff, Prentice Hall, 1989 as well as journal articles.

Bradley B. Sageman
Geological Sciences C13
SEDIMENTARY GEOLOGY
Time: T,Th 10:30 - 12
Office Address: Locy 315
Office Phone: 467-2257
Expected Enrollment: 10

COURSE DESCRIPTION: Review of description and classification of sedimentary rocks. Principles of stratigraphy, methods of local, regional and global correlation, and the interpretation of ancient depositional systems. Facies analysis in the context of tectonic, eustatic and climatic controls on deposition.

PREREQUISITES: Physical Geology (B01 or equivalent).

TEACHING METHOD: Two lectures per week supplemented with laboratory sessions (to be arranged). Summer field trip (optional).

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

TEXT: D.R. Prothero, Interpreting the Stratigraphic Record, Freeman and Co., N.Y., 410 pp.
Reserve Readings from H.G. Reading, (ed.), Sedimentary Environments and Facies, R.G. Walker, (ed.), Facies Models, and selected journals.

William R. Walton
Geological Sciences C94

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

Time: W 2-4:30 pm
Office Address: Locy 202
Office Phone: 491-8183
Expected Enrollment: 15

COURSE DESCRIPTION: This seminar examines hydrocarbons, the petroleum industry and its future. Of necessity, it starts with a non-technical discussion of the formation of hydrocarbons, what they are and how they occur. This involves some geological history, the origin of organic matter on Earth, the formation of rocks in the Earth's crust and the significance of fossils. Modern methods of exploration for the production of oil and gas will be discussed. The industry will be approached by describing a major integrated petroleum corporation and its operation in both the domestic and foreign arenas. Specific socio-economic subjects to be considered are: the place of oil and gas in our economy; pollution problems; foreign and domestic supply of oil; restrictions to exploration and production; government policies - good and bad; alternatives to oil and gas; the implications of alternative fuel sources; the future of the industry.

PREREQUISITES: No prerequisites.

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

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

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

Winter 1993-94 Course Descriptions

0425 German

Coordinator: William Anthony
German A01-2 ELEMENTARY GERMAN
Time: MTWF
Office Address: Kresge 107
Phone: 491-8293
Expected enrollment: 120

COURSE DESCRIPTION: This is the second quarter of the Elementary German sequence: a systematic introduction to basic German. All four language skills--speaking, listening comprehension, reading, and writing--are stressed to insure that students acquire a basic command of German. Classes are conducted in German, except when explanations of grammar or other material require the use of English.

Key features of this quarter:

- 1) Weekly Journal
- 2) Short student interviews

PREREQUISITES: A01-1 or equivalent. P/N not permitted.

TEACHING METHOD: A variety of teaching techniques are used. Classroom activities are designed to help students master basic German structures by providing daily opportunities to actively use new material in practical communicative situations. Class work is reinforced through written homework and practice with audio and video tapes.

EVALUATION: A test is given at the end of each chapter and the final quarter grade is based on: chapter tests; a short personal interview; four journal entries; and written homework, quizzes, attendance, and class participation.

TEXTS:

Kontakte: A Communicative Approach 2nd ed.
Kontakte: Arbeitsbuch (workbook)

Authors: Terrell, Genzmer, Nikolai, and Tschirner
(McGraw-Hill: New York, 1992)

Neue Welle Deutschland (video workbook)

Authors: Anthony & Lys (D.C. Heath, 1992)

*Sections

20	09:00	Anthony
21	10:00	Meuser
22	11:00	Grimm
23	12:00	Block
24	01:00	Anthony

Coordinator: Franziska Lys

GERMAN A02-2

Intermediate German

Time: MTWF*

Office Address: 106 Kresge

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

Expected enrollment: 130

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

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

VIDEO: The video "Drehort: Neubrandenburg" features short portraits of people IN the city of Neubrandenburg (formerly in East-Germany). It offers a fascinating human perspective on daily life in Post-Wende Germany. The video is accompanied by multi-media software to enhance students comprehension.

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

PREREQUISITES: A02-1 or equivalent

TEACHING METHODOLOGY: A variety of teaching techniques including oral and written drills in the classroom and class discussions. Extensive software is available to students to practice their assignments outside of class. Students need about one hour every two weeks in the language lab to work with the multi-media software.

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

TEXTBOOKS:

Interaktion, Clausen/Hammerstein (SBX)
Concise German Grammar Review, Moeller/Liedloff/Lepke, (SBX)
Drehort: Neubrandenburg, Anthony/Lys (SBX)

P/N not permitted

*Sections:

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

Helmut Muller-Sievers
German A04-6 Sect. 20

FRESHMAN SEMINAR: MUSIC AND ITS RELATIONSHIP TO LITERATURE

Time: TTh 10:30-12

Office Address: Kresge 111

Ph.: 491-8291

Expected enrollment: 15

COURSE DESCRIPTION: In this seminar we will look at various texts, both literary and theoretical, which have shaped the Western concept of music and its relationship to literature. Can music express something that words fail to grasp? Are the two arts complementary or antagonistic? The texts we will consider range from Cicero to Proust, the musical examples from Mozart to Dinosaur Jr.

TEACHING METHODOLOGY: Discussions and papers.

EVALUATION: Five papers, one of them being a somewhat larger final paper, and class participation.

READINGS: A reader will be available on the first day of class.

Peter L. Lehmann

German B01-2*

INTRODUCTION TO GERMAN LITERATURE

Time: MWF 11:00

Office Address: Kresge 115

Phone: 491-8292

Expected enrollment: 18

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

PREREQUISITE: Two years of college German or equivalent.

TEACHING METHODOLOGY: Lectures and discussions in German.

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

READINGS:

Theodor Storm, Immensee

Gottfried Keller, Tanzlegendchen

Gerhart Hauptmann, Bahnwarter Thiel

Hugo von Hofmannsthal, Reitergeschichte

Arthur Schnitzler, Das Tagebuch der Redegonda

Friedrich Nietzsche, Aphorismen; Also sprach Zarathustra

Thomas Mann, Tonio Kroger

Heinrich Mann, Der Blaue Engel (film manuscript after Professor Unrath)

Poems by Hugo von Hofmannsthal, Stefan George, and Rainer Maria Rilke

P/N permitted.

* = Distribution Requirement

Ulrike Weber

German B03-0

INTERMEDIATE CONVERSATION

Time: MWF 9:00

Office Address: Kresge 121

Phone: 491-3342

Expected enrollment: 15

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

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

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

PREREQUISITE: A02-1 or equivalent knowledge.

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

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

Kathy Harms

German B05-0, Section 20

INTERMEDIATE GRAMMAR AND COMPOSITION

Time: MWF 10:00

Office Address: Kresge 113

Phone: 491-8290

Expected enrollment: 15

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

PREREQUISITES: A02-3 or equivalent.

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

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

TEXTBOOKS:

- 1) Wells, Larry D., Handbuch zur deutschen Grammatik
- 2) Xeroxed materials

Note: B05-0 may be taken twice for credit with different materials.

P/N permitted for non-majors only.

Peter L. Lehmann

German B35-0

LUTHER AND THE PHILOSOPHY OF FAITH

Time: MWF 1:00

Office address: Kresge 115

Phone: 491-8292

Expected enrollment: 80

COURSE DESCRIPTION: Luther's contribution to the intellectual and religious life of modern Western civilization will be assessed in this sequence of lectures and discussions. His concept of freedom will be discussed as it applies to the dispute he had on the subject with Erasmus of Rotterdam ("De servo arbitrio"). Textual analysis of selected passages of his translation of the Bible will show his decisive influence on the development of modern German literary style. Luther, the man, in his struggles, failures, and errors will be portrayed as the founding father of modern protestantism. The dialectical confrontation of knowledge and belief as it rises to a new actuality in our days may be seen, however, as the guiding concern of this lecture series.

No prerequisites. P/N permitted.

TEACHING METHOD: Lectures and discussions.

EVALUATION: Midterm and final examination or midterm and substantive term paper (student's option).

READING LIST:

Ed. John Dillenberger, Martin Luther. Selections from his Writing

Karl Jaspers, The Perennial Scope of Philosophy (Exc.)*

Bernhard Lohse, Martin Luther

Ernst Winter, Erasmus-Luther

Paul Tillich, History of Christian Thought (Exc.)*

John Osborne, Luther

RECOMMENDED: Ernst Bloch, Thomas Munzer

Heinrich Bornkam, Faith and Reason in the Thought of Erasmus and Luther in: Religion and Culture.

Festschrift for Paul Tillich, ed. Walter Leibrecht

*Xeroxed material for which there will be a charge.

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

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

PREREQUISITE: B-level or permission of instructor.

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

EVALUATION: Homework, class participation, 2 tests, and a final.

TEXTBOOKS:
Deutsche Wirtschaftssprache für Amerikaner, Doris Fulda
Merrifield

Xeroxed material will be handed out by the instructor.

P/N not permitted for German majors.

Rainer Rumold

German C10-5

EPOCHS OF GERMAN CULTURE: LITERATURE
AND POLITICS AFTER 1945

Time: MWF 10:00

Phone: 491-8294

Expected enrollment: 12

COURSE DESCRIPTION: Against the historical background of a divided and lately reunited Germany, we will study the emergence and establishment of a critical postwar German culture. In the West, the new activist writer exhorts the young democracy to come to terms with the Nazi past, rebels against the "quick fix"-shallowness of the "economic miracle" in the 50's, warns of the materialist high tech "Americanization" of Europe, resists the German rearmament, accuses the Catholic Church of immoral opportunism in past and present, supports the international student rebellion in the late sixties - and feels himself an outsider all along.

While credible East German literature tenaciously advocates the construction of a genuine communist society, the German Democratic Republic jailed its dissidents, barred them from publication or exiled them - to the West.

Since the 70's the German intellectual in East and West was affected by a new cultural pessimism that reflected not merely inner-German but the global contradictions of a divided world armed to over-kill "doomsday" capacity. It remains to be seen how the still recent events in Eastern Europe and the German reunification affect a critical and imaginative German literature as a whole and its regional expressions.

EVALUATION: Essay and final; class participation

READINGS:

Heinrich Boll, Billiard um halb zehn

Gunter Grass, Katz und Maus

Peter Handke, Der kurze Brief zum langen Abschied

Christa Wolf, Der geteilte Himmel; Stoerfall. Nachrichten eines Tages

Heiner Muller, Die Hamletmaschine

P/N not permitted.

Kathy Harms

German C32-0

TOPICS IN GERMAN STUDIES: TURN OF
THE CENTURY LITERATURE AND CULTURE

Time: MWF 11:00

Office Address: Kresge 113

Phone: 491-8290

Expected enrollment: 12

COURSE DESCRIPTION: The turn of the century emerged as one of the most fascinating and important cultural periods. The political and intellectual climate in its geographical focal points, the cities of Berlin and Vienna, was quite different, but each had a major impact on the art forms that developed. In Germany, the upheaval began with Hauptmann's naturalist plays, in part an extension of the subdued social criticism found in the work of Storm and Fontane; in Austria, Freud and his literary counterpart Schnitzler introduced introspective psychological studies. What both Germany and Austria had in common was the questioning of existing and the search for new values, values that began to pave the way for and also shape 20th century art and thought.

TEACHING METHODOLOGY: Lectures and discussions.

METHODS OF EVALUATION: Midterm and final examination on the last day of class. A substantial paper may be submitted in lieu of the final examination.

READINGS (tentative):

Theodor Storm, Pole Poppenspaler

Theodor Fontane, Schach von Wuthenow

Arno Holz, Ein Tod

Gerhart Hauptmann, Vor Sonnenaufgang; Die Ratten

Hugo von Hofmannsthal, Reitergeschichte

Ernest Mach, Antimetaphysische Vorbemerkungen zur Analyse der Empfindungen

Sigmund Freud, Uber Narzissmus; Jenseits des Lustprinzips
(excerpts)

Arthur Schnitzler, Lieutenant Gustl; Fraulein Else; Poems (a selection)

Selected essays by the critics Otto Brahm, Karl Kraus and Hermann Bahr, the architect Adolf Loos, the composer Arnold

Schonberg.

The film Vor Sonnenaufgang will be made available for viewing.

Ilse Loftus

German C80-0

ADVANCED GERMAN IN COMMERCE & INDUSTRY

Time: TTh 10:30-12

Office Address: Kresge 112

Ph.: 491-8295

Expected enrollment: 20

COURSE DESCRIPTION: Students who plan a career in business or related fields, will be able to improve their German language proficiency in a specialized area. Articles taken from current business and financial sections of German economic periodicals will be chosen that discuss and/or examine the current trends of German economy or the health and/or the ills of certain industries with particular consideration given to the anticipated changes and adjustments that will still have to be made for the E.C. (European Community) to become a single common market. The recent reunification of Germany poses problems for all sectors of the economy. Articles will be read and discussed that deal with the recovery of East German industry, trade, and the social infra-structure. The overall oral proficiency of Business German will be improved through comprehension exercises provided in the Language Laboratory. Emphasis will be placed on the preparation for taking the "Diplom in Wirtschaftsdeutsch", which was prepared and is given by the Goethe Institute.

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

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

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

READINGS:

Deutsche Wirtschaftssprache für Amerikaner, Doris Fulda
Merrifield Bilingual Guide to Business & Professional
Correspondence

Some xeroxed texts will be handed out, for which there will
be a charge.

P/N not permitted for German majors.

Linda Zajac

German C91-0

TOPICS IN LANGUAGE: ADVANCED COMPOSITION

Time: MWF 1:00

Office Address: Kr. 119

Office Phone: 491-7489

Expected enrollment: 15

COURSE DESCRIPTION: Building on knowledge consolidated in B-level German, this course seeks to discuss more detailed German grammar and finer points of the German language. Students will practice idiomatic German through class discussions, writing and structural exercises. A variety of fictional and non-fictional texts, audio/video-tapes, and movies covering topics such as culture, economy, entertainment, sports, etc. will serve as a basis for class discussion, writing exercises and assignments.

PREREQUISITES: B-level

TEACHING METHOD: Discussion of texts, video/audio-tapes, movies; oral and written drills; structural exercises and compositions.

EVALUATION: Attendance and participation; grammar tests; take-home + in-class essays.

TEXTBOOKS:

1. Hand-outs, for which there will be a charge
2. Handbuch zur deutschen Grammatik, Larry D. Wells

P/N not permitted for German majors.

ctec@northwestern.edu

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

Last Updated: October 28, 1993

Winter 1993-94 Course Descriptions

0427 History

John Bushnell

History A01, Section 20

FRESHMAN SEMINAR: THE COLLAPSE OF THE SOVIET UNION

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

Office Address: 103A Harris Hall

Office Phone: 491-7172

Maximum Enrollment: 15

COURSE DESCRIPTION: 1) Subject: How reform produced conflict and collapse.

2) Sources: Soviet press (in English translation). Western correspondents, Gorbachev, Yeltsin, and others.

PREREQUISITES: None.

TEACHING METHOD: Reading, writing and talking.

METHOD OF EVALUATION: Writing and talking.

READING LIST: TBA

Sarah Maza

History A01, Section 21

FRESHMAN SEMINAR: THE COURTROOM DRAMA IN EUROPEAN HISTORY

Time: T-TH 3:00-4:00

Office Address: 318 Harris Hall

Office Phone: 491-3460

Maximum Enrollment: 15

COURSE DESCRIPTION: Historians have often used the records of both famous and obscure court cases as a means of access to the lives and beliefs of people in past societies. This seminar explores a series of cases in European history from the Renaissance to the nineteenth century. The cases include a marriage dispute in Renaissance Florence; a case of impersonation in a sixteenth-century French village; a

witchcraft "frame-up" in Early Modern Bavaria; the trial of a king in the eighteenth-century; and a famous case involving espionage and antisemitism in nineteenth-century France. The questions we will discuss include the following: which cases become notable or sensational, and why? what can historians draw from these sorts of cases beyond mere anecdote? how can the abnormal incident shed light on "normal" existence in the past? are there any parallels between these stories in past times and such modern phenomena as true-crime literature and tabloid journalism?

PREREQUISITES: None.

TEACHING METHOD: Bi-weekly meeting for discussion.

EVALUATION: Students will be graded on the basis of four short papers and their participation in class discussion.

TENTATIVE READING LIST:

Gene Brucker, Giovanni and Lusanna: Love and Marriage in Renaissance Florence
Natalie Davis, The Return of Martin Guerre
Sprenger and Institoris Malleus Maleficarum (excerpts)
Michael Kunze, Highroad to the Stake
David Jordan, The King's Trial
Nicolas Halasz, Captain Dreyfus: The Story of a Mass Hysteria
And for comparison either "A Cry in the Dark" (Movie) or
"Innocence Lost:
The Verdict" (PBS documentary)

Mita Choudhury

History A01, Section 22

FRESHMAN SEMINAR: "GODLY RULERS" - THE EMERGENCE, DEVELOPMENT AND DEMISE OF ABSOLUTISM IN EARLY MODERN EUROPE

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

Office Address: 619 Emerson 3rd Floor

Office Phone: 491-7524

Maximum Enrollment: 15

COURSE DESCRIPTION: This course will trace the development of notions of kingship in early modern Europe from 1500 to 1789, the beginning of the French Revolution. We will examine how kings went from being firsts among equals to divine rulers to fathers of the people and finally to

tyrants. These changes will be studied not only on their own terms but as a part of broader cultural and political trends. Not only will this course explore the ideas supporting absolute rule, but it will investigate the links of power to the family, religion and art.

PREREQUISITES: None.

TEACHING METHOD AND EVALUATION: This course will be conducted as a seminar, emphasizing discussion and writing. Students will be evaluated on the basis of their participation in the seminar and written assignments. The assignments will include four formal essays and 5 informal 1-page essays similar to journal entries.

TENTATIVE READING LIST:

Machiavelli, The Prince

Luther, On Temporal Authority

Madame de Lafayette, The Princess of Cleves

Hobbes, Leviathan (excerpts)

Montesquieu, Persian Letters

Rousseau, The Social Contract

Students will also be required to purchase a course packet that will include political writings of James II and Cardinal Richelieu, Louis XIV's advice to his son the Dauphin, and the correspondences of Catherine the Great and Frederick the Great.

Carol Loar

History A01-Section 23

FRESHMAN SEMINAR: WITCHCRAFT AND MAGIC IN EARLY MODERN EUROPE

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

Office Address: 619 Emerson

Office Phone: 491-7524

Maximum Enrollment: 15

COURSE DESCRIPTION: By the sixteenth century, a belief in magic was a widely held and unquestioned part of European thought and culture. Yet for the next two centuries, witches were prosecuted in unprecedented numbers. This course will explore the religious, intellectual, social and political forces that combined to produce the early modern witch hunts, and the shaky line between acceptable and unacceptable magic.

Even at the height of the trials, though, there were some who questioned the existence of witchcraft and we will examine both their views and their impact on the course of the trials. Finally we will explore the reasons behind the decline of the hunts and the growth of skepticism.

TEACHING METHOD: Discussion and papers

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

TENTATIVE READING LIST:

Scot, The Discoverie of Witchcraft
Kieckhefer, Witchcraft in the Middle Ages
Boyer and Nissenbaum, Salem Possessed
Tillyard, The Elizabethan World Picture
Levack, The Witchhunt in Early Modern Europe
Ginzburg, Night Battles
Course Packet and additional readings.

Michael S. Sherry

History A02-20, Section 20

FRESHMAN SEMINAR: THE REAGAN ERA IN HISTORICAL PERSPECTIVE

Time: Wednesdays, 2-5

Office Address: Harris 214

Office Phone: 491-7191

Maximum Enrollment: 15

COURSE DESCRIPTION: This seminar examines Ronald Reagan and the 1980s, asking students to treat as history an era so recent that historical perspective on it may seem unattainable. It has two, related purposes. It seeks to introduce students to the methods of historical inquiry, by having them first draw their own conclusions from "primary" documents (those generated at the time and by an era's actors), and then scrutinize, in light of their own conclusions, what historians now say about the 1980s. And it seeks to develop students' skills of spoken and written analysis of history.

TEACHING METHOD: Discussion and writing.

EVALUATION: Several short papers, varying from 2 to 5 pages in length, will account for three-quarters of students'

grades, participation in discussion for the remainder.

TENTATIVE READING LIST:

Allan Bloom, The Closing of the American Mind

Paul Boyer, ed., Reagan as President

Kevin Phillips, The Politics of Rich and Poor

Michael Schaller, Reckoning with Reagan.

Susan Faludi, Backlash: The Undeclared War Against American Women

Edward Lilienthal, Symbolic Defense: The Cultural Significance of the Strategic Defense Initiative.

plus additional short readings and several films

Robert Wiebe

History A02, Section 21

FRESHMAN SEMINAR: AMERICAN VISIONS

Time: Wednesdays, 2:00-4:00, Fridays, 2:00-3:00

Office: Harris 302

Telephone: 491-7557

Maximum Enrollment: 15

COURSE DESCRIPTION: In this course we examine accounts of what America might become. These readings are our documents in a history of visions about alternative Americas during the past century.

PREREQUISITES: Attendance at first class mandatory.

TEACHING METHOD: Discussion

EVALUATION: Essays, discussion

TENTATIVE READING LIST:

Mark Twain, The Adventures of Huckleberry Finn

Edward Bellamy, Looking Backward

Charles Sheldon, In His Steps

Charlotte Perkins Gilman, Herland

B. F. Skinner, Walden Two

Charles Reich, The Greening of America

Jonathan Schell, The Fate of the Earth

Dave Dunnett

History A02-22

FRESHMAN SEMINAR: U.S. SLAVERY, 1830-1860

Time: Tuesdays, 10:30-12:30
Office Address: 619 Emerson/1-A
Office Phone: 491-7524
Maximum Enrollment: 15

COURSE DESCRIPTION: This course is designed to introduce undergraduates to the most important primary documents on antebellum American slavery. The material is designed to present a variety of perspectives, including the slaveholders, non-slaveholders, and slaves who together comprised the Southern social system. Through a close reading of the sources, weekly group discussions, and several take-home papers, students will develop their own interpretation of the "peculiar institution." Topics covered include slave narratives and abolitionist literature, pro-slavery ideology, social relations among southern whites, and the black military experience, among others.

PREREQUISITES: None

TEACHING METHOD: Group discussion based on assigned reading

EVALUATION: 4 papers of 4 pages each. Each paper counts 20% of the final grade. Class participation is 20%.

TENTATIVE READING LIST:

Frederick Douglass, Narrative
Jacobs, Incidents in the Life of a Slave Girl
Harriet Beecher Stowe, Uncle Tom's Cabin
George Fitzhugh, Cannibals All!
Thomas W. Higginson, Army Life in a Black Regiment
Daniel Hundley, Social Relations in Our Southern States
Others to be announced.

Fritz Fischer
History A02 Section 23

FRESHMAN SEMINAR: THE GOOD, THE BAD, AND THE UGLY: CHARACTER
AND THE MODERN PRESIDENCY

Time: T-TH 1-2:30
Office Address: 619 Emerson
Office Phone: 491-7524
Maximum Enrollment: 15

COURSE DESCRIPTION: As recently as the 1992 presidency

elections, the "character issue" has loomed large in the public perceptions of the candidates. How relevant is the character and morality of a president to the success or failure of a presidency? This course examines the personalities and administrations of Kennedy, Johnson and Nixon in order to determine the role of individual personality in determining the success of a presidency.

TEACHING METHOD: Seminar format, with a heavy emphasis on class participation.

EVALUATION: Four papers and class discussion.

TENTATIVE READING LIST:

Thomas Reeves, A Question of Character

Arthur Schlesinger, A Thousand Days

James Gaglio, The Presidency of John F Kennedy

Robert Caro, Means of Ascent

Robert Dallek, Lone Star Rising: Lyndon Baines Johnson and his Times

J Anthony Lukas, Nightmare: The Underside of the Nixon Administration

Richard Nixon, Six Crises

Packet including excerpts from other biographical material on Kennedy, Johnson, and Nixon.

Michelle Mitchell

History A02-24

FRESHMAN SEMINAR: WOMEN AND GENDER IN 20TH CENTURY AFRICAN-AMERICAN HISTORY

Time: Tuesdays, 3:00-5:00

Office Address: 619 Emerson/2-A

Office Phone: 491-7524 or 491-3406

Maximum Enrollment: 15

COURSE DESCRIPTIONS: This course will explore how black women have made choices, set priorities, and combined the struggle for civil and women's rights in light of historical events of the 20th century. Throughout the quarter, we will cover several eras of major importance to all African Americans: The Great Migration, World War I, the Harlem Renaissance, the Depression, World War II, and the Civil Rights Movements. While this course is primarily designed to examine the change and continuity of black women's responses

to the pressing issues of different historical eras, we will also explore socio-political events and movements in light of gender. In other words, because gender is a relational concept, we will discuss both women and men throughout the quarter.

PREREQUISITES: None

TEACHING METHOD: Seminar/Discussion

EVALUATION: Three papers, two of which will be 3-5 pages, one of which will be at least 10 pages in length.

TENTATIVE READING LIST:

Jacqueline Jones, Labor of Love, Labor of Sorrow

Amy J. Garvey, Philosophy and Opinions of Marcus Garvey

Robin Kelley, Hammer and Hoe: Alabama Communists During the Great Depression

Nicholas Lemann, The Promised Land: The Great Black Migration and How it Changed America

Anne Moody, Coming of Age in Mississippi

Linda Gordon, Women and the Welfare State

Howell Raines, My Soul is Rested: The Story of the Civil Rights Movement in the Deep South

Melissa Macauley

History A03, Section 20

FRESHMAN SEMINAR: CHINA IN THE AMERICAN IMAGINATION

Time: Tuesdays, 12:30-2:30

Office Address: Harris 207B

Office Phone: 491-3418

Maximum Enrollment: 15

COURSE DESCRIPTION: American scholarly and popular depictions of China have changed dramatically during the past century. Writings associated with imperialism and the missionary enterprise often exude a sentimental paternalism. Anti-immigration prejudices produced an abundant "yellow peril" literature. This literature changed its hue somewhat as the cold war fostered fears of a "red menace." Many of these views were colored as much by shifting American domestic and international concerns as they were by objective changes in Chinese history. This seminar will address how and why American scholarly and popular opinions of China have shifted

so repeatedly and profoundly over the last one hundred years.

PREREQUISITES: None. Attendance at first class mandatory.

TEACHING METHOD: Discussion.

EVALUATION: Short papers and discussion.

TENTATIVE READING LIST:

Edward Said, Orientalism (excerpts)

Harold Isaacs, Scratches on Our Minds: American Views of
China and India

Pearl Buck, The Good Earth

Theodore White and Annalee Jacoby, Thunder Out of China

Allyn and Adele Rickett, Prisoners of Liberation: Four Years
in a Chinese Communist Prison

Charles Denby, China and Her People

Bret Harte, The Heathen Chinees and Wanlee, the Pagan

Film: "Fifty-five Days in Peking" (1963)

Catherine Burns

History A03, Section 21

FRESHMAN SEMINAR: WOMEN AND GENDER IN SOUTH AFRICA

Time: Thursdays, 3-5:00 p.m.

Office Address: 619 Emerson

Phone: 491-7524

Maximum Enrollment: 15

COURSE DESCRIPTION: This course will aim to introduce participants to issues and debates in the history of gender relations, and particularly the lives of women, in the context of South Africa. Although the course focuses on women in South Africa over the past 100 years or so, many of the ideas we will draw upon to understand and analyze the literature will have a wider applicability, and participants are urged to bring questions about the history of gender and family relations from their own wider reading, to this course. Some of the issues we will address include: the legacy of colonial rule; the contradictions of missionary influences; the development of a migratory labour system; the construction of Segregation Legislation and practice; and the impact of these shifts on the lives of ordinary women. We will be concerned throughout to understand the complex ways

women defended and shaped their families and wider communities. We will read and evaluate extracts of some recent attempts to provide more detailed histories of the experiences of African women, especially through the use of oral testimonies and autobiographical accounts. Throughout the course we hope to juxtapose the hardships and inequalities suffered by women in Southern Africa, with the history of women as active participants in local and regional struggles to gain economic, social and personal justice.

TEACHING METHOD: We will meet weekly for two hours of engaged class discussion and each student will write two short, and one long paper, which will count as the final exam.

TENTATIVE READING LIST:

Walker, C (ed) Women and Gender in Southern Africa to 1945, London, 1990

Marks, S (ed) Not Either an Experimental Doll: The Separate Worlds of Three South Africa Women, Indiana University Press, 1988

Kuzwayo, E Call Me Woman, Aunt Lute Books, San Francisco, 1987

Robert E. Lerner

History B01-1

EUROPEAN CIVILIZATION

Time: MWF 9:00 Disc. Sect, Thursdays, 9, 10, 11, 12, 1, 2, & 3

Office Address: Harris 305

Office Phone: 467-1966

Maximum Enrollment: 225

COURSE DESCRIPTION: This is a basic course for majors and non-majors, intended to provide an introduction to the history of pre-industrial European civilization. Its goal is to present students with some knowledge of the broad lines of European development from roughly 1050 to roughly 1750, as well as with an introduction to some outstanding current problems of interpretation. Geographical emphasis will be on Western Europe; primarily England, France, Germany, and Italy. An attempt will be made to retain a balance in topical coverage, rather than focusing exclusively on any one topic such as political, social, economic or cultural history. It is hoped that when students finish this course

they will elect to dig into specialties on their own.

PREREQUISITES: None.

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

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

TENTATIVE READING LIST:

Lerner, Meacham, Burns, Western Civilizations, vol. I
(Norton)

Chaucer, The Canterbury Tales, (Penguin)

Kearney, Hugh, Science and Change, 1500-1700 (McGraw Hill)

Elliott, J.H., The Old World and the New (Cambridge)

Darnton, R., The Great Cat Massacre (Random House)

Henry Binford

History B10-2

THE UNITED STATES SINCE 1865

Time: MWF 10:00 Disc. Sections: Thursdays, 9, 10, 11, 12, 1,
2, 3

Office Address: Harris 102B

Office Phone: 491-7262

Maximum Enrollment: 365

COURSE DESCRIPTION: This course continues the examination of U.S. history begun in the fall quarter. Winter quarter of B10 deals with the period from the Civil War to the present. A variety of readings, lectures, and discussion exercises will help students to master the fundamentals and reach reasoned judgments about some of the major issues in U.S. history.

PREREQUISITES: None. P/N is allowed. REGISTRATION FOR DISCUSSION SECTION MANDATORY.

TEACHING METHOD: Three lectures, one discussion per week.

EVALUATION: Grades will be based on participation in the weekly discussion sections and three fifty-minute examinations. Repeated failure to attend discussion means failure in the course.

TENTATIVE READING LIST:

Edward Bellamy, Looking Backward

William Tuttle, Race Riot

Anne Moody, Coming of Age in Mississippi

A textbook. A packet of photocopied documents.

John Rowe

History B55-2

BACKGROUND TO AFRICAN CIVILIZATION AND CULTURE: AFRICA 1750 to 1900

Time: T-TH 10:30-12:00 Disc. Sections: Tuesdays, 3:00/Thursdays, 9:30 & 2:00

Office Address: Harris 102A

Office Phone: 491-7278

Maximum Enrollment: 80

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

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

PREREQUISITES: ATTENDANCE AT DISCUSSION SECTION MANDATORY. P/N is permitted.

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

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

REQUIRED READING LIST:

Afigbo, Ayandele, Gavin et al. The Making of Modern Africa
Volume I, The Nineteenth Century, (Longman, 1986) text
Basil Davidson, The African Slave Trade, Atlantic/LB, 1988)
C. Achebe, Things Fall Apart, (Fawcett, 1985) novel

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

Melissa Macauley

History B81

CHINESE CIVILIZATION

Time: MWF 1:00

Office Address: Harris 207B

Office Phone: 491-3418

Maximum Enrollment: 40

COURSE DESCRIPTION: This lecture course is a sweeping introduction to traditional Chinese history. It will address certain topics prominent in that 4000-year history: the neolithic and Bronze Age foundations of Chinese civilization; the atavistic impulses of classical Chinese philosophy; the construction of imperial orthodoxy under the Han; the syncretic tendencies of Chinese religions; the splendor and social tensions of the commercialized urban centers; the increasing constriction of women's lives; Pax Mongolica; the shift in Eurasian trade from caravan to

maritime communications and the Chinese dominance of that trade under the Ming. Lectures, readings, and discussions will revolve around the theme that imperial Chinese history was animated by the interrelated forces of yang: secularity, maleness, imperial statecraft, hierarchy, the dao of social order--and of yin: religiosity, femaleness, locality, rebellion, the dao of nature. This interrelation was most dynamic during the period of the most profound changes in all of Chinese history: the Tang-Song transition (approx. eighth to twelfth centuries). The social, commercial, philosophical, and religious transformations of this period will thus be the focus of the course.

PREREQUISITES: Attendance at first class mandatory.

TEACHING METHOD: Lecture and discussion.

EVALUATION: Exams, short paper, discussion.

TENTATIVE READING LIST:

Wm. T. de Bary, ed. Sources of Chinese Tradition, vol. 1.

Wu Ch'eng-en, Monkey.

Fairbank and Reischauer, China: Tradition and Transformation.

Plus a course reader comprised of oracle bone translations, poetry, plays, "secret texts" of women Daoist adepts, and philosophical essays not included in the de Bary source book.

Jim Campbell

History C01-1

SURVEY OF AFRICAN-AMERICAN HISTORY

Time: MWF 11:00

Office Address: 301 Harris

Office Phone: 491-2877

Maximum Enrollment: 45

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, and one mandatory weekly discussion section.

EVALUATION: To complete the course successfully, students are expected to keep up with assigned readings, to participate actively in class discussion and to write one essay of six to ten pages in length. There will also be mid-term and final examinations.

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.

T. H. Breen

History C10-2

ANGLO-AMERICAN CULTURES: THE EIGHTEENTH CENTURY

Time: Monday-Wednesday 10:00

Discussion Sections: Friday 9:00, 10:00, 12:00

Office Address: 207C Harris Hall

Office Phone: 491-7033

Maximum Enrollment: 80

COURSE DESCRIPTION: This course examines the social, intellectual and cultural development of Great Britain's mainland American colonies from the Glorious Revolution of 1688 to the Ratification of the United States Constitution.

PREREQUISITES: No P/N option. Attendance at first class mandatory.

TEACHING METHOD: Two general lectures each week and one discussion group.

EVALUATION: Four two-page essays on assigned topics associated with course readings.

TENTATIVE READING LIST:

Olaudah Equiano, Interesting Narrative of the Life
Abigail & John Adams, Letters
Ben Franklin, Autobiography
Thomas Jefferson, Notes on the State of Virginia
And other titles

Ken DeBevoise

History C19-3

HISTORY OF U.S. FOREIGN RELATIONS

Time: MWF 9:00-9:50 a.m.

Office Address: 304 Harris

Office Phone: 491-3406

Maximum Enrollment: 50

COURSE DESCRIPTION: The class will examine America's role in world affairs from World War II to the present, with emphasis on the Cold War. (We will not pay much attention to events in Southeast Asia because specialized courses in that area are available. Those interested in U.S. involvement in Vietnam, for instance, can take History C91 in the Spring Quarter.) Students will be encouraged to develop their own individual interpretation of why the U.S. proceeded as it did as well as an evaluation of its actions. Each person will be expected to argue that point of view in class on an ongoing basis. We will meet twice a week for discussion and once for a video. The reading is guaranteed to be interesting but the load will be exceptionally heavy (300-400 pages a week), and it will all be tested in five to ten-minute quizzes at the beginning of each discussion class period. No mid-terms, final exam, or term paper are assigned. The class is not recommended for those with a particularly full schedule or for those who are not prepared to work at an even pace for ten weeks or for those who feel uncomfortable taking an active part in discussions with a group of this size on a regular basis.

PREREQUISITES: Mandatory attendance at first class meeting, no auditors, no P/N available, no waiting list.

TEACHING METHOD: Reading books, watching videos, and group discussion.

EVALUATION: Performance in discussion together with average

quiz grade. Note however that C+ is the highest grade available for anyone taking no part in discussion and B+ for anyone not taking an active and regular role no matter how high the quiz grades.

TENTATIVE READING LIST:

Marc Abrams, *Bosnian Sleighride*
Stephen Ambrose, *Rise to Globalism*
Michael Beschloss, *The Crisis Years*
Theodore Draper, *A Very Thin Line*
Roy Gutman, *Banana Diplomacy*
Stephen Kinzer and Stephen Schlesinger, *Bitter Fruit*

Robert E. Lerner

History C32-2

EUROPE IN THE HIGH MIDDLE AGES

Time: MWF 1:00-2:00 p.m.

Office Address: 305 Harris

Office Phone: 467-1966

Maximum Enrollment: 45

COURSE DESCRIPTION: A survey of European history in the age of the Crusades. Topics will include: the first agricultural revolution, the rise of towns, the Gregorian Revolution, 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)

E.W. Monter

History C34-0

AGE OF THE REFORMATION

Time: T-TH 9:00-10:30
Office Address: 327 Harris
Office Phone: 491-2849
Maximum Enrollment: 40

COURSE DESCRIPTION: This course will concentrate on the consequences of the Protestant Reformation, radiating outwards from Luther's Germany. It will also range fairly broadly throughout Europe, and will examine popular as well as elite religion.

PREREQUISITES: None.

TEACHING METHOD: Interruptible lectures.

EVALUATION: Mid-term or paper (1/3) and final exam (2/3).

TENTATIVE READING LIST:

R. Hsia, German People and the Reformation
A.G. Dickens, The Counter-Reformation
Martin Luther, Three Treatises
M. Montaiege, Essays
C. Ginzburg, Cheese and the Worms
L. Roper, The Holy Household

John Bushnell
History C45-3
HISTORY OF THE SOVIET UNION
Time: MWF 9:00
Office Address: 103A Harris Hall
Office Phone: 491-7172
Maximum Enrollment: 50

COURSE DESCRIPTION: The Soviet Union, from beginning to end.

PREREQUISITES: None. No P/N option.

TEACHING METHOD: Talking.

METHOD OF EVALUATION: Writing and talking.

TENTATIVE READING LIST:

Moshe Lewin, Lenin's Last Struggle
Moshe Lewin, The Gorbachev Phenomenon

John Scott, Behind the Ural
Roy Medvedev, Let History Judge
and more

Sarah Maza

History C50-2

EUROPEAN INTELLECTUAL HISTORY: RENAISSANCE TO ENLIGHTENMENT

Time: T-TH 10.30-12.00 Discussion Section: Th 1.00-2.30

Office Address: 318 Harris Hall

Office Phone: 491 3460/3406

Maximum Enrollment: 40

COURSE DESCRIPTION: This course examines selectively some of the most important European thinkers of the sixteenth through the eighteenth centuries. Its purpose is to get students acquainted with the historical origins of ideas that can seem to us self-evident: that body and soul are two separate entities, that males and females are two different sorts of beings, that government should be a contract. This is not, in other words, a crash-course in Great Thinkers, but a critical evaluation of the western heritage; in particular, a fair amount of attention will be paid to recent feminist analyses that have yielded fresh approaches to classic texts. Students should expect to wrestle with some difficult but rewarding reading material.

PREREQUISITES: ATTENDANCE AT FIRST CLASS MANDATORY. Some background in Early Modern European history (for instance History B01-1) is recommended but not required.

TEACHING METHOD: The course is a combination of lecture-course and seminar. There will usually be one common lecture on Tuesday, and the class will be divided in two on Thursday for discussion or a mixture of lecture and discussion. In other words you will attend class twice a week: once on Tuesday for lecture, and once on Thursday morning or afternoon for discussion.

EVALUATION: Students will be graded on the basis of their participation in discussion and two take-home papers, a shorter one (6-8 pp) during the quarter and a longer one (10-12 pp.) due during exam week.

TENTATIVE READING LIST:

Machiavelli, The Prince

More, Utopia

Montaigne, Essays (selections)

Hobbes, Leviathan (selections)

Locke, Second Treatise (selections)

Diderot, D'Alembert's Dream

Rousseau, The Social Contract and selections from other works

Thomas Kuhn, The Copernican Revolution

Carole Pateman, "The Fraternal Social Contract"

Thomas Laqueur, Making Sex

David Joravsky

History C50-3

INTELLECTUAL HIST: OF EUROPE--19TH CENTURY

Time: MWF 2:00-3:00

Office Address: Harris 303

Office Phone: 491-7418 or 3406

Maximum Enrollment: 45

COURSE DESCRIPTION: A critical survey of major trends in 19th-century European thought. After a brief backward look at the Enlightenment, we will analyze the great "isms" of the century: romanticism, nationalism, socialism, liberalism, feminism, positivism, and the anticipations of existentialism and artistic modernism. The crisis of religious faith will also be examined. Required readings in the original works of Michelet, Marx, the Mills (John Stuart and Harriet), Darwin, Tolstoy and Nietzsche, plus optional readings in other famous authors, will serve as points of departure for the lectures. Connections between trends of thought and other aspects of the social process will be a persistent theme.

PREREQUISITES: None. P/N allowed.

TEACHING METHOD: Lectures will be the main method, but I encourage students to interrupt with questions and comments, which often result in impromptu discussions. There will also be two or three extra meetings on an optional basis to discuss the problems that emerge in writing the paper.

EVALUATION: Half the grade will depend on a term paper, about ten pages typed double space, making a comparative analysis of two required readings and one on the optional list. The other half will be based on a final exam.

TENTATIVE READING LIST:

Voltaire, Candide

Michelet, The People

Marx, Selected Writings

J.S. Mill, The Autobiography and the Mills

"The Subjection of Women"

Darwin, The Descent of Man (selections)

Zola, La Bete humaine

Tolstoy, Confession and "The Death of Ivan Ilyich"

Nietzsche, The Genealogy of Morals

The optional reading list will probably include Carl Becker's Heavenly City of the 18th-century Philosophers, Tennyson's In Memoriam, George Sand's Indiana, Dostoevsky's Notes from Underground, and two plays of Ibsen's "Doll House" and Hedda Gabler").

John Rowe

History C56-1

SOUTH AFRICA TO 1900

Time: MWF 2:00-3:00

Office Address: Harris 102A

Office Phone: 491-7278

Maximum Enrollment: 60

COURSE DESCRIPTION: Centuries before the first white colonists arrived at the Cape of Good Hope in 1652, Africans had settled in South Africa. C56-1 will survey the history of pre-industrial South Africa from the archeological past to 1900. Among the themes examined will be the rise of African states, the competing imperial ambitions of the Portuguese, Dutch and British, slavery and race relations at the Cape and on the frontier, the impact of arms technology on African societies, the role of Christian missions, and the increasingly violent struggle for arable and pastoral lands. The course is the first half of a two-quarter sequence; in Spring Quarter C56-2 will turn to the industrialization of South Africa arising from the gold mining, segregation leading to the Apartheid state, and the rise of African nationalism in the 20th century.

PREREQUISITES. None. P/N is allowed.

TEACHING METHOD: Instruction is organized on the basis of

lectures (occasionally illustrated with slides or documentary videos) and questions and comments are encouraged during the lecture periods.

EVALUATION: Student evaluation is based on three mid-term exams. In lieu of one of the mid-terms students may, with the prior permission of the instructor, submit a short analytical or interpretive paper dealing with one of the themes or controversies in South African history. The paper should present an independent viewpoint from easily available sources.

READING LIST:

Illustrated History of South Africa-The Real Story (C. Saunders ed.)

(Readers Digest, 1989)

Martin Hall, The Changing Past: Farmers, Kings and Traders in South Africa 200-1860.

J. Peires, The Dead Will Arise (Indiana Univ. Press, 1989)

Frank Safford

History C65-0

THE FORMATION OF LATIN AMERICA SOCIETY

Time: MWF 2:00-3:00

Office Address: Harris Hall 208

Office Phone: 491-7444

Maximum Enrollment: 50

COURSE DESCRIPTION: This course begins with a discussion of salient features of Latin American society. It then treats the foundation of Latin American societies in the colonial period, with particular emphasis on the interaction of Europeans, Amerindians, Africans and the formation of basic economic structures.

PREREQUISITES: None. P/N is allowed. To be opened if registration demands. One additional hour or more to be announced.

TEACHING METHOD: Class is taught informally, with lectures, discussion and questions from the class interspersed as the situation requires.

TENTATIVE READING LIST:

Mark Burkholder & Lyman Johnson, Colonial Latin America
James Lockhart, Spanish Peru
James Lockhart & Enrique Otte, Letters and People of the
Spanish Indies
James Lockhart & Stuart Schwartz, Early Latin America

Carl Petry

History C70-3

HISTORY OF THE ISLAMIC MIDDLE EAST: THE MODERN MIDDLE EAST
Time: MWF 10:00 Disc. Sections: Tuesdays, 9:00, 10:00 and
2:00

Office Address: 104B Harris Hall

Office Phone: 491-7448

Maximum Enrollment: 80

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

PREREQUISITES: No prerequisites. ATTENDANCE AT THE FIRST CLASS MANDATORY. P/N registration not allowed.

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

EVALUATION: There will be an in-class mid-term and a final examination based on readings, lectures and discussions. Examinations will focus primarily on analytical essay questions. No major papers will be required but there will be brief argumental essays and source critiques (none to exceed 3-4 pages).

TENTATIVE READING LIST:

A Goldschmidt, A Concise History of the Middle East
F Ajami, The Arab Predicament
F Halliday, Iran, Dictatorship and Development

N Keddie, Roots of Revolution
W Laqueur, Israel-Arab Reader

Ken Alder and Joel Mokyr

History C75-1 (cross listed in Economics and Science in Human Culture)

TECHNOLOGY: HISTORY, SOCIETY AND ECONOMICS

Time: Mondays & Wednesdays, 2:00-3:30

Office Address: Alder, 102C Harris, 491-7260;
Mokyr, 103B Harris, 491-5693

Maximum Enrollment: 20

COURSE DESCRIPTION: This two-quarter course starts from the axiom that technology is at the foundation of social and economic activity because of the basic need to eke out an existence from the environment by controlling natural forces. The course will discuss the social and intellectual changes that have affected the intensity and current of technological development from Medieval Europe to contemporary America, including non-Western technologies. To this end, we will develop an interdisciplinary methodology that draws on history and economics, with additional material from engineering, applied science, sociology, (industrial) archeology, and international relations. The first quarter will be devoted to in-depth discussion of topics ranging from agriculture and biotechnology to medical and domestic technology. The second quarter will explore themes such as the relationship of the state to technology, the role of science in technological change, and resistance to technology. Throughout the course we will ask two central questions: how are technological choices linked to questions of social and economic organization, and to what extent do technological choices limit future choices?

PREREQUISITES: Students will be expect to have a background in History (B01, or equivalent) or Economics (B01, or equivalent) or permission of the instructor.

TEACHING METHOD: The class will meet for 2 one-and-a-half hour seminar discussions every week. Ordinarily, this two-quarter class is not divisible.

EVALUATION: In addition to regular participation, the primary duty of every student will be a major independent

research project which will result in an extended research paper (30-35 pages). Students will be given guidance with their project, and will submit a detailed proposal by the end of the first quarter. Toward the end of the second quarter students will present their work to the class. Possible topics might include; nylon for women's hosiery and its subsequent use in parachutes, the past and future of wind power, the social impact of electrical power, the rise and fall of airships, the environmental effect of insecticides, technological aspects of medical care, etc.... There will also be a midterm during the first quarter.

SAMPLE READING LIST:

Hugh Aitken, Taylorism and Watertown Arsenal
Ruth Schwartz Cowan, More Work for Mother
Daniel Headrick, "The Tools of Empire"
John Kasson, Civilizing the Machine
Joel Mokyr, The Lever of Riches
E.F. Schumacher, Buddhist Economics
Langdon Winner, The Whale and the Reactor

Ken Alder

History C76-1

SCIENCE AND SOCIETY: THE LABORATORY OF UTOPIA

Time: MWF 11:00-12:00

Office Address: 102C Harris

Office Phone: 491-7260

Maximum Enrollment: 40

COURSE DESCRIPTION: The distinguishing mark of Western culture has often been seen as its scientific turn of mind -- that, and the technological mastery spawned by scientific knowledge. This course considers the birth of this revolutionary form of inquiry in Europe and its rise to preeminence during the Enlightenment. Why did thinkers turn from the study of "monsters" to that very special version of "the ordinary" found in the laboratory? What is science, and how did it distinguish itself from so-called pseudo-sciences like astrology and alchemy? To what extent were the methods and motives of science and religion intertwined, especially in the area of cosmology? Our central theme will be the extent to which science offered a utopian project in a world torn by political conflict (the English civil war) and religious fragmentation (the Reformation). Our

countervailing theme will be the manner in which "nature" came to be conceived of as apart from its human investigators and rendered metaphorically female. The course will integrate science into the larger cultural transformation of Europe and the continent's rise to world power. It will ask: why do we cling to a vision of progress laid out over three hundred years ago -- and is that vision at last changing?

PREREQUISITES: None. No background in science needed.

TEACHING METHOD: Three one-hour meetings per week, with a significant percentage run as discussion.

EVALUATION: Grades will be based on class participation, a mid-term and short essay, and a final.

READING LIST:

Gaileo, "Letter to Duchess Christina"

Francis Bacon, New Atlantis

Ren_ Descartes, Discourse on Method

Fontenelle, Conversations on the Plurality of Worlds

Condorcet, Sketch for a Historical Picture of the Progress of the Human Mind

Londa Schiebinger, The Mind has No Sex?

Caroline Merchant, The Death of Nature

Steven Toulmin, Cosmopolis

Robert Darnton, Mesmerism and the End of Enlightenment

Other short, non-technical writings by: Jonathan Swift, Benjamin Franklin, Voltaire, Kepler, Newton, Gabriel Du Ch_telet, and others.

Ken DeBevoise

History C89-7/Section 20

JUNIOR TUTORIAL: THE WESTERN AS CULTURAL SYMBOLISM

Time: Thursdays, 6:30-10:00 p.m.

Office Address: 304 Harris Hall

Office Phone: 491-7421 or 491-3406 (leave message)

Maximum Enrollment: 5-7

COURSE DESCRIPTION: We will study the Western film for what it tells us about ourselves as Americans and about some of our cultural assumptions. Students will be encouraged to draw their own conclusions as to the applicability of those assumptions to such issues as the conduct of foreign policy,

the health care debate, the problems of crime and education, and many others. To do this, we will view about 10 films together, and each student will be responsible for seeing at least 5 more on his or her own. Some reading on cultural theory and on the Western film will be required as well. After each film we will take a short break and then have an hour of discussion. Each student will choose an essay topic by the second week and will submit a paper of about 20 pages during finals week. No tests of any kind.

IMPORTANT NOTE: Permission of the instructor - please submit a one-page statement of why you want to take this course to one of the history department staff in Harris 202 by 5:00 p.m. on the Friday immediately preceding pre-registration. The final class list will be posted outside the History office before pre-registration. Juniors only, no auditors, mandatory attendance at first class meeting, no waiting list. P/N registration is NOT permitted.

TEACHING METHOD: Watching films, reading discussion, writing a paper.

EVALUATION: The grade will be based on the instructor's opinion of the quality of each student's contribution to discussion and of the written essay.

TENTATIVE READINGS:

Clifford Geertz, The Interpretation of Cultures (excerpts)
James Clifford, The Predicament of Culture (excerpts)
John G. Cawelti, The Six-Gun Mystique
Jane Kramer, The Last Cowboy
Jack Nachbar, ed., Focus on the Western (excerpts)

Stagecoach, High Noon, Shane, The Searchers, One-Eyed Jacks, Ride the High Country, Butch Cassidy and the Sundance Kid, The Wild Bunch, McCabe and Mrs Miller, The Unforgiven.

Professor T.W. Heyck
History C89-7/Section 21

JUNIOR TUTORIAL: THE GREAT TRADITION: BRITISH CULTURAL
CRITICISM IN THE

NINETEENTH AND TWENTIETH CENTURIES

Time: Thursdays, 2:30-4:30

Office Address: 313B Harris

Office Phone: 491-3480

Maximum Enrollment: 6

COURSE DESCRIPTION: This will be a course in the history of ideas. It will be concerned with the "great tradition" of cultural criticism in Britain from the early nineteenth century to the present. This tradition raised (and still does) serious questions about industrialism, profit, class society and the destruction of community and cultural coherence. Students in the course will read and discuss eight great books in the tradition, seeking to understand them in social and cultural context.

PREREQUISITES: Permission of the instructor required. Junior standing as a History Major or as a resident/member of the Humanities Residential College. Not open to those who have taken History C64-2 (Social and Intellectual History of Britain: the Twentieth Century).

TEACHING METHOD: Discussion.

EVALUATION: There will be no exams. Each student will write two short papers during the quarter and one longer essay at the end.

TENTATIVE READING LIST:

Thomas Carlyle, Past and Present
Charles Dickens, Hard Times
Matthew Arnold, Culture and Anarchy
John Ruskin, Unto this Last
E.M. Forster, Howards End
R.H. Tawney, The Acquisitive Society
T.S. Eliot, Christianity and Culture
E.F. Schumacher, Small Is Beautiful

Josef Barton

History C89-7/Section 22

JUNIOR TUTORIAL: NATIONALISM IN THE MAKING OF THE MODERN WORLD

Time: Thursdays, 2:30-5:00

Office Address: Harris 212

Office Phone: 491-7356/3506

Maximum Enrollment: 8

COURSE DESCRIPTION: This course takes up the topic of nationalism between 1870, when the "national question" emerged as a crucial issue in political development, and 1989, when the "national question" reemerged as a major vector of historical change. Nationalism profoundly shaped the modern world. During the course, we will consider five propositions about modern nationalism. 1) Nationalism demands that the political and national unit be congruent. 2) The nation belongs to a historically recent period, and is the outcome of invention and social engineering. 3) The "national question" emerges at the point of intersection of politics, technology, and social transformation. Hence, 4) nations are constructed from above, but must also be analyzed from below, in terms of popular aspirations and interests. And 5) national consciousness develops in three distinct yet cumulative phases, the first the creation of a cultural and literary sense of nationhood, the second the emergence of a pioneer and militant leadership, and the third the development of mass nationalist support.

PREREQUISITES: Junior standing.

TEACHING METHOD: Class discussion and individual tutorials.

EVALUATION: Three papers and regular participation in class discussions are required in the course. The first paper is a proposal (3-5 pages) for a major research paper. The second paper is a first draft (10-15 pages) of the research paper. And the third is a revised final draft (20-25 pages) of the research paper.

TENTATIVE READING LIST: Benedict Anderson, *Imagined Communities*, rev. ed. (1991), E. J. Hobsbawm, *Nations and Nationalism since 1780*, three case studies of nationalist movements, and a packet of primary documents.

Jim Campbell

History C89-7/Section 23

JUNIOR TUTORIAL: THE SEARCH FOR BLACK IDENTITY IN AMERICA

Time: Wednesdays, 3:00-5:00

Office Address: 301 Harris

Office Phone: 491-2877

Maximum Enrollment: 5-8

COURSE DESCRIPTION: The object of this tutorial is to acquaint students with some of the basic issues in African-American history, while providing an opportunity to read and discuss some of the classic texts in African American studies. Themes include: the survival and transformation of African cultural patterns in the New World; the impact of slavery; the ambiguities of racial politics; and the emergence of a black autobiographical tradition.

PREREQUISITES: Junior tutorials are limited enrollment courses, for JUNIORS ONLY. Admission to the course is with INSTRUCTOR'S PERMISSION ONLY. Some background in history is helpful but not essential. Interested students should contact me as soon as possible.

TEACHING METHOD: Small group weekly discussions.

EVALUATION: To complete the course successfully, students must complete weekly readings (about one book per week), participate actively and thoughtfully in class, and complete two papers of five to eight pages in length.

TENTATIVE READING LIST:

Henry L. Gates (ed.), The Classic Slave Narratives
Alain Locke (ed.), The New Negro
Zora Neale Hurston, Their Eyes Were Watching God
W.E.B. DuBois, Souls of Black Folk
Malcolm X, Autobiography
Richard Wright, Black Boy

Michael S. Sherry
History C91-20

LESBIAN AND GAY HISTORY IN THE UNITED STATES

Time: T-TH 10:30-12:00 (lectures); Thursdays, 7:00pm-9:00pm (films);

Fridays, 10-11-1 (discussion)

Office Address: Harris 214

Phone: 491-7191

Maximum Enrollment: 75

COURSE DESCRIPTION: This course, for history majors and interested non-majors, surveys the historical experience of gay and lesbian Americans, and the evolution of attitudes towards them and categories defining them. In particular, it

seeks to explain why distinctive gay and lesbian subcultures emerged in the twentieth century and why homosexuality became a politicized issue. Broader questions in the history of gender and sexuality necessarily will also arise. The focus of the course is history, not current issues, but the latter naturally arise in such a course, and course materials are weighted to recent gay and lesbian history. Though not required, some previous coursework in American history will be helpful to students. As a survey carried out in a breathless nine weeks, this course will not cover all facets of this history in depth, but students seeking to explore this history further may enroll in a follow-up C92 seminar to be offered in spring quarter.

PREREQUISITES: Mandatory attendance at first class. No P/N option. Registration for Discussion Section Mandatory.

TEACHING METHOD: lecture and discussion (participation in which is expected); also, required viewing of several films.

EVALUATION: Grade based primarily on three papers totalling about 20 pages, precise format and schedule to be determined. Excellent participation in discuss may raise grades.

TENTATIVE READING LIST:

Duberman, Chauncey, Vicinus, eds, Hidden from History:
Reclaiming the Gay and Lesbian Past (selections)
Lillian Faderman, Odd Girls and Twilight Lovers: A History of
Lesbian Life in 20th Century America
Allan Berube, Coming Out Under Fire: The History of Gay Men
and Women in WW II John D'Emilio, Sexual Politics, Sexual
Communities.
Audre Lorde, Zami: A New Spelling of My Name
Martin Duberman, Cures: A Gay Man's Odyssey
Karla Jay and Allen Young, eds., Out of the Closets
Armisted Maupin, Tales of the City (selected volumes)
Andrew Kopkind, ed., A Queer Nation (special issue of The
Nation, July 5, 1993)

Nancy MacLean
History C91-30

AMERICAN WORKING-CLASS HISTORY

Time: T-TH 10:30-12:00 Discussion sections: Fridays 10 & 11

Office Address: 201-C Harris Hall

Office Phone: 491-3154

Maximum Enrollment: 45

COURSE DESCRIPTION: While gender and race have received long overdue and rightful attention in recent years, one important aspect of American society seems to have slipped from view: class. Yet class has always been a critical determinant in the lives of Americans, whether they were black or white, male or female, Asian, Chicano or Anglo. Where people live, what they learn in school, what they value, how they work, whom and how they love, and how they think about government and politics have all been greatly affected by class. This course will examine that history. It will explore some of the differences class has made in the lives of Americans and how they have changed--or not changed--over time. The core theme of the course will be the collective efforts of working-class people to reshape their lives through workplace organizing and political movements. But attention will also be devoted to the evolution of family, community, and cultural life. Throughout, the course will look into the ways in which race, ethnicity, and gender have helped to constitute class. Much of the course reading will consist of novels and primary sources, which students will be encouraged to analyze and interpret for themselves.

PREREQUISITES: ATTENDANCE AT FIRST CLASS MANDATORY. No P/N option. May re-open - wait list in Dept. Office.

REGISTRATION FOR DISCUSSION SECTION MANDATORY. No formal prerequisites, but some college-level American history would be helpful.

TEACHING METHOD: Lecture, discussion, and occasional films.

EVALUATION: Two 4-5 page papers and one 8-10 page paper; participation in lecture and discussion.

READING LIST: (Great Expectations Bookstore)

Boris and Lichtenstein, eds., Major Problems in the History of American Workers

Rebecca Harding Davis, Life in the Iron Mills

Meredith Tax, Rivington Street

Upton Sinclair, The Jungle

Meredith Tax, Rivington Street

Stewart Bird, ed., Solidarity Forever: An Oral History of the I.W.W.

Ruth McKenna, Industrial Valley

G. Lipsitz, A Life in the Struggle: Ivory Perry and the Culture of Opposition

Victor Villasenor, Macho!

Dan La Botz, Rank and File Rebellion

Alex Owen

History C92-20/D92-20

ISSUES AND CONCEPT IN WOMEN'S AND GENDER HISTORY

Time: Thursdays, 2:30-4:30

Office Address: 201 B Harris Hall

Office Phone: 491-3153

Maximum Enrollment: 15

COURSE DESCRIPTION: This course is designed to introduce graduate students and seniors to major debates and paradigms within the field of women's and gender history. It is concerned with theoretical issues and paradigmatic shifts rather than the development of specific sub-fields. We will concentrate on the historiography of the post-1980 period, but attention will be given to the shaping of these more recent concerns. We will consider the development of and differences between women's and gender history, disputes within the field, the debates surrounding women, gender, and class identity, the impact of poststructuralism with its emphasis on representation, the interest in psychoanalysis, and the challenge of new methodologies to more traditional forms of empiricism. The course draws mainly on texts of nineteenth-century British history, but is set within the context of Anglo/American debate. In particular, it features the methodological and theoretical contributions of North American women historians.

The class will be cross-referenced through Women's Studies but PRE-REGISTRATION WILL BE THROUGH THE HISTORY DEPT.

PREREQUISITES: SENIORS AND GRADUATE STUDENTS ONLY.

PERMISSION OF INSTRUCTOR REQUIRED FOR ALL STUDENTS

(application in writing due in my mail box by 12:00 Friday 5 Nov. '93. I need to know why you want to take the course, what background you have, etc. This is less important for

History graduate students but vital for non-History graduates and History seniors). NO P/N OPTION.

TEACHING METHOD: Seminar presentation.

EVALUATION: 2 short papers, 1 final paper (12-15 pages).

TENTATIVE READING LIST:

E.P. Thompson, The Making of the English Working Class
Joan W. Scott, Gender and the Politics of History
Barbara Taylor, Eve and the New Jerusalem and/or
Christine Stansell, City of Women
Leonore Davidoff & Catherine Hall, Family Fortunes
Mary Poovey, Uneven Developments
Linda Gordon, Heroes of their Own Lives
Alex Owen, The Darkened Room
Judith R. Walkowitz, City of Dreadful Delight
Course Packet (Quartet)

James Oakes

History C92-21/D92-21

NEW APPROACHES TO AMERICAN HISTORY, 1850-1900

Time: Wednesdays, 3:00-5:00

Office Address: 104 Harris

Office Phone: 491-7173

Maximum Enrollment: 12

COURSE DESCRIPTION: This seminar reviews some of the most recent literature on the second half of the 19th century, for students who have some familiarity with the period already. Topics covered might include state building, sexuality, labor relations, social darwinism, racism, bureaucracy, urban and industrial growth.

PREREQUISITES: UNDERGRADUATES MUST HAVE TAKEN HISTORY C23.

TEACHING METHOD: Weekly seminar.

EVALUATION: Term paper.

TENTATIVE READING LIST:

Peter Kolchin, American Slavery
Catherine Clinton and Nina Silber, eds, Civil War Women
Karen Orren, Belated Feudalism

Richard Benschel, Yankee Leviathan
Stephen Skowronek, Building a New American State
Timothy J. Gilfoyle, City of Eros
Robin Einhorn, Property Rules
Edward Ayers, The Promise of the New South
Dorothy Ross, Origins of American Social Science
Walter Benn Michaels, The Gold Standard...

David Joravsky
History C92-22/D92-22
FICTION IN HISTORICAL PERSPECTIVE
Time: Tuesdays, 3:00-5:00
Office Address: Harris Hall 303
Office Phone: 491-7418 or 3406
Maximum Enrollment: 18

COURSE DESCRIPTION: This seminar will examine three fictional stereotypes or formulas, which are supposed to illuminate courage (the tale of imperial adventure) love (the romance of the fallen woman), and justice (the story of crime and punishment). In each case we will compare an ephemeral product of popular culture (e.g., a Perry Mason mystery), an enduring classic (e.g., Camus' The Stranger), and a work of intermediate reputation (e.g., Cain's The Postman Always Rings Twice). Our goal will be to discover the mentalities that found expression in the fictions, to connect them with the social and intellectual context of the author's time and of ours, to see if such an historical perspective can clarify the distinction between ephemera and enduring works.

This is an experimental venture into very controversial issues of literary and historical interpretation. We should develop the art of lively but friendly debate among students specializing in history or literature or philosophy.

PREREQUISITES: PERMISSION OF INSTRUCTOR ONLY. Open to SELECTED Juniors, Seniors and Graduate Students.

TEACHING METHOD: Discussion of the story or stories assigned for each meeting.

EVALUATION: Each student will write two papers, on two of the three case studies. Students who wish to supplement their own critical interpretations by reading scholarly studies, or by digging out readers' reactions in the authors'

times, will be appreciated. (There will be a list of optional readings in scholarly studies.) But the focus of discussion will be on the imaginative works in question. We will be developing our own imaginations as literary and historical scholars, rather than learning how to echo other scholars.

READINGS:

Rider Haggard, King Solomon's Mines

Kipling, "The Man Who Would Be King" and Stevenson, "The Beach at Falesa"

Conrad, Heart of Darkness or Lord Jim

Dumas fils, Lady With the Camellias

Maupassant, "Yvette," "Mouche," "Mlle Fifi" and "Boule de Suif"

Zola, Nana, or Chekhov, a selection of short stories portraying prostitutes, peasant women, and women of the educated class involved in extramarital affairs.

Erle Stanley Gardner, a Perry Mason story, or some other "courtroom" crime story

James Cain, The Postman Always Rings Twice

Camus, The Stranger or Kafka, "In the Penal Colony" and/or The Trial

Carl F. Petry

History C92, Sec.23

THE HAREM INSTITUTION

Time: Wednesdays, 2:00-4:00

Office Address: Harris 104B

Office Phone: 491-7448

Maximum Enrollment: 15

COURSE DESCRIPTION: This will be a seminar/colloquium focusing on the issue of gender and women's status in the pre-modern Islamic Middle East. The term "Harem" derives from the Arabic "Haruma" and refers to a zone of private residence restricted to female access or immediate male kin. The evolution of this restricted section of the household into a complex institution regulating the lives of women who wielded power in royal courts will constitute the central topic of discussions, but background information on the status of women in Koran and Islamic Law, matters of

sexuality and passion, women's contributions to the economy, and women in religious life will also be addressed.

In general, issues pertaining to feminist activism in the nineteenth and twentieth centuries, periods of cultural and political influence from Western Europe, will not be considered. The seminar will weigh the question of gender as it would have emerged during the traditional era of Islamic History, when social standing was decided indigenously according to Muslim precepts.

PREREQUISITES: ADMISSION BY INSTRUCTOR INTERVIEW. History B70, OR any segment of C70 required. ATTENDANCE AT FIRST CLASS MANDATORY. P/N is NOT allowed.

TEACHING METHODS: Discussion of topical questions and assigned readings. Occasional lectures on supplementary issues.

EVALUATION: Assessment of the students' performance will be divided equally between contributions to class discussion and the composition/presentation of an analytical research essay.

TENTATIVE READING LIST: A variety of primary sources (in translation) and secondary studies, including letters from wives of European ambassadors who visited the Ottoman Harem.
E. Fernea, Middle Eastern Muslim Women Speak
B. Musallam, Sex and Society in Islam
L. Abu-Lughod, Veiled Sentiments

Frank Safford
History C92-24

COLOMBIA: SOCIETY IN CONFLICT

Time: Tuesdays, 3:00-5:00 p.m.

Office Address: Harris Hall 208

Office Phone: 491-7444

Maximum Enrollment: 16

COURSE DESCRIPTION: We will study central themes in Colombian history, in three chronological segments: 1) Pre-Columbian culture and the formation of society in the colonial period; 2) the formation of a new polity in the nineteenth century; and 3) twentieth-century problems. In each segment each student will report on a particular aspect

of the period.

PREREQUISITES: PERMISSION OF INSTRUCTOR. NO P/N OPTION ALLOWED.

TEACHING METHOD: Discussion of central themes for each period combined with student reports on particular aspects.

METHOD OF EVALUATION: Contributions to discussion, oral reports, and three brief papers.

TENTATIVE READING LIST:

David Bushnell, The Making of Modern Colombia: A Nation in Spite of Itself

Course packet

Individual readings by each student in a variety of monographic works and, in some cases, primary materials.

Robert Wiebe

History C92-25

PUBLIC ISSUES IN U.S. HISTORY, 1900-1950

Time: Tuesdays, 2:30-4:30

Office Address: 302 Harris

Office Phone: 491-7557

Maximum Enrollment: 15

COURSE DESCRIPTION: This course offers an opportunity outside of departmental honors seminars to prepare a research paper from primary sources. It is designed in particular for juniors and seniors who will have no other opportunity to undertake such a project. It is also a chance for juniors who expect to enroll in an honors seminar to have a preliminary research experience. In order to complete a substantial piece of work in one quarter, you are obliged to select a topic from an approved list of subjects and to follow a precise schedule throughout the quarter: NO EXCEPTIONS. I will be consulting with each of you to see that you are on track and on schedule. The class will also meet as a whole, although not often at its scheduled time. Many of those class meetings will be packed into the week of Feb. 21-25, when you submit drafts of your papers. A willingness to meet evenings that week is a course prerequisite. In other words, the course requires a clear commitment: don't take it if you can't make it.

PREREQUISITES: ATTENDANCE AT FIRST CLASS MANDATORY. Juniors or Seniors Only. No P/N Option for this Section.

TEACHING METHOD: Personal consultation, group discussion

EVALUATION: Research paper, discussion

Edward Muir

History C92-26

FEUDS AND ETHNIC CONFLICTS

Time: Wednesdays, 2:00-4:00

Office Address: Harris 314

Office Phone: 491-3653

Maximum Enrollment: 15

COURSE DESCRIPTION: Although feuds may seem to be archaic vestiges of the past, recent events in Sicily, the Middle East, the former Yugoslavia, and Los Angeles have shown how persistent and destructive they can be. In this course we shall examine historical and anthropological perspectives on the nature of feuding. One of our most important tasks will be to understand how patterns of feuding have endured and often mutated into ethnic or religious conflicts. The course will examine some of the following questions: what does it mean for a society to live by the principle of an eye for an eye, a tooth for a tooth; how does historical memory serve to sustain perceived grievances; what kinds of societies are most subject to feuds; what is the role of the state in controlling and ending feuds; how do societies learn to abandon feuding as the normal state of affairs? The course will examine several famous feuds in detail, including the vendetta behind the Romeo and Juliet story, religious civil war in modern Lebanon, the tribal and ethnic conflicts of Bosnia, and the Hatfield and McCoy feud in Appalachia. Students will also have the opportunity to investigate through their own research other feuds or feud-like conflicts.

TEACHING METHOD: Classes will consist of a combination of lectures and discussions of readings. During the last two weeks each student will make an oral report to the group, based on his or her researches.

EVALUATION: Class participation, several short (one to three page) position papers, and one research paper of approximately ten pages.

TENTATIVE READING LIST:

Edward Muir, "The Cannibals of Renaissance Italy" and Mad Blood Stirring (selections); Ivo Andric, The Bridge on the Drina; Charles Glass, Tribes with Flags (selections); Altina Waller, Feud: Hatfields, McCoys and Social Change in Appalachia
1993

Ken DeBevoise

History C92-27

THE U.S. AND THE KHMER ROUGE

Time: M-TH 4:00-4:50 p.m.

Office Address: Harris 304

Office Phone: 491-3406

Maximum Enrollment: 15

COURSE DESCRIPTION: This course builds on the students' knowledge of the history of the American involvement in Vietnam during the Second Indochina War. The class will focus attention one of the two sideshows - Cambodia. In order to evaluate the U.S. role and responsibility in the rise to power of the Khmer Rouge in 1975, we will spend a substantial part of the course studying Cambodian history. In that way, we will have the proper historical and cultural context in which to understand the American intervention there. We will also learn about the Third Indochina War, and devote some attention to recent relations among the U.S., the former Soviet Union, China, Vietnam, and the various factions contending for power in Cambodia.

PREREQUISITES: Students must have taken History C91, American Intervention in Vietnam with me during one of the last three Spring Quarters. Otherwise, mandatory attendance at first class meeting, no auditors, no P/N available. NOTE: This class will be offered again in the spring, but more people have so far indicated an interest in being in the winter section. If it doesn't matter, please take it in the spring.

TEACHING METHOD: Reading, videos, discussion.

EVALUATION: My opinion of the quality of each person's contribution to class discussion.

TENTATIVE READING LIST:

Elizabeth Becker, When the War Was Over

Nayan Chanda, Brother Enemy

David P. Chandler, The Tragedy of Cambodian History

Ben Kiernan, How Pol Pot Came to Power

Francois Ponchaud, Cambodia Year Zero

Khieu Samphan, Superchunk

William Shawcross, Sideshow

Michael Vickery, Cambodia, 1975-1982

Pin Yathay, Stay Alive My Son

Adam Schwartz

History C92-28

THE GREAT WAR AND MODERN MEMORIES

Time: Mondays, 2:00-4:00

Office Address: 619 Emerson

Office Phone: 491-7524

Maximum Enrollment: 15

COURSE DESCRIPTION: World War I, the Great War, is considered by historians to be a seminal event in modern times. Some of its most lasting consequences have been on the culture and consciousness of contemporary and subsequent generations. This course seeks to understand those effects through the study of three participant nations, the U.S., Britain, and Germany, utilizing works of imaginative literature and analyses of distinguished historians. The goal is to understand how the war affected creative imaginations and helped shape twentieth century assumptions and attitudes.

PREREQUISITES: None.

TEACHING METHOD: Seminar Discussions.

EVALUATION: Participation in discussion, weekly 1 page essays, and a final synthetic or research paper (10-15 pp.) on topics covered in or related to the course.

READING LIST:

Robert Graves, Goodbye to All That
Paul Fussell, The Great War and Modern Memory
Erich Maria-Remarque, All Quiet on the Western Front
Modris Eksteins, Rites of Spring: The Great War & the Birth
of the Modern Age
Ernest Hemmingway, A Farewell to Arms
David Kennedy, Over Here: The First World War and American
Society

Adam Schwartz
History C92-29
THE GREAT WAR AND MODERN MEMORIES
Time: Tuesdays, 2:30-4:30
Office Address: 619 Emerson
Office Phone: 491-7524
Maximum Enrollment: 15

COURSE DESCRIPTION: World War I, the Great War, is considered by historians to be a seminal event in modern times. Some of its most lasting consequences have been on the culture and consciousness of contemporary and subsequent generations. This course seeks to understand those effects through the study of three participant nations, the U.S., Britain, and Germany, utilizing works of imaginative literature and analyses of distinguished historians. The goal is to understand how the war affected creative imaginations and helped shape twentieth century assumptions and attitudes.

PREREQUISITES: None.

TEACHING METHOD: Seminar Discussions.

EVALUATION: Participation in discussion, weekly 1 page essays, and a final synthetic or research paper (10-15 pp.) on topics covered in or related to the course.

READING LIST:

Robert Graves, Goodbye to All That
Paul Fussell, The Great War and Modern Memory
Erich Maria-Remarque, All Quiet on the Western Front

Modris Eksteins, Rites of Spring: The Great War & the Birth
of the Modern Age
Ernest Hemmingway, A Farewell to Arms
David Kennedy, Over Here: The First World War and American
Society

Ricki Shine

History C92-30

WESTERING PEOPLES - A History of the American West

Time: Tuesdays, 10:30-12:30

Office Address: 619 Emerson, 2C

Office Phone: 491-7524

Maximum Enrollment: 15

COURSE DESCRIPTION: The West of the popular imagination is a timeless sort of place. We think of the West as a vast landscape peopled with brave men (sometimes, women) who helped build the nation. We know some of them by name and can tell their stories by heart: Daniel Boone, Lewis and Clark, George Armstrong Custer, Buffalo Bill Cody. Others are anonymous although we can easily picture their travels in covered wagons, their gunfights, and their struggles to build a new life in the West.

Unfortunately, the real history of the American West is often ignored. Over and over Native Americans and Old World invaders met, traded, and fought, sometimes with each other, sometimes with themselves, as they struggled to control a particular corner of the continent. In the process they created new landscapes, new property systems, new social relationships, and new political institutions. This course will explore the experiences of Hispanics, Anglo-Americans, African-Americans, Asians, and women as the West developed into its current form.

PLEASE NOTE: Because Professor Hoxie is teaching a course on Native Americans spring quarter, Native Americans will be considered only in terms of their interaction with other groups.

PREREQUISITES: ATTENDANCE AT FIRST CLASS MANDATORY. NO P/N OPTION.

TEACHING METHOD: One two-hour seminar a week

EVALUATION: There will be several short (2-3 pages) papers and a final paper (8-10 pages). Class participation will be heavily weighed in the final grade.

TENTATIVE READING LIST: (This list is subject to change)
Richard White: It's Your Own Misfortune and None of My Own
Patricia Limerick: The Legacy of Conquest
Joanna Stratton: Pioneer Women
Robert Athearn: In Search of Canaan
Anne Butler: Daughters of Joy
Sucheng Chan: This Bittersweet Soil
Richard Griswold del Castillo: The Los Angeles Barrio
Mark Twain: Roughing It

Keith Breckenridge
History C92-31
THE RISE AND FALL OF THE APARTHEID STATE
Time: Thursdays, 3-5:00 pm
Office Address: 619 Emerson
Office Phone: 491-3406
Maximum Enrollment: 20

COURSE DESCRIPTION: What caused the development of Apartheid in South Africa? What were the definitive characteristics of the system of Apartheid? Has Apartheid collapsed? If so, what brought about its defeat?

This course has been designed to answer these questions. It is intended to meet the interest of many undergraduates about the nature of the Apartheid state. Unlike the other courses offered by the department, students will be asked to examine closely the politics and ideologies of those who have ruled South Africa for most of this century. While students will be required to follow the political activities of the majority of South Africans, the empirical focus of this course will be on the actions of the state itself. Indeed, the focus of the course will be the way in which the state sought to pre-empt, and respond to, the efforts of Black South Africans to free themselves. In this way, the course will serve as both a self-contained introduction to South African history and, for those who wish to pursue their studies, as an integral backdrop to the study of South

African culture and politics. This course will also focus very closely on a set of themes that will help students understand both their own society and the wider world in which we live.

TEACHING METHOD: The class will meet once a week. Each seminar will include a short lecture and a longer discussion of the readings set for that week.

TENTATIVE READING LIST:

Yudelman, David The emergence of modern South Africa : state, capital, and the incorporation of organized labor on the South African goldfields, 1902-1939, Westport, Conn. : Greenwood Press, 1983

Dubow, Saul Racial segregation and the origins of apartheid in South Africa, 1919-36, Houndmills, Basingstoke, Hampshire : Macmillan in association with St. Antony's College, Oxford, 1989

O'Meara, Dan Volkskapitalisme : class, capital, and ideology in the development of Afrikaner nationalism, 1934-1948, Cambridge: Cambridge University Press, 1983.

Innes, Duncan Anglo: Anglo American and the rise of modern South Africa, Ravan Press, Johannesburg, 1984

Posel, Deborah The making of apartheid, 1948-1961 : conflict and compromise, Oxford: Clarendon Press, 1991

Platzky, Laurine & Walker, Cherryl (eds.) The Surplus People: Forced Removals in South Africa, Johannesburg: Ravan Press, 1985

F.T. Rushing

History C96-0

LABOR, COLONIALISM, NATIONALISM IN LATIN AMERICA

Time: Wednesdays, 3:30 - 5:30

Office Address: Kresge/Room 308

Office Phone: 491-4805

Maximum Enrollment: 20

COURSE DESCRIPTION: This course is an introduction to Latin America in relationship to the regions shared economic

history of labor systems such as, encomienda, slavery, contract labor, political history of colonialism, as well as relations with the United States. The course will focus on the Caribbean, Central America, and Brazil, the connection of these areas through labor migration, the role of social and political movements, and how those movements have been shaped by national and international contexts.

PREREQUISITES: None.

TEACHING METHOD: Lecture and discussion.

EVALUATION: Two written papers, class participation, and oral presentation of final paper.

TENTATIVE READING LIST:

Required Texts:

Hilary Beckles & Verene Shepherd, eds., Caribbean Slave Society and Economy

Ronald M. Schneider, Order and Progress: A political History of Brazil

Rigoberta Menchu, I Rigoberta Menchu

Centro de Estudios Sobre America, ed., The Cuban Revolution in the 1990's

Recommended Texts:

Bernal Diaz, The Conquest of New Spain

John A. Booth, Understanding Central America

Susanne Jonas & Edward J. McCaughan, eds., Latin America Faces the Twenty-First Century

Stuart Strickland

History C98-2

SENIOR HISTORY HONORS SEMINAR

Time: Thursdays, 3:00-5:00

Office Address: 103 Harris Hall

Office Phone: 491-2753

Maximum Enrollment: 12

COURSE DESCRIPTION: Continuation of C98-1.

PREREQUISITES: C98-1 and permission of instructor. No P/N registration permitted.

TEACHING METHOD: Individual consultations and evaluations of draft essays.

EVALUATION: Grades based on final essays.

TENTATIVE READING LIST: TBA

ctec@northwestern.edu

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Last Updated: October 28, 1993

Winter 1993-94 Course Descriptions

0429 Religion

Richard Kieckhefer

Religion B11-0

NEW TESTAMENT ORIGINS

Time: MWF 10:00

Office Address: 1940 Sheridan

Phone: 491-5488

Expected Enrollement: 150

COURSE DESCRIPTION: We will devote the bulk of this course to close examination of the New Testament texts, with focus primarily on the epistles of Paul and on the gospels. In studying each of the books we will attend to its historical context, its literary form, and its theological content.

TEACHING METHOD: Lectures and discussion sections.

EVALUATION: Two mid-terms and a final examination.

READINGS:

The New Testament. Students may use any translation of the Bible, but the Revised Standard Version (or New Revised Standard Version) is especially recommended.

Barr, David L., *New Testament Story: An Introduction* (Belmont, Calif.: Wadsworth, 1987).

Meier, John P., *A Marginal Jew: Rethinking the Historical Jesus* (Garden City, N.Y.: Doubleday, 1992).

Corn, Alfred, ed., *Incarnation: Contemporary Writers on the New Testament* (Harmondsworth: Penguin, 1990).

George Bond

Religion B22-0

Introduction to Buddhism

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

Office Address: 1940 Sheridan Rd.

Phone: 491-5488

Expected Enrollment: 100

COURSE DESCRIPTION: An introduction to the Buddhist religion. This course approaches the Buddhist tradition from several perspectives. We investigate its 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. We study the early history of Buddhism, focusing on its origins in India and its expansion across Asia before the middle ages. This part of the course provides a contextual basis for understanding the thought of Buddhism. We study the various branches of Buddhism that split off, including the Theravada, the Mahayana and the Tibetan schools of Buddhism. Finally, the course examines briefly the place of Buddhism in the modern world.

No prerequisites.

TEACHING METHOD: Lecture and discussions.

READINGS:

Rahula, What the Buddha Taught.

Kasulis, Zen Action, Zen Person.

Others tba.

Cristina Traina

Religion C61-2

Foundations of Modern Christian Thought

Time: M W F 2-2:50 pm

Office Address: 1940 Sheridan Road

Phone: 491-5488

Expected Enrollment: 30

COURSE DESCRIPTION: The course covers pivotal issues in western Christian thought from the Enlightenment to the present. We will consider the pressures brought to bear on Christian thought by culture and philosophy; the question of whether and how nature and experience are appropriate sources for Christian descriptions of God; the interpretation of scripture; the issue of change and development in Christian

beliefs; the meaning of the Christian encounter with other religions; the question of adequate descriptions for God, especially in a feminist age; and the growing concern with the relationship between beliefs about God and commitment to social change.

TEACHING METHOD: Discussion and student presentation; minimal lecturing.

EVALUATION: One class presentation, a final paper, and participation in discussion.

READINGS:

Linwood P. Urban, A Short History of Christian Thought

Rudolf Bultmann, Jesus Christ and Mythology

Selections from a number of writings, including Immanuel

Kant, Religion Within the Limits of Reason Alone

Friedrich Schleiermacher, On Religion: Speeches to
Its Cultured Despisers

Karl Barth, Church Dogmatics

Valerie Saiving, "The Human Situation: A Feminine View"

Elizabeth Cady Stanton, The Woman's Bible

John Hick, "Jesus and the World Religions"

Mary Daly, Beyond God the Father

James Cone, God of the Oppressed

PREREQUISITES: None; some familiarity with Christianity, religious thought, or philosophy is advisable.

Muhammad S. Eissa

Religion C89-7 - Junior Tutorial

Major Sources of Islam: Qur'an and Hadith

Time: T TH 7-8:30 pm

Office Address: 1859 Sheridan Rd. - Kresge Rm. 360

Phone: 491-5288

Expected Enrollment: 15

COURSE DESCRIPTION: This course will examine the two basic and most revered sources of the religion of Islam: Qur'an and Hadith. While Qur'an is, according to Muslim belief, the very word of God which Prophet Muhammad received via the Angel Gabriel by way of revelation, Hadith is the combined collections of sayings and deeds of the Prophet Muhammad himself. Both Qur'an and Hadith were subjected to extensive

and thorough critical studies by Muslim and non-Muslim scholars alike. Islamic faith, jurisprudence, ethics, cosmology and socio-political behavior are dependent on the way Qur'anic verse(s), Hadith quotation(s) or a combination of both are interpreted. Close and in-depth studies of Qur'an and Hadith have developed unique methodologies and laid the foundations for special branches of knowledge "sciences" labeled as "'ulum al-Qur'an and 'ulum al-Hadith" which provide means and criteria for examining and interpreting those fundamental sources. This course will explain those special sciences and familiarize students with the manner and approach applied by scholars and students of Islamic studies. The study of Qur'an and Hadith will aim at conducting general examination of the nature of those sources, their history, methods of composition and collection, proof of their authenticity and the extent to which they affect Islamic world-view. Students will have the chance to develop research projects in which they exercise and demonstrate their intellectual curiosity and academic ability to examine Qur'an and Hadith as major sources of certain Islamic issues.

TEACHING METHOD: Lecture/discussion based on assigned readings in a seminar format.

EVALUATION: Students will choose two topics, in consultation and approval of the teacher, one on Qur'an and one on Hadith and develop two term-papers 8-10 pages each. Each paper is to be developed in 2 stages where the final stage will represent 50% of the final grade.

PREREQUISITE: Any course related to Islamic history, religion, societies or consent of the instructor.

REQUIRED READINGS:

Denffer, Ahmad von: 'ulum al-Qur'an: An Introduction to the Sciences on the Qur'an: Islamic Foundation, Leicester, UK, 1983.

Ali, Yousuf: The Qur'an: Text, Translation and Commentary. (Various printing and publications)

Rahman, Fazlur Rahman: Major Themes of the Qur'an: Bibliotheca Islamica, Chicago, 1980 (or any later edition)

Azami, Muhammad Mustafa: Studies in Hadith Methodology and Literature. American Trust Publications, Indianapolis 1977.

ADDITIONAL READINGS:

There will be additional reading selections from other sources, most of which will be placed in reserve in the NU Main Library.

Isaac Laudarji

Religion C-95

Theories of Religion

Time: T TH 1:00 - 2:30

Office Address: 1940 Sheridan Rd.

Phone: 491-5488

Expected Enrollment: 20

COURSE DESCRIPTION: This course will seek an understanding of the different approaches used by Social Scientists and Scholars in Religious Studies towards a non-theological explanation of the phenomenon called religion. Writings of some of the major figures in the Social Sciences, Philosophy, and of course History of Religion or Comparative Religion will be examined. The following questions will serve as guidelines in discussing the selected works. What unique contribution has each work made towards an academic study of religion? To what extent can the different theories be employed meaningfully in understanding religious manifestations represented by the different traditions?

TEACHING METHOD: Discussion

METHOD OF EVALUATION: Each student is required to give a class presentation and to write a 10 page term paper. Meaningful participation in class discussions is encouraged.

READING LIST: Required

Ninian Smart, The Philosophy of Religion

Sigmund Freud, The Future of an Illusion

Rudolf Otto, The Idea of the Holy

Joseph D. Bettis, Phenomenology of Religion

Mircea Eliade, The Sacred and the Profane

READING LIST: Recommended

William James, The Varieties of Religious Experience

Michael Banton, Anthropological Approaches to the Study of

Religion

Edward Tylor, Primitive Culture

G. Van Der Leeuw, Religion in Essence and Manifestation

Emile Durkheim, Elementary Forms of the Religious Life

Cross List:

GERM35-0 LUTHER AND THE PHILOSOPHY OF FAITH

(See German Dept.)

HUM C02-0 NEW PERSPECTIVES IN THE HUMANITIES, FEMALE DIVINITY
IN THE CHRISTIAN TRADITION (See Humanities Dept.)

Still unavailable: Freshman Seminar A01-6, New Testament
Origins B11-0, and C52-0 Topics in Judaism (Themes in Jewish
Post-Biblical-Islamic Tradition).

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Last Updated: October 28, 1993

0340 European Thought & Culture

Michael Williams

European Thought and Culture B15-0

THE BIRTH OF MODERNITY

Time: TTH 10:30-12

Office Address: 1812 Hinman

Phone: 491-3656 or 491-2554

Expected Enrollment: 50

COURSE DESCRIPTION: A study of some of the main currents in 17th century thought, seen in their historical context. We shall pay special attention to the breakup of the medieval view of the cosmos under the impact of the scientific revolution, tracing the implications of this breakup for philosophy, political theory, and the arts. Other significant developments to be considered will include the transformation of the medieval realm into the modern European state, the effects of the wars of religion and the beginnings of the modern economy.

TEACHING METHOD: Lecture/discussion

READINGS: From primary and secondary sources

Helmut Muller-Sievers

Stuart Strickland

European Thought and Culture B16-0

THE AGE OF ENLIGHTENMENT

Time: TTH 1-2:30

Office Address: Kresge 111

Harris Hall

Phone: 491-8291

491-3406

Expected Enrollment: 80

COURSE DESCRIPTION: The age of enlightenment (which basically coincides with the 18th century) will be illuminated from three different perspectives. First, we will look at the scientific revolution resulting from Newton's philosophy of nature and its amplification in the works of Locke and Hume; we will then move to France and talk about philosophy and the arts in Paris and about the French Revolution. Finally we discuss the philosophical critique of the enlightenment by German philosophers, most notably by Kant.

TEACHING METHOD: Lectures and short discussions

EVALUATION: Quizzes, midterms, final.

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[Northwestern University](#)

Last Updated: October 28, 1993

0433 African and Asian Languages

M. Eissa

AAL AO5-1,2.3

ARABIC I

Office: Kresge Hall 356

Phone: 491-5288

Expected enrollment: 20

COURSE DESCRIPTION: This is a three-segment course of which the first begins in the Fall quarter of every academic year. The entire course (Arabic I) constitutes an introduction and building elementary proficiency in modern standard Arabic. The main emphasis will be on basic structure of the language, reading simple texts and oral communication. 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, one midterm and a final. Quiz grades and class performance will count towards the final grade as well as class and lab attendance.

TEXTBOOKS: Samar, Attar Modern Arabic, Book 2 and its workbook.

Hans Wehr, A Dictionary of Modern Written Arabic

David Cowan Modern Literary Arabic

M. Eissa

AAL A06-1,2,3

ARABIC II

Office: Kresge Hall 356

Phone: 491-5288

Expected enrollment: 10

COURSE DESCRIPTION: This is a three-segment course as a continuation of Arabic I (A05-1,2,3). The first of those segments begins always in the Fall quarter of every academic year. This course deals with more sophisticated yet essential topics of daily and literary use of the Arabic language. The emphases of this course will be on training students to read Arabic texts correctly and reasonably fast, to discuss orally text content and writing short paragraphs and translation (English/Arabic/English). In addition to the manual used for instructions, there will be other selections for outside reading and use of audio-visual materials.

PREREQUISITES: Arabic A05 or equivalent for the first segment, (Fall quarter) A06-1 for the second segment (Winter quarter), A06-2 for the 3rd segment (Spring quarter).

TEACHING METHOD: Class time is devoted to conversation, reading, translation and structure exercise. Students are required to use assigned audio-visual materials available in the language laboratory. Students are encouraged to participate actively in extracurricular cultural activities in support of their language acquisition.

EVALUATION: Periodic quizzes, one midterm and a final. Class attendance and performance will be taken into consideration.

TEXTBOOK: El-Said Badawi, Al-Kitab al-Asasi, Vol. II
Hans Wehr, A Dictionary of Modern Written Arabic

M. Eissa

AAL B07-1,2,3

ARABIC III

Office: Kresge Hall 356

Phone: 491-5288

Expected enrollment: 6

COURSE DESCRIPTION: This is a high intermediate level course in Modern Standard Arabic. Our goal is to enhance the student's ability to read, understand and discuss Arabic writings utilizing a variety of articles, documents, short stories and other materials of interest to the students and relevant to their field of study. Special emphasis is placed on oral communication and developing reading and writing skill. Remedial work on grammar as well as fluency building will be in focus in various stages of this class.

PREREQUISITES: Arabic II or equivalent for the first segment (Fall quarter), or consent of the Instructor for other quarters.

TEACHING METHOD: The class will meet twice a week to discuss assigned and new materials.

EVALUATION: Grades will be based on class participation, individual progress in comprehending textual material and acquired degree of fluency in the language.

READINGS: Selected materials and texts.

Richard Li-Cheng Gu
AAL All-1,2,3 Section 20 & 21
CHINESE I
Office: Kresge Hall 327B
Phone: 491-2760
Expected enrollment: 20

COURSE DESCRIPTION: The course introduces grammar, 600 single characters and 1,600 compound words of standard modern Chinese, e.g., vernacular Chinese or Mandarin. It emphasizes speaking and reading as well as writing. We use text books compiled by John de Frances.

PREREQUISITES: None

TEACHING METHOD: Four regular class hours and one language lab hour are for pronunciation drills, analysis of sentence structure, sentence buildup, etymology of Chinese words, translation, conversation and dictation. In class, after

explaining grammar and characters in English, the instructor will use Chinese for oral drills, sentence buildup, and conversation. After class the students should use the language lab regularly.

EVALUATION: Classroom performance, Language Lab attendance, written assignments, oral reports, quizzes, a midterm exam and a final exam.

READINGS: Beginning Chinese, (20 lessons) a romanized text using Chinese National Phonetic System, and Beginning Chinese Reader. Besides the textbooks, we also read several famous Chinese folktales such as Liang Shan-Po And Zhu Ying-Tal. Weekly time-schedule sheets will tell the students how to prepare for each class.

Richard Li-cheng Gu

AAL All-1,2,3 Section 22

ACCELERATED CHINESE 1 (For students with some speaking ability)

Office: Kresge Hall 327B

Phone: 491-2760

Expected enrollment: 30

COURSE DESCRIPTION: The course introduces grammar, 900 single characters and 2000 compound words of standard modern Chinese, e.g., vernacular Chinese or Mandarin. It emphasized reading as well as writing. Students will learn to read essay's and short stories. They will also learn to write notes letters, and essays. We use text books compiled by John de Frances and Beijing Language Institute, China.

PREREQUISITES: 2 years of Chinese in high school or consent of instructor.

TEACHING METHOD: Four regular class hours are for analysis of sentence structure, sentence buildup, etymology of Chinese words, translation, conversation and dictation. In class, after explaining grammar and characters in English/Chinese, the instructor will use Chinese for oral drills, sentence buildup and conversation. After class the student should spend 30 minutes doing writing assignments regularly.

EVALUATION: Classroom performance, written assignments, oral

reports, quizzes, a midterm exam and a final exam.

READINGS: PRACTICAL CHINESE READER Book 1 and BEGINNING CHINESE READER BOOK 1 & 11. Beside the textbooks, we also read several famous Chinese folktales such as The Herd Boy, The Weaving Maid and Liang Shan-Po and Zhu Ying-Taio and some supplementary materials. Weekly time-schedule sheets will tell the students how to prepare for each class.

Wen-Hsiung Hsu

Staff

AAL A12-1,2,3 Sections 20, 21

CHINESE II

Office: Kresge Hall 327A

Phone: 491-2768

Expected enrollment: 20

COURSE DESCRIPTION: The course is designed to improve students' comprehension in speaking and reading Chinese. Through carefully edited texts we will build up a basic vocabulary for reading, writing and conversation.

PREREQUISITES: Chinese I. P/N is allowed.

TEACHING METHOD: Four regular class hours for the etymology of Chinese words, analysis of sentences, translation and conversation. Students are expected to prepare and participate actively in classroom discussions.

EVALUATION: Classroom performance and written assignments (20%), quizzes (20%), three exams (30%) and a final (30%).

READINGS:

Practical Chinese Reader, Vol. II

Laughter in Chinese

Episodes from Dream of the Red Chamber

Strange Friends

Intermediate Reader of Modern Chinese

Selected texts from various intermediate Chinese textbooks used in China and the United States

Wen-Hsiung Hsu

AAL B13-1,2,3

CHINESE III

Office: Kresge Hall 327A

Phones: 491-2768 (office), 708/945-8627 (Home)

Expected enrollment: 8

COURSE DESCRIPTION: The course is designed to enhance students' abilities in speaking, reading, and writing Chinese. Students read modern Chinese novels, stories, essays, poems and current news reports for class discussions.

PREREQUISITES: Chinese II; P/N is allowed.

TEACHING METHOD: We use Chinese to discuss our readings. Students are also expected to write short essays based on Chinese literary works.

EVALUATION: Classroom performance and essay assignments (20%), quizzes (20%), exams (20%) and a final (40%)

READINGS:

Ba Jin, Jia (Family)

Cao Yu, Lei-yu (Thunderstorm)

Ru Zhi-juan, Baihe-hua (the Lillies)

Shen Rong, RendaoÊzhong-nian (At Middle Age)

A Lu Hsun Reader

Readings from Chinese Writers, 2 Vols.

Selected Readings in Modern Chinese Prose

Newspaper Chinese

Glimpses of China

A Chinese Text for a Changing China

Edna Grad

AAL A01-1,2,3 Sections 20, 21, 22

HEBREW I

Office: Kresge Hall 352

Phone: 708/491-2769

Expected Enrollment:

COURSE DESCRIPTION: This is a course in elementary modern Hebrew. The course is designed to develop all four language skills (listening, speaking, reading and writing) and an explicit knowledge of Hebrew grammar.

PREREQUISITES: None

TEACHING METHOD: Classwork centers on learning new vocabulary and grammatical structures. These are introduced and exercised orally in anticipation of dealing with written dialogues and essays. Drills in the texts and on the tapes expand and reinforce the new material. Independent lab work is part of the coursework.

EVALUATION: A student's grade for this course will be based upon
(1) daily homework assignments, (2) weekly quizzes, (3) a midterm exam and (4) a final exam.

READINGS: The textbook used is SIFRON LASTUDENT I (Academon, Jerusalem, Israel).

The accompanying workbook is TARGILON (Academon, Jerusalem, 1982).

Edna Grad

AAL A02-1,2,3 Sections 20, 21

HEBREW II

Office: Kresge Hall 352

Phone: 491-2769

Expected enrollment: 12-15

COURSE DESCRIPTION: This is an intermediate level course in Hebrew. The purpose of the course is to enlarge the student's vocabulary and to reinforce and expand his/her knowledge of Hebrew grammar in order to improve conversational and writing skills as well as the ability to handle literary texts (from Biblical to modern).

PREREQUISITES: Northwestern students should have completed and received credit for A01-1,2,3. New students must have permission of the instructor.

TEACHING METHOD: The lessons will center around the reading and discussion of literary texts (prose and poetry -- occasionally-- newspaper articles. Homework assignments will include written exercises, compositions and preparation for oral presentations in class.

EVALUATION: Grades will be based on (1) daily homework assignments (2) quizzes (3) oral presentations (4) a midterm

exam and (5) a final exam.

READINGS: Intermediate Hebrew (text and workbook).
Northwestern U. Press, Evanston, 1987

Edna Grad
AAL B01-1,2,3
HEBREW III
Office: Kresge Hall 352
Phone: 491-2769

COURSE DESCRIPTION: This is an advanced level course in Hebrew.

Literary works from Old Testament to contemporary Hebrew prose and poetry will be read, discussed and analyzed orally and in writing.

PREREQUISITES: Northwestern students should have completed and received credit for Hebrew A02-3. New students must have permission of the instructor.

TEACHING METHOD: The lessons will center around discussion of literary works. Homework assignments will comprise short compositions and exercises.

EVALUATION: Grades will be based on (1) weekly short compositions and exercises and (2) midterm and final papers.

Ken'ichi Miura, Kiyomi Kagawa & Setsuko Konishi
AAL A15-1,2,3 Sec 20,21,22,23,24,25
JAPANESE I

Office: Kresge Hall 367 & 368
Phone: 491-2763 Takada, 491-2762 Kagawa, 467-1986 Miura
Expected enrollment:90 (15 maximum each section)

COURSE DESCRIPTION: This is an introductory year-course in elementary Japanese. It prepares students for the intermediate course, AAL 16, which in turn leads to advanced Japanese AAL B17.

PREREQUISITES: P/N is not allowed.

TEACHING METHOD: During the first quarter of A15 students

learn the hiragana and katakana syllabaries. By the end of the first year students in addition will be able to use some 2000 vocabulary items and some 100 ideographs (kanji), and to be familiar with the grammar and pronunciation of modern colloquial Japanese. An accompanying set of tapes is designed to strengthen proficiency in listening comprehension, reading Japanese text, and fluency in speaking. The class meets five days a week.

EVALUATION: Class participation, weekly quizzes, handwriting, weekly assignments, final examination, and class attendance are taken into account in determining a grade for each student.

READINGS: Learn Japanese: A New College Text, Univ. of Hawaii Press Vol. I - II (Available at Norris Bookstore)

Ken'ichi Miura, Kiyomi Kagawa, Chizu Kanada

AAL A16-1,2,3 Sections 20,21,22, 23

JAPANESE II

Office: Kresge Hall 367 & 368

Phone: 467-1986 Miura, 491-2762 Kagawa, 491-2764 Kanada

Expected enrollment: 60 (15 maximum each section)

COURSE DESCRIPTION: This is the second year course in intermediate Japanese. It is designed to develop students' mastery of modern Japanese, as a continuation of Japanese I. Reading, writing and speaking skills will all continue to be emphasized.

PREREQUISITES: Successful completion of A15-3 or with permission of the instructor. (Placement test will be given)

TEACHING METHOD: New grammatical items are introduced at the beginning of each week, and vocabulary practice drills, contextual conversation practice and exercise would follow. Students are expected to learn approximately 15 new Kanji each week. Classes will be conducted mainly in Japanese.

EVALUATION: Classroom participation, weekly quizzes and a final examination are all taken into account in determining a grade for each student.

READINGS: Learn Japanese: A New College Text, Vol. III and IV

Univ. of Hawaii Press, 1985

Chizu Kanada

AAL B17-1,2,3

Japanese III

Office: Kresge Hall 367

Phone: 491-2764

Expected enrollment: 15

COURSE DESCRIPTION: This is the third year course which covers advanced intermediate to advanced level Japanese. The yearlong course is designed to increase the students' ability in reading, writing, speaking and listening comprehension. The course also aims to expand the student's vocabulary and kanji base to the extent that is necessary for advanced level reading and writing. A wide range of topics in the social, political, economic, philosophical and linguistic areas of contemporary Japanese civilization will be discussed.

PREREQUISITES: Successful completion of second year intermediate Japanese (AAL A16) or (with permission of instructor) its equivalent.

TEACHING METHOD: Students meet with the instructor five times a week. Half of the class time is devoted specifically to reading skills while reviewing grammar points, the remainder to more interactive practices using the text material. The class is conducted primarily in Japanese.

EVALUATION: Classroom participation, assignments, weekly quizzes, oral proficiency and a final examination are all taken into account in determining each student's grade.

READINGS: Intermediate Japanese I (Tokai Univ. Press, Tokyo 1979)

Additional materials will be provided in photocopied form.

Tapes accompanying textbook.

Staff

AAL C18-1, 2, 3

JAPANESE IV

Office: Kresge Hall 356

Phone: 491-2766

Expected enrollment: 10

COURSE DESCRIPTION: This is an advanced level Japanese course for those who have finished at least the equivalent of three years of Japanese language including a working knowledge of approximately 1000 kanji and basic conversational skills. Main focus of this course will be to introduce contemporary day-to-day Japanese materials, such as newspapers, journal articles, contemporary fiction, radio and T.V. information, etc. First quarter will focus on close reading and translation skills; English will be used in class. Second and third quarters will be taught as much as possible in Japanese. Although reading will continue in these two quarters too, second quarter emphasizes spoken skills; third quarter emphasizes writing.

PREREQUISITES: Third year Japanese or equivalent.

TEACHING METHOD: During the first quarter, translation skills will be emphasized; there are written assignments beyond class participation. Typical class format for second and third quarters will include listening comprehension training, classroom work on spoken Japanese, reading or writing and class presentations.

EVALUATION: Class participation is an integral part of grade. Each quarter's method of evaluation will depend on the skills emphasized.

READINGS: All materials will be distributed in photocopies. For example, quarter 1:

Selections from Madogioa no Totto-chan (Kuroyanagi)
Boryoku Kyoshitsu (Akagawa)
Himanari no ie (Kurahashi)
and others

Richard Lepine

AAL A21-1,2,3

SWAHILI I

Office: African & Asian Languages, 350 Kresge

Phone: 491-2765

Expected Enrollment: 15-20 (not limited)

COURSE DESCRIPTION: This is the beginner's Swahili class, and is open to undergraduate and graduate students. There are three courses in sequence from fall to spring. Grads register as D10-1,2,3, section 23. The course presents the essentials of modern Standard Swahili grammar while proficiency in the language is developed. The expectation is that by the end of the first year students will be able to interact comfortably in Swahili and will have acquired basic literacy.

PREREQUISITES: None for A21-1; appropriate Swahili study background for further quarters. Course may be taken P/N if not used to satisfy CAS language proficiency requirement.

TEACHING METHOD: Students attend five sessions each week during the noon hour, one of which is a formal laboratory session with the instructor. There are oral, written and audiovisual class exercises, written and taped homework assignments and projects, and regular quizzes and longer tests.

EVALUATION: Attendance in lectures and labs, participation in classroom exercises, performance on homework, quizzes, tests and special projects will all count towards the final grade. Tests and assignments during the course are intended primarily as means of discovering and correcting problem areas. There is an ongoing assessment of oral proficiency skills in classroom and lab sessions, so more than 5 unexcused absences results in a tenth of a grade point penalty. In addition to brief written quizzes in class, there will be two period-long (50 min.) writing exercises, one at mid-term, the other on the final day of class. There will be NO 2-hour written exam given during finals week.

TEXTS:

REQUIRED:

Thomas Hinnebusch & Sarah Mirza, Swahili, A Foundation for Speaking, Reading and Writing, University Press of America, 1979.

RECOMMENDED:

Robert Leonard, Swahili Phrasebook, Lonely Planet , 1990.
Fredrick Johnson, Swahili-English Dictionary, Oxford

University Press.

Derek Nurse & Thomas Spear, The Swahili, Reconstructing the History and Language of an African Society. 800-1500.

University of Pennsylvania Press, 1985.

Richard Lepine

AAL A22-1,2,3

SWAHILI II

Office: African & Asian Languages, 350 Kresge

Phone: 491-2765

Expected Enrollment: 7-12 (not limited)

COURSE DESCRIPTION: This is the second-year Swahili course, and is open to undergraduate and graduate students who have completed first-year Swahili or its equivalent. Graduate students register as D10-1,2,3, section 23. There are three courses in sequence from fall to spring. The first quarter of the course begins with a review of the essentials of Swahili grammar covered in the first year; then more detailed grammar and more complex structures are explored through the use of oral, written and videotaped materials. Development of speaking and literacy skills are equally emphasized, and students begin their study of Swahili literary texts.

PREREQUISITES: A21 or equivalent for A22-1; appropriate Swahili study background for further quarters. Course may be taken P/N if not used to satisfy CAS language proficiency requirement.

TEACHING METHOD: There are four lecture hours each week, and an additional weekly audiovisual assignment done independently. Swahili is the primary medium of instruction.

EVALUATION: Attendance in lectures and labs, participation in classroom exercises, performance on homework, quizzes, tests and special projects will all count towards the final grade. Tests and assignments during the course are intended primarily as means of discovering and correcting problem areas. There is an ongoing assessment of oral proficiency skills in classroom and lab sessions, so more than 5 unexcused absences results in a tenth of a grade point penalty. In addition to brief written quizzes in class, there will be two period-long (50 min.) writing exercises, one at mid-term, the other on the final day of class. There

will be NO 2-hour written exam given during finals week.

TEXTS:

REQUIRED:

Fredrick Johnson, Swahili-English Dictionary, Oxford University Press, 1980.

(this dictionary will be borrowed from the instructor:)

Taasisi ya Uchunguzi wa Kiswahili, Kamusi ya Kiswahili Sanifu, Oxford University Press-East Africa, 1981.

Other texts provided by instructor

RECOMMENDED:

Fredrick Johnson, English-Swahili Dictionary, Oxford University Press, 1980.

Richard Lepine

AAL B23-1,2,3

SWAHILI III

Office: African & Asian Languages, 350 Kresge

Phone: 491-2765

Expected Enrollment: 1-5 (not limited)

COURSE DESCRIPTION: This is the third-year course, and is open to undergraduate and graduate students who have completed second-year Swahili or its equivalent. Graduate students register as D10-1,2,3 section 23. The course focuses on the study of classical and modern Swahili verbal arts--including non-fiction prose and oral narrative performance as well as poetic, narrative, and dramatic texts. It is ordinarily but not necessarily taught in a three-quarter sequence: Fall, oral verbal arts tradition; Winter, classical literary tradition; Spring, modern Standard Swahili literature.

PREREQUISITES: Swahili A22, or the equivalent with the consent of instructor.

TEACHING METHOD: Students have three lecture hours each week. Swahili is the medium of instruction. There are oral and written classroom exercises, and written and audiovisual homework assignments and projects. There is some English-language background reading expected, but most work involves texts or other materials in Swahili.

EVALUATION: Attendance in lectures, participation in classroom exercises, performance on homework and special projects will all count towards the final grade. However, any tests or assignments during the course are intended primarily as means of discovering and correcting problem areas. Evaluation is based both on an ongoing assessment of general interactive proficiency skills as well as on oral and written tests of comprehension and analysis performed in connection with specific coursework materials.

TEXTS:

REQUIRED:

Fredrick Johnson, Swahili-English Dictionary, Oxford University Press, 1980

Taasisi ya Uchunguzi wa Kiswahili, Kamusi ya Kiswahili Sanifu, Oxford University Press-East Africa, 1981.

(for B23-2 only:) Ibrahim Noor Shariff, Tungo Zetu, Red Sea Press, 1988.

other texts provided by instructor

ctec@northwestern.edu

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[Northwestern University](#)

Last Updated: October 28, 1993

Winter 1993-94 Course Descriptions

0434 Linguistics

Abraham Demoz

Linguistics A01

FRESHMAN SEMINAR: Language and the World View

Time: T Th 9-10:30

Office Address: 2016 Sheridan Road, Room 31

Phone: 491-8058

Expected enrollment: 15

COURSE DESCRIPTION: How much influence does language exert on the way we think and on the way we view the world? This is a question that has intrigued generations of scholars from many disciplines but has so far defied any final and comprehensive resolution. This course will examine the question of language and thought chiefly from the perspective of linguistics but will seek illumination from some related disciplines as well. To the extent possible the issues raised will be related to matters of daily experience.

TEACHING METHODOLOGY: TBA

EVALUATION: Lecture and discussion

TEXTS: TBA

Judith N. Levi

Linguistics B06

SYNTAX AND MEANING IN HUMAN LANGUAGE

Time: MW 6:30 - 8:00 p.m.

Office Address: 2016 Sheridan Road, Rm. 30

Phone: 491-8057

Expected Enrollment: 100

COURSE DESCRIPTION: An introduction to the study of human language as a formal system. This course introduces the student to linguistic analysis through the study of morphology (the study of the meaningful units that make up

words), syntax (the study of the structure of sentences), and semantics (the study of meaning). Illustrative materials and problems will be drawn from English and other languages.

PREREQUISITES: None. An interest in language would be welcome.

TEACHING METHODOLOGY: Lecture and discussion, combined with required work in groups of 5 (mostly outside of class). Attendance is required, and unexcused absences lower the final grade. Weekly quizzes (a) ensure that students keep up with the homework, and (b) provide students with frequent evaluations of their understanding of the course material.

METHODS OF EVALUATION: There will be three non-cumulative in-class exams worth 30%, 20%, and 25% respectively. Weekly quizzes are averaged for 15% of the final grade, and peer ratings based on contributions to the group work are averaged for 10% of the grade.

TEXTS: Required texts are:

1) Contemporary Linguistics: An Introduction by W.

O'Grady, M. Dobrovolsky, and M. Aronoff. Students must purchase the first edition (1989) of this text, which is now out of print but specially available at SBX for this class.

2) A reading packet which will be available at Quartet.

ATTENDANCE AT FIRST CLASS IS MANDATORY (both for those who have registered in the Fall and for those wishing to add) to help accomodate students on the waiting list, and others wishing to add.

Abraham Demoz

Linguistics B09

LANGUAGE AND SOCIETY

Time: T Th 10:30-12

Office address: 2016 Sheridan Road, Room 31

Phone: 491-8058

Expected Enrollment: 40

COURSE DESCRIPTION: This course examine the manner in which relationships and structures in society are reflected in language use and language policy and sometimes in the structural and lexical features of language. It will examine how and to what extent language regulates and influences human social interaction and is influenced by it. The course will address questions such as the following: How does language vary by sex, social level, region and other factors? Can language be an instrument of domination in society and if so in what manner? The course will examine these and similar questions in light of the findings of sociolinguistics and related disciplines.

PREREQUISITES: None. P/N is not available.

TEACHING METHOD: Lectures and readings. Class discussion will be encouraged.

EVALUATION: Midterms and final exam.

TEXTS: Ohio State University, Language Files, Current Edition.

Demoz, A. Readings for 'Language and Society';
Available at Copycat in Evanston.

William Stone
Linguistics B09
Language and Society
Time: MWF 11:00-11:50
Office Address: 2016 Sheridan Road, Room 32
Phone: 491-8059
Expected Enrollment: 40

COURSE DESCRIPTION: This course examines the ways in which relationships and structures in society influence language and vice versa. It examines variations in language that are determined by region, sex, social level and cultural groupings.

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.

PREREQUISITES: None. P/N is not available

COURSE REQUIREMENTS: Attendance at the first class is mandatory. Subsequent unexcused absence will lower a student's grade.

TEACHING METHOD: Lectures, readings, class discussions and assigned pair work.

EVALUATION: Problem set 10%, Discussion leadership 25%, group project 25%, short individual paper 10%, Final exam 30%

REQUIRED TEXTS: Readings for 'Language & Society' Available at CopyCat in Evanston
One other to be announced.

Beth Levin

Linguistics C05

LEXICAL SEMANTICS

Time: MW 11-12:30

Office Address: 2016 Sheridan Road, Room 19

Office Phone: 491-8050

Expected Enrollment: 30

COURSE DESCRIPTION: This is an introduction to lexical semantics, intended to introduce basic issues and concepts in the linguistic study of word meanings. Primary emphasis will be on exploring the fundamental issues that any semantic theory must account for, with secondary emphasis on specific theoretical approaches to the analysis of these issues.

Although there is no prior course in lexical semantics, students are cautioned that there are no good textbooks and few easy beginning readings in this area; as a result, students should expect the level of difficulty of readings and class discussions to be comparable to other C-level courses (rather than to other introductory linguistics courses). The readings are challenging ones and will require careful study.

PREREQUISITES: Familiarity with the approached, perspectives, and subfields of linguistics is essential as

background. Undergraduates must fulfill this by Linguistics B06 or the equivalent; graduates without a comparable course must consult the instructor. Students who have not taken Linguistics C06 may want to enroll in it concurrently.

TEACHING METHODOLOGY: Lectures and discussion in class; careful, critical reading of the literature outside of class.

METHOD OF EVALUATION: Weekly assignments and two take-home exams are the most likely combination of written work; graduate students must also write a term paper. Class participation will also be taken into account.

TEXTS: TBA

Gilbert Krulee

Linguistics C09 PSYCHOLINGUISTICS

Time: MWF 9:00

Office Address: 2016 Sheridan Road, Room 12

Phone: 491-8048

Expected Enrollment: 30

COURSE DESCRIPTION: In this course, the emphasis is on language as a complex cognitive and information-processing skill. Subjects to be included are as follows: speech sounds and speech perception; reading of words and the meaning of sentences, paragraphs and complete texts; acquisition of one's first language; the interplay between language and context.

TEACHING METHODOLOGY: Lectures and discussion.

METHODS OF EVALUATION: Grades will be based on one quiz, one final, and a term project, the topic of which will be selected by the student after consultation with the instructor.

Beatrice Santorini

Linguistics C17

LANGUAGE VARIATION

Time: TTH 9-10:30

Office Address: 2016 Sheridan Road

Phone: 491-8053 - Moses 491-6054

Expected Enrollment: 30

COURSE DESCRIPTION: Difference in language that correlate with historical periods, geographical regions, societal groupings, and functional and situational differences. Theories of variation and their relation to the notions of langue/parole, competence/performance, idealization/homogeneity.

PREREQUISITES: B06, B07 or B09

TEACHING METHOD: TBA

EVALUATION: TBA

TEXTS: TBA

Judith N. Levi

Linguistics C24

LANGUAGE AND LAW

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

Office Address: 2016 Sheridan Road, Rm. 30

Phone: 491-8057

Expected Enrollment: 15-20

COURSE DESCRIPTION: This interdisciplinary seminar will introduce students to a broad range of issues concerning the interaction between language and our legal system. All our readings will be drawn from (1) contemporary social science research on language and law, including research from psychology, sociology, linguistics, and anthropology; and (2) legal documents from actual court cases in which linguists have testified. Topics will be chosen from among the following: spoken language in legal settings, the rights of linguistic minorities, semantic interpretation in legal cases, conversational analysis as evidence in criminal cases, social impact and legal consequences of "legalese," issues in the regulation of advertising language, and the use of linguists as expert witnesses in legal cases.

PREREQUISITES: Linguistics A10, B06, or B09, or permission of the instructor. Junior, senior or graduate standing or permission of instructor. Course is intended as an interdisciplinary study spanning the social sciences, so that

students from all majors are welcome. Prior coursework related to law would be great, but is not a prerequisite.

TEACHING METHODOLOGY: A combination of lectures, full-class discussion, discussion by students in small groups (around 5), and presentations by the small groups. Most classes will include a period of small-group discussion, followed by full-class discussion; and every other class will be organized and conducted by one of the small groups. To ensure adequate preparation for group discussions, there will be brief weekly quizzes on the assigned readings, and attendance will be mandatory; unexcused absences will lower the final grade.

METHODS OF EVALUATION: Written evaluation will include a term paper (8-10 pp. for undergraduates, 12-15 pp. for graduate students), up to 3 homework essays (c. 3 pages each), and an average of the weekly quizzes. Class participation will also be evaluated, collectively for the group presentations and individually--through peer ratings--for contributions within the small group. No midterm or final exams. The likely weighting is: 10% class participation, 10% peer ratings, 15% quiz average; 10%, 15%, 15% respectively for the 3 essays; and 25% for the term paper.

P/N IS NOT ALLOWED.

READINGS: Two books will be required: Language in the Judicial Process, edited by J. Levi and A. G. Walker (New York: Plenum, 1990), and a large book of photocopied readings, available at CopyCat.

Gregory Ward
Linguistics C29 PRAGMATICS
Time: T Th 2:30-4
Office Address: 2016 Sheridan Road
Phone: 491-8055
Expected enrollment: 15-20

COURSE DESCRIPTION: This course is an introduction to the role of context in utterance production and interpretation.

Topics to be covered include:

- 1) nonlogical inference: the study of implicature and

presupposition;

- 2) pragmatic reference: the study of the choices among lexical options for referring to discourse entities;
- 3) speech acts: the study of the relation between linguistic form and illocutionary force;
- 4) functions of syntax: the study of pragmatic differences among semantically equivalent syntactic constructions.

PREREQUISITES: Linguistics B06 or equivalent; or permission of instructor.

TEACHING METHOD: Lecture and discussion.

EVALUATION: Midterm and final exam; one paper.

READINGS: Text and Reading packet.

Franziska Lys

Linguistics C62 SECOND LANGUAGE ACQUISITION

Time: MW 2:00-3:30

Office Address: Kresge 106

Phone: 491-7020

Expected Enrollment: 30

COURSE DESCRIPTION: The intention of this course is to acquaint the student with the current theories of second language acquisition. In order to achieve a full view of what affects second language learning, the instructor will present an overview of current theories from different perspectives such as psycholinguistic, sociolinguistic, neurolinguistic, classroom research, and bilingual education.

PREREQUISITES: Linguistics A10 or equivalent will provide a useful general background.

TEACHING METHODOLOGY: The material will be presented in lectures. Class participation and discussion will be encouraged at all stages of the course. Lectures will illustrate and supplement the reading. Students will be asked to prepare one short oral presentation. We will also see some video films to illustrate the lectures.

EVALUATION: There will be two in-class examinations and a

final paper. Class participation and the oral presentation (a summary of the final paper) will also count towards the final grade.

TEXTS: TBA

Melissa Routzahn

Linguistics C80-SEC. 20 ENGLISH IN THE UNIVERSITY

Time: Sec. 20 TTH 4-5:30

Office Address: 2016 Sheridan Road

Phone: 491-7020

Expected Enrollment: 15

COURSE DESCRIPTION: Intended for potential teaching assistants and other graduate students who are not native speakers of English. This credit course will focus on conversational skills and teaching techniques culturally appropriate for an American university setting. Class work will be supplemented by language laboratory work.

PREREQUISITES: None. P/N registration is encouraged.

TEACHING METHODOLOGY: Lectures and class participation.

READINGS: TBA

Lynn Whitcomb

Linguistics C80-SEC. 21

ENGLISH IN THE UNIVERSITY

Time: Sec. 21 TTH 12-1:30

Office Address: 2016 Sheridan Road

Phone: 491-7020

Expected Enrollment: 15

COURSE DESCRIPTION: Intended for potential teaching assistants and other graduate students who are not native speakers of English. This credit course will focus on conversational skills and teaching techniques culturally appropriate for an American university setting. Class work will be supplemented by language laboratory work.

PREREQUISITES: None. P/N registration is encouraged.

TEACHING METHODOLOGY: Lectures and class participation.

READINGS: TBA

Rosemary Buck

Linguistics C81 ADVANCED ENGLISH IN THE UNIVERSITY

Time: MW 12-1:30

Office Address: 2016 Sheridan Road

Phone: 491-7020

Expected enrollment: 15

COURSE DESCRIPTION: Intended for potential teaching assistants and other graduate students who are non native speakers of English. This credit course will stress written communication skills both within and outside the classroom in an American university setting. Emphasis will be placed on developing skills that lead to a clear presentation of ideas and that enable students to critique and revise their own work.

TEACHING METHOD: This course is not a lecture course. Classroom time will be used as a workshop in writing. We will critically analyze and discuss readings that serve as models for writing, write short pieces in process, and we will share student writing for class discussion.

PREREQUISITES: None. P/N registration is encouraged. Attendance at all class sessions is required. Auditors will be required to do all the work.

READINGS: TBA

Professor Rae A. Moses

UNDERGRADUATE SEMINAR IN LINGUISTICS

Linguistics C98

Office Address: 2016 Sheridan Road, Room 19

Phone: 492-7020

COURSE DESCRIPTION: Seminar and practicum in the preparation of computer assisted instruction in Linguistics or any other field. Majors in the department may choose additional topics.

PREREQUISITES: By invitation of the department or the instructor.

Michael Broe

Linguistics D04-1 Phonological Analysis I

Time: MW 2-3:30

Office Address: 2016 Sheridan Rd.

Phone: 491-5778

Expected Enrollment: 6-10

COURSE DESCRIPTION: Phonology is the study of sound patterns in human language. In this course, we will examine the concepts of current phonological theory, their formal expression, and the issues that motivate them. Drawing the examples from a wide range of languages, we will explore harmony systems, syllable structure, and the nature of rhythm and stress. Students will learn how to identify phonological regularities and how to formalize them.

PREREQUISITES: Linguistics C16 or permission of instructor.

TEACHING METHOD: The course will be divided between lectures presenting new material and student participation to discuss homework problems and any other questions that may arise.

METHODS OF EVALUATION: There will be a weekly homework problem or short essay, 2 quizzes, and a take-home final.

TEXTBOOK: Michael Kenstowicz Phonology in Generative Grammar (Blackwell 1994)

Beatrice Santorini

Linguistics D05-1 SYNTACTIC ANALYSIS

Time: TTH 1-2:30

Office Address: 2016 Sheridan Road

Phone: 491-8054

Expected enrollment: 15

COURSE DESCRIPTION: The objective of this course is to begin to develop in students the background and skills necessary to read primary literature and to conduct original research in syntax. We will focus on recent work in generative grammar (specifically Government-Binding theory), and we will cover a

number of central topics in syntax, including the theory of phrase structure, "movement" constructions and empty categories.

PREREQUISITES: Linguistics C06, or permission of instructor.

TEACHING METHOD: Lecture and discussion. Active student participation is expected and necessary in order to ensure comprehension of the theoretical concepts and to develop skills in argumentation.

METHOD OF EVALUATION: TBA

READINGS: TBA

Professor Gregory Ward

Linguistics D11: Seminar in Linguistic Theory

Topic: Functions of Syntax

Time: F 1-4

Office Address: 2016 Sheridan Rd., Room 23

Phone: 491-8055

Expected enrollment: 6-10

COURSE DESCRIPTION: Speakers know not only how to generate a host of different syntactic forms to convey a given proposition but also how to use those forms in discourse. In particular, marked syntactic forms trigger nonlogical inferences relating to the information status of the entities evoked and to the information structure ('informatics') of the proposition conveyed. This seminar will examine the discourse functions of 'marked' syntactic constructions, especially those involving non-canonical word order, e.g. gapping, preposing, dislocation, inversion, clefts. The goal will be twofold: to examine, sharpen and hopefully constrain the notion 'discourse function' and to find general principles correlating discourse function with syntactic form. Students will be expected to examine one such construction (of any language about which they have at least near-native intuitions) using naturally-occurring data. Readings for the course will be selected from the works of Bolinger, Chafe, Clark, Erteschik-Shir, Green, Gundel, Halliday, Horn, Kuno, Prince, Teinhart, Rochemont, Sag, Ward, Wilson, and Ziv.

PREREQUISITES: Linguistics C29 and D05-1, or permission of instructor

TEACHING METHOD: seminar

EVALUATION: one paper

TEXT: reading packet

Gundlach, Iris, Moses

Linguistics D14

SEMINAR IN LANGUAGE AND BEHAVIOR: THEMES IN THE STUDY OF LANGUAGE AND AGING

Office Address: 2016 Sheridan Road

Phone: 492-7020

Enrollment: 10-15

Time: T 2-5

COURSE DESCRIPTION: This seminar is designed to explore issues in the study of language in older adults. Topics will include the language patterns of older people, the sociolinguistics of intergenerational communication, and public discourse about the aging process. We will begin by examining key terms and concepts; next, we will explore what Coupland, Coupland and Giles (1991), call the "incipient literatures of language and later life." Finally, we will explore several specific themes currently shaping directions in the study of language and aging.

PREREQUISITES: Graduate Standing, or permission of instructors

TEACHING METHOD: Seminar

EVALUATION: Paper and presentations

READING LIST:

Coupland, Nikolas, Justine Coupland and Howard Giles.

LANGUAGE, SOCIETY AND THE ELDERLY. Blackwell, 1991.

Light, Leah, A and Deborah M Burke, LANGUAGE, MEMORY AND AGING. Cambridge Univ. Press 1993

and material on reserve.

ctec@northwestern.edu

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[Northwestern University](#)

Last Updated: October 28, 1993

Winter 1993-94 Course Descriptions

0435 Mathematics

Daniel Zelinsky
Mathematics A04
GAMES AND FALLACIES
Time: MWThF 10:00-10:50
Office Address: Lunt 206
Phone: 491-5563
Expected Enrollment: 25

COURSE DESCRIPTION: This course is designed for nonscience students who may never have seen the charm of pure mathematical play nor the spirit of mathematics applications. The subject matter will include (1) number puzzles and games, leaving to more sophisticated number systems and some of their applications (like the integers module n and codes); (2) conceptualizing ordinary numbers: large and small numbers, estimation, infinity; and (3) examples of (and remedies for) common erroneous uses of division in ratios, proportions, percentages, probability.

TEACHING METHOD: Three discussion sessions (MWF) and one quiz section (Th) per week, the former for discussing subject matter, the latter for exercises, quizzes and exams.

TEXT: Paulos, Innumeracy

RELATED READINGS: W.W.R. Ball, Mathematical Recreations and Essays, Dudeney, Canterbury Puzzles

Michael Barratt
Mathematics A11
SURVEY OF MODERN MATHEMATICS
Time: MTWF 10-10:50
Office Address: Lunt 303
Phone: 491-5598
Expected Enrollment: 24

COURSE DESCRIPTION: Continuation of A10. Lines in two-dimensional spaces. Elements of linear programming. Systems of Linear equations. Mathematics of finance. Applications may include Game Theory.

TEACHING METHOD: Three lecture-discussion sessions (MWF) and a quiz section (T). Class presence is necessary.

EVALUATION: The grade will be based on homework, quizzes, a midterm exam, and a final exam.

TEXT: Cozzens and Porter, Mathematics and Its Applications

Staff

Mathematics B10-2

MATHEMATICS FOR THE BEHAVIORAL SCIENCES

Time: MTWF 10-10:50, MTWF 2-2:50

Phone: 491-3299

Expected Enrollment: 50

COURSE DESCRIPTION: An introduction to differential and integral calculus with applications. The course focuses on: 1) The various differentiation techniques, maximum and minimum problems, and related rates; 2) The concept of integration, area between two curves, and techniques of integration. We apply these techniques to solve problems arising out of applications in behavioral and social sciences, for example, maximizing profit, decay rates etc.

PREREQUISITES: Three years of high school mathematics.

TEACHING METHOD: Three lectures and a tutorial a week.

EVALUATION: The student's grade is based on two midterms, a final and quizzes.

TEXT: Bittinger, 4th ed., Calculus

STAFF

Mathematics B14-1,2,3

CALCULUS

Phone: 491-3299

Expected Enrollment: 30-50 per section

COURSE DESCRIPTION:

B14-1: Coordinate systems, slope of a line, equations of a line, definition of a function, graphs, limits, derivative of a function, differentiation of polynomials and rational function, implicit differentiation, chain rule, curve plotting, max-min problems, related rates, approximations, mean value theorems, anti-differentiation, differentiation and integration of sines and cosines.

B14-2: Some review of B14-1 (mainly in the Fall Quarter for incoming freshmen), area under a curve, definite integrals, fundamental theorems of calculus, computation of volumes, arc length, moments, center of gravity, trig. functions, differentiation of trig. and inverse trig. functions, exponential and logarithmic functions and their derivatives, integration by parts, trig. substitutions, partial fractions.

B14-3: Some review of B14-1,2 (mainly in the Fall Quarter for incoming freshmen), conic sections and polar coordinates, vectors, dot and cross product, equations of lines and planes, vector triple products, differentiation of vectors, tangent to a curve, normal vector, arc length, differentiation of vector products, functions of several variables (especially B14-2), partial derivatives, tangent plane, directional derivative and gradient, chain rule for partial derivatives, max-min problems, parametric curves, velocity and acceleration.

TEXT (B14-1,2,3): Edwards and Penney, 3rd ed., Calculus and Analytic Geometry

PREREQUISITES: See the requirements and recommendations in the mathematics section of the Undergraduate Catalog. Students who have studied calculus in high school are strongly urged to register for the next appropriate course at Northwestern and should not repeat work done in high school. The Fall Quarter of B14-3 consists largely of entering freshmen who have had a full year of calculus in high school. Students who are in doubt about which course to take may obtain a self-testing calculus placement examination from the Mathematics Department, Lunt Building. P/N is allowed.

TEACHING METHOD: Lecture and discussion sections meet three

or four times a week. Classes with only three lectures per week are accompanied by quiz sections (of 20-25 students), which meet one day a week for problem solving and discussion under the supervision of a teaching assistant.

EVALUATION: Grades are determined from the grades on quizzes, hour examinations, and a final exam. Some sections will have a common final exam.

Staff

Mathematics B15-0

MULTIPLE INTEGRATION AND VECTOR CALCULUS

Time: MTWF 11-11:50, MTWF 12-12:50

Phone: 491-3299

Expected Enrollment: 35-60 per section

COURSE DESCRIPTION: Double and triple integrals. Line and surface integrals. Cylindrical and spherical coordinate systems. Change of variable in multiple integrals; Jacobians. Gradient, divergence and curl. Theorems of Gree, Gauss and Stokes.

PREREQUISITES: B14-3

TEXT: Edwards and Penney, 3rd ed., Calculus and Analytic Geometry

Staff

Mathematics B17-0

SEQUENCES AND SERIES, LINEAR ALGEBRA

Time: MTWF 10-10:50, MWThF 12-12:50, MWThF 2-2:50

Phone: 491-3299

Expected Enrollment: 35-60 per section

COURSE DESCRIPTION: Sequences and series: convergence tests; power series; Taylor series. Linear algebra: vectors and matrices; Gaussian elimination; inverses; determinants; eigenvalues and eigenvectors; quadratic forms and diagonalization; application to quadric surfaces.

PREREQUISITES: B14-3

TEXT: Edwards and Penny, 3rd ed., Calculus and Analytic

Geometry;

Groetsch and King, Matrix Methods and Applications

Michael Barratt

Mathematics B20-2

ACCELERATED CALCULUS OF SEVERAL VARIABLES

Phone: 491-3299

Time: MWThF 12-12:50

Expected enrollment: 33

COURSE DESCRIPTION: Mathematics B20 covers the material of four quarters of mathematics, B14-3, B15, B17, B21, in three quarters. It is taught at the same level as the four courses it replaces and does not attempt the sophistication of an "honors" course. However, because of the speed at which material is covered, B20 is harder than the usual courses. In compensation, an additional quarter is free for electives. The particular order of material will vary with the instructor, but an effort is made to cover all the material of B14-3 during B20-1 so that a student may switch into the regular calculus sequence after the first quarter should the workload prove too time consuming. The exact order of material will vary with the instructor. For 1993-94, the topics will be distributed as follows:

B20-1: Vectors and curves, partial derivatives, multiple integrals.

B20-2: Vector integral calculus, elementary differential equations, matrices, determinants.

B20-3: Linear independence, eigenvalues and eigenvectors, systems of differential equations, infinite series, series solutions of differential equations.

PREREQUISITES: Mathematics B20 is an accelerated course which is intended for freshmen who have studied calculus of one variable in high school and have achieved good grades in the subject.

TEACHING METHOD: Three lectures (MWF) and one quiz section (Th) per week.

EVALUATION: The student's grade in each quarter will be based on six quizzes, two midterm exams, and a final exam.

TEXT: Grossman, Multivariable Calculus, Linear Algebra and Differential Equations; additional notes

Mark Pinsky

Mathematics B21-0

DIFFERENTIAL EQUATIONS

Office Address: Lunt B6

Phone: 491-5519

Time: MTWF 1-1:50

Expected Enrollment: 30

COURSE DESCRIPTION: First order equations, linear second order equations, first order systems of equations, Laplace transform methods, stability analysis.

PREREQUISITES: B14-3

METHOD OF INSTRUCTION: Printed notes will be distributed, containing the lecture material and relevant problem assignments.

EVALUATION: Weekly quizzes, two-hour exams, final examination, periodic evaluation of homework assignments.

TEXT: Boyce and Deprima, Introduction to Differential Equations

Stephen Fisher

Mathematics B90-2

HONORS COURSE Ñ FIRST YEAR

Time: MTWF 1-1:50

Office Address: Lunt 302C

Phone: 491-5591

Expected Enrollment: 15

COURSE DESCRIPTION: A continued study of calculus of functions of one and several variables with emphasis on rigor.

PREREQUISITES: B90-1 or invitation of the department.

TEACHING METHOD: Three lectures plus one discussion weekly.

EVALUATION: The student's grade will be based upon midterm exams, a final exam, quizzes and homework.

TEXT: T.M. Apostol, Calculus, Vol. I

Daniel Kahn

Mathematics B91-2

HONORS COURSE FOR SCIENTISTS, FIRST YEAR

Time: MTWThF 11-11:50

Office Address: Lunt 307A

Phone: 491-5567

Expected Enrollment: 35-40

COURSE DESCRIPTION: Multidimensional calculus, linear algebra, and differential equations.

PREREQUISITES: Admission to Integrated Science Program. P/N not allowed.

TEACHING METHOD: Lectures and homework.

EVALUATION: Quizzes, hour exams, and final.

Kenneth Mount

Mathematics B92-2

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.

Clark Robinson

Mathematics C03-0

DIFFERENTIAL EQUATIONS

Time: MTWF 11-11:50

Office Address: Lunt B27

Phone: 491-3738

Expected Enrollment: 10

COURSE DESCRIPTION: This course gives an introduction to nonlinear ordinary equations. Properties of solutions that are preserved under perturbation of the system will be emphasized. Methods presented include linearizing the equations, energy method (Lyapunov function), periodic solutions from phase plane analysis, and concepts related to chaos.

PREREQUISITES: Math B21 and B17 (or equivalent). P/N permitted.

TEACHING METHOD: Lecture (MWF), problem session (T).

EVALUATION: One midterm test, final, and homework.

TEXT: J. Hale and H. Kocak, Dynamics and Bifurcation

Donald Saari

Mathematics C04-0

GAME THEORY

Time: MWThF 2-2:50

Office Address: Lunt B4

Phone: 491-5580

Expected Enrollment: 25

COURSE DESCRIPTION: An introduction to game theory.

Selected topics: noncooperative games, matrix games, optimal strategies, cooperative games. For students in mathematics, probability, and the social sciences that have completed the calculus sequence.

PREREQUISITES: Math B17.

TEACHING METHOD: Lectures, class discussions, problem sessions.

EVALUATION: Hour exams, quizzes, final exam.

TEXT: To be selected.

Michael Lin

Mathematics C10-2

INTRODUCTION TO REAL ANALYSIS

Time: MTWF 1-1:50
Office Address: Lunt 205
Phone: 491-5559
Expected Enrollment: 45

COURSE DESCRIPTION: Infinite series, sequences of functions, the space of continuous functions, fixed-point theorems, differentiable mappings, the inverse and implicit function theorems.

PREREQUISITES: The calculus sequence and C10-1. P/N is allowed.

TEACHING METHOD: Lectures, problem sessions.

EVALUATION: Midterms and final exam

TEXT: J.E. Marsden and M. Hoffman, Elementary Classical Analysis, 2nd ed., W.H. Freeman & Co. (1993)

Dmitri Ioffe
Mathematics C16-0
FOURIER SERIES AND BOUNDARY VALUE PROBLEMS
Time: MTWF 10:00-10:50
Office Address: Lunt 106
Phone: 491-8702
Expected Enrollment: 20-25

COURSE DESCRIPTION: Partial differential equations, separation of variables, Fourier series, orthogonal expansions, integral transforms, boundary value problems, Bessel functions, Legendre polynomials, applications.

PREREQUISITES: B21 or consent of department.

TEACHING METHOD: Three lectures and one quiz section per week.

EVALUATION: Quizzes, midterm, and final exam.

TEXT: T. W. Brown and R. V. Churchill, Fourier Series and Boundary Value Problems

Robert Welland
Mathematics C17-2
EXPERIMENTAL MATHEMATICS
Time: TTh 7-9:00
Office Address: Lunt 208
Phone: 491-5576
Expected Enrollment: 20

COURSE DESCRIPTION: Using examples taken from mathematics, we will introduce elements of the C++ computing language along with the Unix operating system. The course will prepare students to use high performance workstations to create numerical models of some nonlinear problems from mathematics; some of which have not been solved by classical symbol-based procedures. These models will be used in class and on a project to experimentally gain insight and to graphically display solutions of some of these problems. During this class, we will develop the basic object-oriented programming classes needed for scientific computing. These will include versions in both C and C++ for: windows, graphics, complex numbers, vectors, matrices table functions, and integrators.

PREREQUISITES: Calculus through B17, some familiarity with computers, and knowledge of some elementary differential equations.

READINGS: Al Kelley and Ira Pohl, C by Dissection; Press, et al, Numerical Recipes

TEACHING METHOD: Lectures, discussions, and computer lab work.

EVALUATION: The grade will be based on weekly assignments and on a project.

Stewart Priddy
Mathematics C29-1
INTRODUCTION TO DIFFERENTIAL GEOMETRY
Time: MTWF 11-11:50
Office Address: Lunt 306
Phone: 491-5511
Expected Enrollment: 6-10

COURSE DESCRIPTION: An introduction to the geometry of curves and surfaces in three-dimensional space. CURVES: Curvature and torsion, Frenet-Serret formulas, Fenchel's Theorem. SURFACES: First and second fundamental forms, geodesics, parallel translation, Gaussian curvature, Theorems Egregium, Gauss-Bonnet Theorem.

PREREQUISITES: Mathematics B15 and B17

TEACHING METHOD: Three lectures per week.

EVALUATION: Problem sets, one hour exam and final exam.

TEXT: Millman and Parker, Elements of Differential Geometry, Prentice Hall, 1977

Sijue Wu

Mathematics C30-2

PROBABILITY AND STATISTICS

Time: MTWF 12-12:50

Office Address: Lunt 210

Phone: 491-5464

Expected Enrollment:

COURSE DESCRIPTION: Central limit theorem, 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

Mark Mahowald

Mathematics C35-1

INTRODUCTION TO THE THEORY OF NUMBERS

Time: MTWF 9-9:50

Office Address: Lunt 305

Phone: 491-5515

Expected Enrollment: 20

COURSE DESCRIPTION: Divisibility and primes, congruences, quadratic reciprocity, diophantine problems. Additional topics in analytic and algebraic number theory.

PREREQUISITES: B14-3 or B10.

TEACHING METHOD: Lectures and quizzes.

Kenneth Mount

Mathematics C37-2

INTRODUCTION TO MODERN ALGEBRA

Time: MWThF 10-10:50

Office address: Lunt 201

Phone: 491-5557

Expected Enrollment: 20-30

COURSE DESCRIPTION: Treats rings, fields, modules and vector spaces.

PREREQUISITES: Mathematical maturity (ability to handle mathematical functions and ideas). P/N allowed.

TEACHING METHOD: Lectures and problem sessions.

EVALUATION: Homework, midterms, final exam.

TEXT: Notes on linear algebra

Sandy Zabell

Mathematics C76-0

THEORY OF COMPUTABILITY AND TURING MACHINES

Time: MTWF 11-11:50

Office Address: Lunt 102

Phone: 491-5564

Expected Enrollment: 10

COURSE DESCRIPTION: The first part of the course discusses the concepts of algorithm, Turing machine, and recursive function. These tools are then applied in the second half to state and prove the first and second Godel incompleteness theorems. Other topics, such as the role of proof in mathematics, will also be introduced as time permits.

PREREQUISITES: Some prior familiarity with logic (e.g., Mathematics C75 or Philosophy C50) is desirable and/or one mathematics course at the C-level. P/N is allowed.

TEACHING METHOD: Lectures, problem sessions

EVALUATION: Problem sets and a final examination or essay

TEXT: Epstein and Carnielli, Computability, Wadsworth and Brooks-Cole

ctec@northwestern.edu

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

[Northwestern University](#)

Last Updated: October 28, 1993

Winter 1993-94 Course Descriptions

0439 Philosophy

John McCumber

Philosophy B10-2 HISTORY OF PHILOSOPHY: MEDIEVAL

MWF 10:00

Office Address: 1812 Hinman Ave.

Phone: 491-3656

COURSE DESCRIPTION: This course, the continuation of B10-1, will deal with the history of Medieval Philosophy.

TEACHING METHOD: Lecture/discussion

EVALUATION: Midterm and Final

TEXT: Philosophy in the Middle Ages (Arthur Hyman and James J. Walsh, eds.)

Michael Williams

0430 European Thought & Culture B15 BIRTH OF MODERNITY

TTh 10:30-12

Office Address: 1812 Hinman Ave.

Phone: 491-3656

Course Description available under European Thought & Culture.

Thomas Ryckman

Philosophy B50 ELEMENTARY LOGIC II

MWF 9:00

Office Address: 1812 Hinman Ave.

Phone: 491-3656

COURSE DESCRIPTION: The primary content of this course will be an introduction to quantification theory of general (polyadic) predicates with identity, the subject matter of chapter IV and V text. As time allows, we will go on to

consider additional topics in chapter VI (definite descriptions) and perhaps in chapter X (formal theories).

PREREQUISITE: Philosophy A50 or the equivalent.

TEACHING METHOD: Lecture with questions and comments encouraged. Required participation in a discussion section.

EVALUATION: There will be a weekly quiz every Friday. The final grade will be based on the best 8 of the 9 weekly quizzes (90% of the total grade) and on the homework (10% of the total grade). The grading is absolute, not on a curve.

TEXT: Kalish, Montague and Marr: Logic: Techniques of Formal Reasoning (2nd ed.).

Michael Williams

Philosophy B55 THEORY OF KNOWLEDGE

Time: TTh 1:00-2:30

Office Address: 1812 Hinman Ave.

Phone: 491-3656

COURSE DESCRIPTION: An introduction to some basic problems in the theory of knowledge. Topics to be discussed will include: ways of distinguishing knowledge from belief; theories of justification; different forms of scepticism.

TEACHING METHOD: Lecture and discussion

EVALUATION: short papers and final

John Deigh

Philosophy B65 PHILOSOPHY OF LAW

Time: MWF 12:00

Office Address: 1812 Hinman Ave.

Phone: 491-3656

COURSE DESCRIPTION: The topic of this course will be liberty. The main questions we will examine are: what are the purposes for which the state can justifiably restrict individual liberty and what kinds of restrictions on individual liberty is the state not justified in imposing? In examining these questions we will discuss the value of

individual liberty, the nature of human autonomy, the regulation of speech, the bounds of privacy, and the legal enforcement of morality.

PREREQUISITES: None

TEACHING METHOD: Lecture and discussion

P/N option not allowed

EVALUATION: Midterm and final exam, optional short paper

READINGS: Classical and contemporary writings on liberty and the law.

David Hull

Philosophy C26 PHILOSOPHY OF MEDICINE: BIO-MEDICAL ETHICS

Time: TTh 10:30-12

Office Address: 1818 Hinman Ave.

Phone: 491-3656

Expected Enrollment: 25

COURSE DESCRIPTION: This course is designed to afford those students going into some branch of medicine to practice evaluating the sorts of ethical problems that they are likely to encounter. For example, is the withholding of information from a patient ever ethical, should physicians aid terminally ill patients to commit suicide, and should health care for the elderly be more limited than that for children? As the last question indicates, ethical decisions are not made in a vacuum. As in every other area, both money and power influence what goes on in medicine. If everyone deserves first-class medical care, who is to pay for it? Who should be empowered to make decisions with respect to health care?

PREREQUISITES: none

P/N not permitted

TEACHING METHOD: Lecture and discussion

READINGS: Carol Levine, Taking Sides (4th ed)

David Michael Levin
Philosophy C-61 ADVANCED STUDIES IN ETHICS
Time: MWF 1:00
Office Address: 1818 Hinman Ave.
Phone: 491-3656

COURSE DESCRIPTION: Topic: Ethics and The Individual Self.
An historically organized examination of different philosophical discourses in which conceptions of the individual self, and critiques of these conceptions, have been formulated.

TEACHING METHOD: Lectures and discussion.

EVALUATION: Grades will be based on participation in classroom discussion and short weekly essays on specific questions.

READINGS: Short selection from texts by RenŽ Descartes, Michel de Montaigne, Jean-Jacques Rousseau, Ralph Waldo Emerson, Henry David Thoreau, Friedrich Nietzsche, Soren Kierkegaard, Emmanuel Levinas, Michel Foucault, Max Horkheimer and Theodor Adorno.

Descartes, Discourse on Method (selections)

Descartes, Meditations on First Philosophy (selections)

Montaigne, The Complete Essays (selections)

Rousseau, Reveries of the Solitary Walker

Emerson, The Portable Emerson
(selections from the Viking edition)

Thoreau, Walden (selections)

Nietzsche, The Genealogy of Morals (selections)

Nietzsche, Beyond Good and Evil (selections)

Foucault, The Foucault Reader (selections)

Foucault, Technologies of the Self (selections)

Foucault, The History of Sexuality, vol. 2 (selections)

Kierkegaard, The Sickness Unto Death

Kierkegaard, The Concluding Unscientific Postscript

(selections)

Levinas. The Levinas Reader (selections)

Horkheimer and Adorno, Dialectic of Enlightenment
(selections)

Thomas McCarthy

Philosophy C68 PROBLEMS IN SOCIAL AND POLITICAL PHILOSOPHY

Time: Th 2:30-4:30

Office Address: 1818 Hinman Avenue

Phone: 491-3656

Expected Enrollment: 25

COURSE DESCRIPTION: While social theories of knowledge have recently proliferated in philosophy, one aspect thereof has remained comparatively underdeveloped: the rhetoric of inquiry. In this course we will view the raising, acceptance, and rejection of truth claims as an inherently social process of communication among scientists, scholars, and their audiences. Focusing on the ways and means by which they seek to persuade one another and us of the validity of the claims they raise, we will try to identify distinguishing features of rational persuasion. By thus challenging the received opposition between reason and persuasion, we will be in a better position to understand how rhetorical analysis can complement more traditional modes of philosophical analysis, and thus to rethink our notions of inquiry and truth. Materials will be taken primarily from inquiry in the natural and human sciences and in philosophy.

PREREQUISITES: Junior, senior, or graduate standing. Some background in the philosophy of science would be helpful.

TEACHING METHOD: Lecture and discussion

EVALUATION:

undergraduates-three short papers based on readings,
lectures, and class discussion

graduates: research paper

REQUIRED READINGS:

Alan G. Gross, The Rhetoric of Science (Harvard)

A coursepack of readings on rhetoric in general and on the rhetoric of the human sciences in particular.

David Levin

Philosophy D01-2 PROSEMINAR: 1st Year Graduate Students Only
TBA

A continuation of D01-1.

John Deigh

Philosophy D02-2 PROSEMINAR: 2nd Year Graduate Students only
TBA

A continuation of D02-1.

Thomas McCarthy

Philosophy D10 SEMINAR: HABERMAS

Time: T 3:00-5:00

Office Address: 1818 Hinman Ave.

Phone: 491-3656

Expected enrollment: 15

COURSE DESCRIPTION: A critical reading of Habermas's Faktizität und Geltung (In translation). This is Habermas's major work in legal and political theory. In it he attempts to develop a "procedural theory of justice" and a "discourse approach to deliberative democracy."

PREREQUISITES: Graduate standing and appropriate background in Habermas (See Required Readings, below)

TEACHING METHOD: discussion

EVALUATION: class presentation and research paper

READING LIST: manuscript translation of Faktizität und Geltung. The necessary background can be found in Kenneth B. Ayns, The Normative Grounds of Social Criticism (SUNY Press). General Background in Stephen White, The Recent Work of Jürgen Habermas (Cambridge).

Reginald Allen

439 D20-0 STUDIES IN ANCIENT PHILOSOPHY: PLATO

Time: T 2:30-5:00

Office Address: Kresge 15

Phone: 491-8040

COURSE DESCRIPTION: Course of study will focus on Plato's Republic.

PREREQUISITES: Graduate standing or permission of the instructor

TEACHING METHOD: Lecture and discussion

EVALUATION: Final paper and final examination, which may be take-home. Graduate standards of grading.

TEXT: Paul Shorey, Plato's Republic, Loeb Library edition, 2 vol., available at Great Expectations, 911 Foster. Suggested additional translations: G.M.A. Grube, Plato's Republic, Hackett; F.M. Cornford, The Republic of Plato, Oxford University Press.

Sam Todes

Philosophy D22 STUDIES IN MODERN PHILOSOPHY:

KANT'S 2ND CRITIQUE

Time: W 3:00-5:00

Office Address: 1818 Hinman Ave.

Phone: 491-3656

Course description available at Philosophy Department.

John McCumber

Philosophy D23 STUDIES IN CONTINENTAL PHILOSOPHY:

ARISTOTLE AND POSTMODERNITY

W 6:00 P.M.

Office Address: 1812 Hinman Ave.

Phone: 491-3656

COURSE DESCRIPTION: This course will examine some "postmodern" thinkers as responses to Aristotle.

TEACHING METHOD: Seminar

EVALUATION: Presentation and final paper

TEXT: Aristotle, Physics I and II; Thomas Aquinas, on Being and Essence; Heidegger; Identity and Difference; Derrida, Ousia and Gramme; Foucault, Archeology of Knowledge; Deleuze, A Thousand Plateaux; and other readings.

Thomas Ryckman

Philosophy D54 PHILOSOPHY OF SCIENCE:

KANT & PHILOSOPHY OF SCIENCE

Time: M 3-5

Office Address: 1812 Hinman Ave.

Phone: 491-2558

COURSE DESCRIPTION: This seminar combines a relatively broad overview of some 'standard' issues in current philosophy of science (e.g., explanation, realism, theory and conceptual change, confirmation of theories) with relatively more detailed examinations of several specific issues: the philosophy of space and time in the light of special and general relativity, determinism in physical theory, experiments and instrumentation. The aim throughout is to provide students with a basic literacy in this area of contemporary philosophy.

TEACHING METHOD: Seminar

EVALUATION: Several short weekly assignments, brief seminar presentations and a term paper.

TEXT: W. Salmon, J. Earman, C. Clymour et. all. Introduction to the Philosophy of Science, Prentice-Hall 1992; Richard W. Miller, Fact and Method; Explanation, Confirmation and Reality in the Natural and the Social Sciences, University Press, 1987; D. Gooding, T. Pinch and S. Schaffer (eds), The Uses of Experiment: Studies in the Natural Sciences, Cambridge University Press, 1989.

Winter 1993-94 Course Descriptions

0447 Physics

PHYSICS A25-2

GENERAL PHYSICS FOR ISP

Heidi Schellman

Office address: 1305 Tech

Office Phone: 491-8608

Expected Enrollment: 30

COURSE DESCRIPTION(A25-1,2,3): This is a basic physics course which uses calculus extensively. The course content is similar to that of A35-1,2,3 but is more advanced and is intended for Integrated Science Program students. A concurrent advanced calculus course is offered by the Mathematics Department.

PREREQUISITES: Admission to ISP or permission of the instructor.

TEACHING METHOD: Three lectures and one quiz section per week. Laboratory weekly.

READINGS: Douglas Giancoli, Physics, 2nd Edition
(Subject to change, consult syllabus)

PHYSICS A35-2

GENERAL PHYSICS: ELECTRICITY AND MAGNETISM

Deborah Brown

Office Address: Room 20 Dearborn Observatory

Office Phone: 491-7527

PHYSICS A35-3

GENERAL PHYSICS: WAVE PHENOMENA, QUANTUM PHYSICS

Drasko Jovanovic

Martin Bailyn

Office Address: 3775 Tech

Office Phone: 491-5669

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.

A35-2: Electrostatics, magnetostatics, DC and AC circuits, time-varying fields, Maxwell's equations.

A35-3: Mechanical waves, sound waves, electromagnetic waves, geometric optics, interference and diffraction, the quantum nature of particles and light, atomic and nuclear phenomena.

PREREQUISITES: Mathematics B14-1,2 and concurrent registration in B14-3 for A35-1. A35-1,2,3 are sequential prerequisites.

TEACHING METHOD: Three lectures with demonstrations and one discussion/quiz section per week. Laboratory meets every week.

TEXT: Tipler, Physics

PHYSICS A90-1

GENERAL PHYSICS

George Wong

Office address: 2028 Tech

Office Phone: 491-3380

Expected Enrollment: 10

COURSE DESCRIPTION (A90-1,2,3): This introductory calculus-based physics course has a content similar to the other introductory physics courses such as A35-1,2,3, except that it is designed to prepare the student for further physics courses rather than suffice as a final physics course. It is intended for physics and astronomy majors who want an introductory physics course presented at a somewhat deeper level and higher mathematical level.

PREREQUISITES: Beginning calculus, such as Mathematics B14-1,2 or the high-school equivalent, or permission of instructor. Concurrent registration in Mathematics B14-3 is expected.

TEACHING METHOD: Three lectures with demonstrations and one discussion section per week. Laboratory in alternate weeks.

EVALUATION: The course grade will be determined by midterms, a final examination, laboratory grade, and homework.

READINGS: Paul Tipler, Physics, 3rd Edition
(Subject to change, consult syllabus)

PHYSICS C30-1

ADVANCED MECHANICS

Bruno Gobbi

Office address: 3376 Tech

Office Phone: 1-5467

Expected Enrollment: 10

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.

Calculus of variations, complex numbers, ordinary differential equations (2nd order), curvilinear coordinate systems and Fourier analysis will be introduced as needed.

PREREQUISITES: Physics A35-1 or A90-1 or equivalent;
Mathematics

B14-1,2,3 or equivalent. Students should be in the process of taking Mathematics B16, B18, B21, or B20-1,2,3.

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

EVALUATIONS: One or more midterms and a final examination.

PHYSICS C33-1

ADVANCED ELECTRICITY AND MAGNETISM

Instructor: Liu Liu

Office address: 3377 Tech

Office Phone: 491-5626
Expected Enrollment: 10

COURSE DESCRIPTION:

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.

The courses are intended to bridge between Physics A35-2 or similar courses and first-year graduate-level courses which use a text such as Jackson, Classical Electrodynamics.

PREREQUISITES: Physics A25-1,2,3 or A35-1,2,3 or A90-1,2,3, and Mathematics B16, B18, and B21, or B20-1,2,3.

TEACHING METHODS: Three lectures and one discussion section per week.

EVALUATION: One or more midterm examinations and a final examination.

PHYSICS C34

INTRODUCTION TO RELATIVITY

Pulak Dutta

Office Address: B030 Tech

Office Phone: 491-5465

COURSE DESCRIPTION: Time dilation, length contraction, the Lorentz transformation, equivalence of mass and energy, relativistic momentum, space-time and some simple metrics, geodesics, classic tests of general relativity, black holes.

PREREQUISITES: Physics C30-1,2; Math B15, B17, and B21.

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

GRADING: One or more midterms and a final examination.

PHYSICS C36-2

INTRODUCTION TO QUANTUM MECHANICS

Anupam Garg

Office address: 3307 Tech

Office Phone: 491-3229

Expected Enrollment: 15

COURSE DESCRIPTION: This is a basic introductory course in non-relativistic quantum theory (wave mechanics) as formulated by Schroedinger, Heisenberg, and others. Topics: Particle nature of waves, wave nature of particles, wave mechanics, simple solutions to the Schroedinger equation (harmonic oscillator, hydrogen atom, etc.) atomic structure, barrier penetration and scattering, perturbation theory.

PREREQUISITES: Introductory physics with calculus such as A35-1, 2, 3 or A90-1, 2, 3 and Mathematics B15, B17, B21 or B20-1, 2, 3.

PHYSICS C39-1

QUANTUM MECHANICS FOR ISP

Paul Auvil

Office Address: 3374 Tech

Office Phone: 491-3510

Expected Enrollment: 10

COURSE DESCRIPTION: This is a basic 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 METHOD: There will be four class meetings per week.

READINGS: Das and Melissinos, Quantum Mechanics: A Modern Introduction (Subject to change, consult syllabus)

PHYSICS C59-2
MODERN PHYSICS LABORATORY
Donald Miller
Office address: 1304 Tech
Office Phone: 491-5456
Expected Enrollment: 12

COURSE DESCRIPTION:

Second Quarter (Winter): Introduction to microprocessors, hardware construction, interfacing to external devices, programming Basic, Fortran, or Pascal.

PREREQUISITES: Physics C33-1 or permission of instructor.

TEACHING METHOD: Weekly lectures and labs.

EVALUATION: Laboratory reports and examinations.

ctec@northwestern.edu

[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: October 28, 1993

Winter 1993-94 Course Descriptions

0449 Political Science

Sara Monoson

Freshman Seminar A01

SOCRATES AND DEMOCRACY

Time: M 2-5

Office Address: 314 Scott Hall

Office Phone: 491-2643

Expected Enrollment: 15

COURSE DESCRIPTION: Socrates was accused, tried, convicted and executed as an enemy of Athens. Did the Athenians misjudge him? Is his fate evidence of the profound injustice democracy is capable of perpetrating? Or was he truly a threat who got what he deserved? We will investigate these questions by looking closely at how democracy worked at Athens (institutions and values) and at the various portraits of Socrates in the literature from classical Athens. Our main concern will be to ask: Are Socratic moral and political ideas at odds with democratic principles and practice?

No Prerequisites.

TEACHING METHOD: Seminar Format.

READINGS:

Plato, Euthyphro, Apology, Crito, Republic BK1, Protagoras

Xenophon, Apology of Socrates

Aristophanes, The Clouds

and recent scholarship, e.g., Kraut, Socrates, the State,

Vlastos, Socrates, J.F. Stone, The Trial of Socrates

Walter Vanderbush

Freshman Seminar A01

U.S. - MEXICAN RELATIONS

Time: MW 2-3:30

Office Address: 206 Scott Hall

Office Phone: 491-2627

Expected Enrollment: 15

COURSE DESCRIPTION: This seminar is designed to expose students to the wide range of issues involved in the relationship between the United States and Mexico. In the first portion of the course, we will explore Mexico through the writings of Mexicans themselves in order to give students a background for their analysis during the rest of the quarter. From that base, we will pursue current issues of contention including trade and general economic relations (e.g. NAFTA), environmental questions, and Immigration. Overriding these discussions will be the attempt to understand the different interpretations of such issues made on either side of the border and consideration of how the two nations might resolve their differences.

No Prerequisites.

TEACHING METHOD: Discussion, supplemented by occasional short lectures.

READINGS:

Lester Langley, Mexico and the United States

Jorge Castaneda and Robert Pastor, Limits to Friendship - The United States and Mexico

M. Delal Baer and Sidney Weintraub, The NAFTA Debate:

Grappling with Unconventional Trade Issues

Paul Friesema

Political Science B21

URBAN POLITICS

Time: MWF 10-11

Office Address: 304 Scott Hall

Office Phone: 491-2645

Expected Enrollment: 120

COURSE DESCRIPTION: This course is an introductory course focussing on the nature of the city and its political institution. An initial focus will be upon the concepts of city, community, and urban systems. The American city will be nested within the federal system and the larger society. This should lead to an understanding of both the possibilities and limitation for effective political action

concerning cities.

The course will consider the interrelated issues of poverty, social distress and crime and disorder. One specific focus will be upon the demographic transformation currently underway in our large cities with a particular emphasis on how the new immigration is changing the political and social structure of the cities. Throughout the course, Chicago will serve as a reference point and urban laboratory.

No Prerequisites.

TEACHING METHOD: Lecture-discussion. There will be some school assigned requiring observations in Chicago.

READINGS:

Cronon, *Nature's Metropolis*
Kotlowitz, *There Are No Children Here*
(plus two others)

Herbert Jacob
Political Science B30
LAW IN THE POLITICAL ARENA
Time: MWF 1-2
Office Address: 303 Scott Hall
Office Phone: 491-2648
e-mail: mzlto@northwestern.edu
Expected Enrollment: 240

COURSE DESCRIPTION: Law lies at the heart of Western conceptions of the state and public order. It is often conceived as an autonomous force, but since the rise of the nation state, it has always been the product of political forces and the tool of political factions. This course examines law as both a social and political phenomenon but one with a very special history and culture. It asks how regimes use law as an instrument of social control, how they attempt to maintain its legitimacy, and how the legal culture frames individual disputes and political conflicts within various societies. The course takes students from the familiar (American legal institutions) to the unfamiliar (such as legal institutions and processes in England, France, Germany, and Japan). It examines institutions and processes such as courts and litigation, and it also asks students to analyze the ways in which social structure and custom

sometimes keep disputing out of law's formal reach and at other times draw them into its embrace.

No prerequisites. P/N allowed.

TEACHING METHOD: Lectures with discussion sections. Questions and class participation in the lecture are encouraged.

READINGS: TBA

Cecelia Lynch

Political Science B40

INTRODUCTION TO INTERNATIONAL RELATIONS

Time: TTh 9-10:30

Office Address: 210 Scott Hall

Office Phone: 491-2623

Expected Enrollment: 240

COURSE DESCRIPTION: The purpose of this course is to provide students with the tools to understand and analyze some of the major events (especially times of war and periods of peace) that have occurred in the nation-state system from its inception to the present. As a result, the course includes history, theory (ways of explaining events), some philosophy and discussion of past and current happenings in international politics. We will discuss four theoretical frameworks for analyzing international politics: Realism, International Law/Society, Liberalism and Marxism. We will also discuss whether international politics can best be explained by looking at the decisions of world leaders, by factors internal to states, or by competition between states. Finally, we will use the analytical tools and historical knowledge gained to diagnose the prospects for peace vs. war in international politics in the future.

No prerequisites.

TEACHING METHOD: Both lecture and discussion, with mid-quarter and final essay exams.

READINGS (tentative, partial list):

Joshua Goldstein, International Relations

James Joll, The Origins of the First World War

Michael Klare and Daniel Thomas, eds., World Security,
Challenges for a New Century, 2nd ed.
Ken Matthews, The Gulf Conflict and International Relations

Sara Monoson
Political Science C01
ANCIENT POLITICAL THEORY
Time: MW 11-12:30
Office Address: 314 Scott Hall
Office Phone: 491-2643
Expected Enrollment: 60

COURSE DESCRIPTION: What did ancient Athenian democracy look like? What did Thucydides, Plato, and Aristotle have to say about it? How can sustained study of the record of the ancient Athenian experiment in democracy and of the texts of these three writers help us to think clearly and critically about the possibilities and difficulties associated with the democracy on our own time? This class will consider these three questions.

This course is an introduction to the major political writers of the ancient Greek period by way of following a single theme through their work. In order to follow that theme, however, it is necessary to have some historical background. So, we will proceed as follows. We will spend the first third of the class on the institutions and ideology of Athenian democracy. What kind of institutions did they devise? What principles were at the heart of their definition of and commitment to democracy? We will spend the remainder of the class working through the texts of Thucydides, Plato, and Aristotle.

No Prerequisites.

TEACHING METHOD: Class time will involve a great deal of directed discussion and a little lecturing. There will be two short (5pp) papers and a final exam.

READINGS:

Aristotle, Constitution of Athens
"Debate on the Constitutions" in Herodotus Book III. 80-88
Pericles' Funeral Oration in Thucydides
Protagoras' speech in Plato's Protagoras

Critical essays (e.g., on the structure of democratic institutions at Athens, the practice of slavery, the exclusion of women)
Thucydides, History of the Peloponnesian War (selections)
Plato, Apology, Crito, Republic (and passages from the Gorgias, Protagoras, and Statesman)
Aristotle, Politics, (selections from the Ethics)

Jane Mansbridge
Political Science C03
CONCEPTS IN DEMOCRATIC THEORY
Time: MWF 10-11
Office Address: 2046 Sheridan Road
Office Phone: 491-8726
Expected Enrollment: 40

COURSE DESCRIPTION: The course will focus on Anglo-American contributions to political philosophy in our century. While introducing the concepts historically, the course will be organized conceptually, analyzing individually many of the political concepts -- like liberty, equality and representation - that come up frequently in our political discourse. The course has two goals. The first is to generate greater understanding of the implications of these central concepts. The second is to teach a way of asking questions and thinking about abstract concepts that one can use in other areas of one's life and work.

No prerequisite. P/N allowed.

TEACHING METHOD: Lectures; some discussion.

READINGS: TBA

William Crotty
Political Science C24
POLITICAL PARTIES AND ELECTIONS
Time: MW 2-3:30
Office: 209 Scott Hall
Office Phone: 491-2624
Expected Enrollment: 180

COURSE DESCRIPTION: This course will review the functions

and organization of political parties and elections. The course will attempt to develop some understanding of the contributions of political parties and elections to a democratic society by concentrating on examining their activities, organization and personnel in an American and, to a lesser extent, comparative context. The course treats, in varying degrees of depth, party functions and intellectual and political history; party activities and impact; leadership selection and campaigning; electoral arrangements and party systems; legislative parties and policymaking; and political funding.

No prerequisites. P/N not allowed.

TEACHING METHOD: Lecture and small group sessions. Several films on the electoral process.

READINGS (Tentative):

P. Beck and F. Siraul, Party Politics in America

W. Crotty, ed., America's Choice and the Election of 1992

Lee Anderson

Political Science C40

THE STUDY OF GLOBAL SOCIETY

Time: MWF 2-3

Office Address: 207 Scott Hall

Office Phone: 491-2626

Expected Enrollment: 50

COURSE DESCRIPTION: This course has two primary objectives. One is to further students understanding of the historical development of the modern world system. The second is to enhance their familiarity with alternative conceptions of the social structure of the modern world system.

TEACHING METHOD: Lecture and class discussion.

READINGS: TBA

Tong Whan Park

Political Science C45

NATIONAL SECURITY

Time: MWF 11-12

Office Address: Scott Hall 306
Office Phone: 491-2641
Expected Enrollment: 100

COURSE DESCRIPTION: This course examines the problems of national security in the 1990s with a special emphasis on the United States. It begins with a survey of such substantive theories and issues as deterrence, the role of nuclear weapons in a post-Cold War era, arms control, and the future of military capabilities. The course then moves to a study of the national security policy making process in the U.S. which will involve considerable attention given to the functions of the National Security Council in the White House, Pentagon, the Intelligence Community, and the Congress. In addition, Japanese, European, Russian, Chinese, and Third World security concerns will be addressed in a comparative perspective.

No Prerequisites, though Pol Sci B40 or C40 is highly desirable.

TEACHING METHOD AND EVALUATION: Three lectures per week and one discussion section. Each student is required to be evaluated by two one-hour midterm and one two-hour final exam. The course grade will consist of 40 percent final, 20 percent for each of the two midterm exams, and 20 percent participation in the discussion section.

READINGS:

Three to four textbooks plus additional readings.

Mark Koenig
Political Science C52
COMPARATIVE COMMUNISM (& Post-Communism): The Politics of China & Eastern Europe
Time: MWF 12-1
Office Address: 317 Scott Hall
Office Phone: 491-2647
Expected Enrollment: 60

COURSE DESCRIPTION: This course examines the politics of Eastern Europe and the People's Republic of China. We will briefly analyze the "classical model" of Communism envisaged by Marx-Engels, modified by Lenin, and thrust into revolutionary practice by the Soviet Bolsheviks. The course

then compares & contrasts the evolution of diverse Communist regimes, focusing on five case studies: China, Poland, Hungary, Czechoslovakia, and Yugoslavia.

How was Communist rule established? What were the successes and failures of Communism? What factors led to the stunning collapse of the Soviet bloc regimes in 1989-91? And lastly, how can we assess the future prospects for the recently-fledged civil societies, democratic governments, and market economies of the post-Communist region?

Surveying Eastern Europe's economic suffering, and the tragic Balkan civil war a recent editorial noted that the bubbly champagne that flowed so freely in 1989...has by now gone flat. Is Eastern Europe's future so grim? Are China's prospects better, notwithstanding the massacre of students in Tiananmen Square in 1989? These are among the questions addressed by this course.

TEACHING METHOD:

READINGS (Tentative):

Brzezinski, The Grand Failure: The Birth & Death of Communism in the Twentieth Century
Pye, China: An Introduction
Hsu, China without Mao: The Search for a New Order
China, Current History
Volgyes, Politics in Eastern Europe
Banac (ed), Eastern Europe in Revolution

Walt Vanderbush

Political Science C53

LATIN AMERICAN POLITICS

Time: M 6-9

Office Address: 206 Scott Hall

Office Phone: 491-2627

Expected Enrollment: 60

COURSE DESCRIPTION: This course will focus mainly on the politics of South America. We will analyze the politics of the region both by looking at individual country cases and by developing common themes including economic development, political democratization, and the role played by the

military. Issues of contention between the United States and Latin America, including the environment, drug trade, and economic relations will also be addressed. Among the countries that we will discuss in depth include Argentina, Brazil, Chile, and Peru, as well as a case from outside South America, Mexico.

No Prerequisite.

TEACHING METHOD: Lecture and discussion

READINGS: TBA

Ian Robinson
Political Science C56
CANADIAN POLITICS IN COMPARATIVE PERSPECTIVE
Time: MWF 9-10
Office Address: 238 Scott Hall
Office Phone: 491-2629
Expected Enrollment: 60

COURSE DESCRIPTION: This course seeks to use the Canadian case to shed light on the nature of American politics, and vice versa. It focusses on two clusters of questions. First, why has Canada developed a considerably more extensive welfare state and a much stronger labor movement, in the last 30 years, after many more decades in which it had a weaker welfare state and a weaker labor movement? Second, why has Canada responded to the traumas of the 1980s by investing enormous political resources in efforts at constitutional reform, while the United States, much more prone to introduce constitutional amendments than Canada in the past, has evinced no interest in such projects? In answering this question, the course will draw on historical and comparative literatures bearing on the growth of welfare states, labor movement power, the politics of language and nationalism, the Canada-U.S. Free Trade Agreement, and the dynamics of constitutional reform in the 1980s.
No Prerequisites.

TEACHING METHOD:

READINGS:

Landes, The Canadian Polity: A Comparative Perspective

Drache & Gertler, The New Era of Global Competition
Russell, Constitutional Odessey
Behiels, ed., Quebec Since 1945

Derwin S. Munroe
Political Science C58

NATIONALISM

Time: TTh 1-2:30

Office Address: 213 Scott Hall

Office Phone: 491-2664

Expected Enrollment: 60

COURSE DESCRIPTION: In recent years, waves of democratization, the end of the Cold War and the weakening of cohesive states have paralleled the return of the idea of nationalism as an essential constituent of group solidarity and principle of political organization. The popular idea of the end of "Leviathan", the powerful nation state, has emerged simultaneously with a re-valuation of the nation state as voice and instrument of protection for self-defining social groups. The question of nationalism implicates the global evolution of state institutions, the construction of ideological definitions of society around formal political institutions, and modes of coordinating solidarity and social action at the local level. In this broad context, the course will focus on: a) the emergence, development and problems of the theory/idea of nationalism, b) the idea of the "state" and "nation" as linked to processes of political and economic formation in developed and developing nations, c) the relevance of race, ethnicity, language, and territorial boundaries in framing nationalist institutions and discourse, d) the practical ideologies of nationalist political movements. Materials on nationalism and nation states in Africa, Asia, Europe, Latin America, the Middle East and North America will be used.

No prerequisites.

TEACHING METHOD: A lecture-discussion format

READINGS: TBA

Ian Robinson

Political Science C72

GLOBAL POLITICAL ECONOMY

Time: MWF 1-2

Office Address: 238 Scott Hall

Office Phone: 491-2629

Expected Enrollment: 60

COURSE DESCRIPTION: This course begins with the basic institutions for regulating the international economy that emerged at the end of World War Two. It then examines the crisis of the "Bretton Woods" system, focussing particularly on the debt crisis and its relationship to the accelerating environmental degradation of this period. The wider social and political ramifications of these crises, such as growing economic inequalities in many countries, and intensifying political conflict, are also considered. Competing responses to the debt and environmental crises -- including trade policy prescriptions -- are explored. The course concludes by considering how we might try to assess the likelihood that political support for these reform proposals can be built.

No prerequisites.

TEACHING METHOD:

READINGS:

Spero, The Politics of International Economic Relations, 4th ed

Miller, Debt and the Environment

George, The Debt Boomerang: How Third World Debt Harms Us All

Epstein, Graham, Nembhard, eds., Creating a New World Economy: Forces of Change and Plans for Action

Martin Palous

Political Science C90

SELECTED THEORETICAL PROBLEMS OF POLITICS IN TRANSITION

Time: MW 3-4:30

Office Address: 236 Scott Hall

Office Phone: 491-2634

Expected Enrollment: 45

COURSE DESCRIPTION: Observing the process of political transitions offers an opportunity to re-evaluate certain

elemental concepts used by political scientists. In this course we will examine some of these. In particular, our concern will be with the concepts of an open versus closed society, various definitions of totalitarianism and revolution, as well as other aspects of transition. The examples for this course will be taken primarily from Central Europe. The requirements will include a midterm and a paper.

TEACHING METHOD:

READINGS:

Carol Bernstein

Political Science C94

PUBLIC POLICY AND THE ADVANCEMENT OF SCIENCE AND TECHNOLOGY

Time: W 3-6

Office Address:

Office Phone:

Expected Enrollment: 16

COURSE DESCRIPTION: This course examines the manner in which public policy that affects science and technology is made in the United States. Because our government uses the policymaking process to regulate and either encourage or discourage the development of certain aspects of science and technology, an understanding of how policy is made and enforced is essential for anyone interested in the interrelationship between science, technology and society. Areas of policy inquiry will include atomic energy, biotechnology, reproductive technology, pharmaceutical research, computer crime, intellectual property, hazardous products, hazardous wastes and other environmental issues.

Tim Feddersen

Political Science C95

AMERICAN POLITICAL PARTIES AS ORGANIZATIONS

Time: M 2-5

Office Address: 315 Scott Hall

Office Phone: 491-2644

Expected Enrollment: 16

COURSE DESCRIPTION: This course will discuss the literature on the development of American political parties with a

specific focus on the institutional factors that support and discourage strong party organizations. Our examination will move from the initial development of the Republican and Federalist parties of the 1790s to a discussion of the relative decline of parties in the 1990s. We will pay particular attention to the effects of collective action problems on party organizations. The theoretical foundation of our work will center on formal models of collective action and their application to party formation and competition.

Mark Koenig

Political Science C95

POST-COMMUNIST TRANSITIONS: MARKETIZATION & DEMOCRATIZATION

Time: W 2-5 (tentative)

Office Address: 315 Scott Hall

Office Phone: 491-2647

Expected Enrollment: 10-15

COURSE DESCRIPTION: This seminar examines the decline of communism, the revolutionary events of 1989-91, and the efforts of the successor states to achieve market economies and democratic politics. Each student will select a communist or post-communist country and pursue an in-depth study. While most of the assigned readings focus on Eastern Europe and the newly independent states of the former USSR, students are also welcome to study China, Cuba, or North Korea. Examining such concepts as "social revolution", "post-totalitarianism", "political culture", "civil society", "marketization", "free press", and "democratization", students will discuss class readings and compare political developments in the nations they have chosen as case studies.

TEACHING METHOD: During the first seven weeks, a mixture of lectures by professor and seminar discussion by students. Student will present oral reports about their research during the final three weeks of the quarter.

READINGS:

Tismaneanu, Reinventing Politics: Eastern Europe from Stalin to Havel, The Free Press, 1993.

Islam & Mandelbaum, Making Markets: Economic Transformation in Eastern Europe and the Post-Soviet States, 1993.

C95 Photocopy Packet of Selected Articles (later available at Dynamite Copies)

Benn, David Wedgwood, From Glasnost to Freedom of Speech:
Russian Openness & International Relations, Council on
Foreign Relations, 1992.

Jeffrey Winters
Political Science C95
ISSUES IN SOUTHEAST ASIAN POLITICS
Time: M 1-4
Office Address: 237 Scott Hall
Office Phone: 491-2630
Expected Enrollment: 16

COURSE DESCRIPTION: A seminar for seniors with a strong
background in the economics, history, or politics of post-
colonial countries. The seminar will focus on contemporary
issues. Students will write a major research paper.

Helmut Berking
Political Science C95
THE TRANSFORMATION OF GERMANY
Time: Th 2-5
Office Address:
Office Phone:
Expected Enrollment: 16

COURSE DESCRIPTION: Not available yet.

ctec@northwestern.edu

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[Northwestern University](#)

Last Updated: October 28, 1993

Winter 1993-94 Course Descriptions

0451 Psychology

Patti Colley

Psychology A01-20

FRESHMAN SEMINAR: PRACTICAL AND ETHICAL ISSUES IN THE SCIENCES

Time: TTh 9-10:30

Office Address: 310 Swift

Phone: 491-5190

Expected Enrollment: 15

COURSE DESCRIPTION: This course will review both current issues and classic studies of psychology and the neurosciences as a means to uncover some basic considerations of scientific research. The class will discuss topics such as animal and human research, the ethical implications of genetic screening, health care and communication technologies. Writing assignments will require both a discussion of current research in areas of interest as well as the formation and defense of a point of view.

TEACHING METHOD: Lecture, discussion.

EVALUATION: Grades will be based on 3-4 short papers, a research paper and class participation.

READING LIST: Handouts

Doug Medin

Psychology A01-21

FRESHMAN SEMINAR: DECISION MAKING

Time: TTh 1-2:30

Office Address: 222 Swift

Phone: 467-1660

Expected Enrollment: 15

COURSE DESCRIPTION: The seminar is on decision making and choice from a psychological perspective. The goal is both to

have a greater understanding of decision making and to make better choices.

TEACHING METHOD: Discussion.

EVALUATION: Grades will be based on papers.

READING LIST: Robyn M. Dawes, Rational Choices in an Uncertain World. New York: Harcourt, Brace, Jovanovich, 1988.

Michael Bailey

Psychology A10

INTRODUCTION TO PSYCHOLOGY

Time: MWF 10:00

Office Address: 303A Swift Hall

Phone: 491-7429

Expected Enrollment: 200

COURSE DESCRIPTION: This is the beginning course in Psychology designed to provide a broad introduction to the field for both majors and non-majors and to serve as a prerequisite for all other courses in psychology. No prerequisite is required for this course. Among the topics covered are biological bases of behavior, learning and motivation, human and animal cognition, social bases of behavior, individual differences, and psychopathology. The goal is to provide students with an opportunity to view behavior from the "psychologist as science" perspective. Therefore, experimental and methodological issues will be discussed.

TEACHING METHOD: We will meet 3 times per week for one hour. In addition, optional discussion sections will be organized.

EVALUATION: There will be two midterm exams and a final examination.

READINGS: To be announced.

Roger Ratcliff

Psychology B01

STATISTICAL METHODS IN PSYCHOLOGY

Time: TTh 9-10:30
Office: 112 Swift
Phone: 491-7702
Expected Enrollment: 50

COURSE DESCRIPTION: An introduction to statistics in psychological research. Part of the course will deal with descriptive statistics, i.e. how to summarize a quantity of data to allow it to be understood. The second part of the course will deal with inferential statistics, or how to infer properties of populations from those observed in samples.

PREREQUISITE: A10 & high school algebra.

TEACHING METHOD: Lectures & problem sessions.

EVALUATION: Weekly quiz (50%), 2 midterms (50%).

READING LIST: Runyon & Haber, Fundamentals of Behavioral Statistics.

Edward Wisniewski
Psychology B05-20
GENERAL EXPERIMENTAL PSYCHOLOGY
Time: TTh 10:30-12:00
Lab Section: TBA
Office Address: 211 Swift
Phone: 467-1624
Expected Enrollment: 25

COURSE DESCRIPTION: This course examines a broad range of research techniques and methods used by psychologists. It will review introductory statistics, probability, and data analysis. Students will acquire experience in evaluating scientific studies and in conducting research. In particular, they will learn: (1) how to design and perform experiments, (2) how to analyze and interpret the results, and (3) how to prepare a written report of their findings. The course will also focus on ethical principles in conducting research and on developing good scientific writing skills.

PREREQUISITE: Psychology B01 or equivalent preparation.

TEACHING METHOD: Lectures, demonstrations, discussion, and conducting experiments.

READINGS: To be announced.

Richard Gershon
Psychology B05-21
GENERAL EXPERIMENTAL PSYCHOLOGY
Time: TTh 9-10:30
Office Address:
Phone: 491-5190
Expected Enrollment: 25

COURSE DESCRIPTION: This course will present an overview of the application of scientific method to the field of psychology. We will explore various subject designs, how to report statistics, and how to develop a lab report. Students will plan, conduct, analyze and report on three experiments.

PREREQUISITE: Psychology B01 or equivalent.

TEACHING METHOD: The course will primarily be conducted in a lecture format with student participation and discussion encouraged as appropriate. Students will sign up for 2-3 computer lab sessions with a TA in order to learn how to analyze their data.

EVALUATION: Evaluation will be based upon a midterm, the three experiments and a final exam.

READINGS: To be determined, but will not require heavy reading.

Staff
Psychology C03
PSYCHOPATHOLOGY
Time: TTh 2:30-4:00
Office Address:
Phone:
Expected Enrollment: 120

COURSE DESCRIPTION: The goals of this course are: (1) to further develop the student's capacity to evaluate and think

critically; (2) to familiarize the student with basic principles, concepts, and research in abnormal psychology; (3) to provide the student with an overview of the major emotional, psychological, and personality disorders; and (4) to help the student translate theory into practice by showing how the ideas and material presented in this course have direct relevance to everyday life and everyday problems. This course will, therefore, provide the student with an opportunity to employ scientific theory and research in understanding maladaptive behavior, while at the same time becoming sensitized to the personal impact of maladaptive behavior on people's lives.

PREREQUISITE: Introduction to Psychology (A10) or Introduction to Neuroscience (A12).

TEACHING METHOD: Lecture.

EVALUATION: A midterm examination, a final examination, and class participation.

READINGS: TBA

David Uttal
Psychology C10
DEVELOPMENTAL PSYCHOLOGY
Time: MW 2-3:30
Office Address: 304 Swift
Phone: 467-1925
Expected Enrollment: 100

COURSE DESCRIPTION: The focus of this course is the development of thought, personality and social interaction from infancy through adolescence. The first part of the course will be devoted to perspectives and methods in developmental research. Next, we will explore specific issues 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.

PREREQUISITE: A10 or A12

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, a final, and one or two short writing assignments. There will also be an option for a final, extra-credit project.

READING LIST: Textbook to be selected and a selection of additional readings.

J. P. Rosenfeld
Psychology C12-2
NEUROBIOLOGY AND BEHAVIOR II
Time: TTh 1:00-2:30
Office Address: 206 Cresap Laboratory
Phone: 491-3629
Expected Enrollment: 50

COURSE DESCRIPTION: The aim of this course is to expose the student to neurobiological substrates--anatomical, physiological, and neuropharmacological--of psychological processes. Learning, memory, cognition, emotion, motivation, pleasure and pain are some of the processes of interest. Some special concerns: (a) biofeedback and psychophysiology, (b) opiate mechanisms, (c) event-related brain potentials (brain waves) and behavior.

PREREQUISITE: C12-1 OR permission of instructor.

TEACHING METHODOLOGY: Three hours of lecture and one hour optional discussion per week.

METHODS OF EVALUATION: Two large exams = 100%.

READINGS: Kimble, Biological Psychology.
Various readings on reserve.

Sandra Waxman
Psychology C14-21
Cognitive Development
Time: MW 2:30-4
Office: 212 Swift
Phone: 467-2293
Expected Enrollment: 25

COURSE DESCRIPTION: Infants and preschool children demonstrate impressive capacities, yet their cognitive functioning is quite different from that of older children and adults. This seminar examines patterns of thought characteristic of infants and young children. Topics include the development of the object concept, classification systems, memory and language. Different theoretical viewpoints considered.

PREREQUISITES: Intro (A10) and either Developmental (C10) or Cognitive (C28)

TEACHING METHOD: Seminar

EVALUATION: Papers, oral presentations, exams.

READING LIST: Text plus original articles.

Michael Bailey
Psychology C14-22
HUMAN SEXUALITY
Time: 1-2L30
Office Address: 303A Swift Hall
Phone: 491-7429
Expected Enrollment:

COURSE DESCRIPTION: This class will treat human sexuality as

a subject for scientific inquiry. Major topics include the evolution of human mating psychology (including physical attraction, precipitants of sexual arousal, committed and uncommitted strategies, and sexual jealousy), sexual minorities (e.g., homosexuality), sexual coercion, and AIDS. The required Discussion Section will be used to show and discuss films, for invited speakers, etc.

EVALUATION: There will be a midterm and final.

Ian Gotlib
Psychology C15
PSYCHOLOGY OF PERSONALITY
Time: TTh 9-10:30
Office: 303B Swift
Phone: 467-2292
Expected Enrollment: 120

COURSE DESCRIPTION: The purpose of this course is to provide students with a comprehensive overview of personality psychology. The topics to be covered include the definition and diverse meanings of òpersonality,Ó 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 METHOD: Lecture.

EVALUATION: There will be two exams for the course: a midterm test (40% of the final mark) and a final examination (60% of the final mark). Both exams will consist of a combination of multiple-choice, short-answer, and essay questions. Examination questions will be based on information contained in the textbook and in lecture material.

PRIMARY READING: Mischel, W. (1993). Introduction to personality (5th ed.). Fort Worth: Harcourt, Brace, Jovanovich.

Joan Linsenmeier
Psychology C16
EXPERIMENTAL SOCIAL PSYCHOLOGY
Time: TTh 10:30-12:00
Office Address: 311 Swift Hall
Phone: 491-7834
Expected Enrollment: 25

COURSE DESCRIPTION: This course will begin with an overview of current research on social cognition, on how ordinary people act as informal psychologists trying to understand other people and themselves. We will then examine the more formal techniques used by social psychologists in their attempts to understand social behavior. The focus of the course will be on the theory and mechanics of doing experiments in social psychology, but we will also look at other approaches to doing social psychological research.

Students in the course will design, pretest, and evaluate original research projects dealing with some aspect of social cognition.

PREREQUISITE: B04 and B05.

TEACHING METHOD: Lecture and discussion.

METHOD OF EVALUATION: Several short papers, two class presentations, and a major paper reporting on student's original research.

READINGS. To be announced.

Winfred F. Hill
Psychology C22-1
LEARNING AND MOTIVATION I
Time: MWF 10:00
Office Address: 203 Swift Hall
Phone: 491-7730

Expected Enrollment: 45

COURSE DESCRIPTION: Focuses on the basic principles of learning and motivation, though also concerned with applications. Emphasis is on results of laboratory research, particularly with animals, and on the theories which attempt both to explain the data and to relate the findings to human affairs.

PREREQUISITES: Psychology A10 or A12, with some additional psychology recommended.

P/N is allowed only if course is not to be counted toward the Psychology major.

TEACHING METHOD: Primarily lecture.

METHOD OF EVALUATION: Two or more tests, primarily objective but perhaps with some essays. A paper, requiring thought rather than research, will contribute about half as much to the grade as one test.

READINGS: To be announced.

Vicki Smith

Psychology C40

PSYCHOLOGY OF LAW

Time: MWF 11:00

Office Address: 312 Swift Hall

Phone: 491-7624

Expected Enrollment: 100

COURSE DESCRIPTION: This course examines the implications of psychological theory and research for law and the criminal justice system. We will consider the contributions of psychological research on a variety of legal topics, including jury decision making, eyewitness testimony, confessions, and the prison system. We will also evaluate the role of psychologists as participants in the legal process, in the assessment of insanity, the prediction of dangerousness, and as eyewitness experts.

PREREQUISITE: At least one course in psychology, or consent of instructor.

TEACHING METHOD: Three lectures per week.

EVALUATION: Students' grades will be based on a midterm exam and a final exam.

READING LIST: Curt Bartol, Psychology and American Law.

ctec@northwestern.edu

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Last Updated: October 28, 1993

Winter 1993-94 Course Descriptions

0455 French

French A05-0

FRESHMAN SEMINAR:

PARIS AND THE EMERGENCE OF THE MODERN

Time: 12:00 MWF

Instructor: Scott Durham

Office Address: 131 Kresge

Phone: 1-4660

DESCRIPTION: In this course, we will examine the representation of "modern life" in 19th- and 20th- century French literature and art, particularly as it emerges from the experience of Paris as a site of political, industrial and cultural revolution. At what point (and for what reasons) do writers, artists and the public they address, begin to think of themselves as "modern"? What distinguishes modern experience from what preceded it? How do the major writers and artists of the period represent their own relation to modernity still our experience today, in our cities and in our private spaces? The course will serve as an introduction to the artistic movements of the period (such as realism, modernism, and surrealism) in terms of their historical context, but students will also be encouraged to reflect on the extent to which these works address (or fail to address) their own contemporary experience. All texts will be read in English.

METHOD: Emphasis will be placed on student participation (including brief presentations in class), although the instructor will occasionally lecture to supply background to the readings.

EVALUATION: Students will be graded on six short papers (2-3 pages), as well as on their participation in class.

TEXTS: (tentative)

Balzac, Old Goriot

Balzac, The Girl with the Golden Eyes

Baudelaire, Flowers of Evil and Paris Spleen (selections)
Zola, Nana
Aragon, The Nightwalker (selections)
Bookstore: SBX

French All-2
ELEMENTARY FRENCH
C. Tournier, Coordinator
Time: MTWTHF at 9, 10, 11, and 1
Office Address (coordinator): Kresge 139
Phone: 491-2654
Instructors: TBA

DESCRIPTION: French All-2 is the second quarter of Elementary French. Class meets five days a week. The aim of the course is to build skills in speaking, understanding, writing and reading French through study, practice, and class activities. Note that P-N is not allowed for students who take this course because of the CAS language requirement.

PREREQUISITE: French All-1 or consent of the coordinator (C. Tournier)

METHOD: Classes will include a variety of activities designed to help students acquire a knowledge of the basic French vocabulary and structures along with the ability to use what they have learned in situations of communication. Classes will be conducted in French except when explanation of grammar or other material may necessitate the use of English. Students are expected to prepare outside of class, to participate actively in class activities, and to work independently with laboratory materials.

EVALUATION: Final grades are based on class performance and attendance, homework and compositions, quizzes, 2 unit tests, and a final oral exam.

TEXTS:

Voila, Heilenman, Kaplan and Tournier, Heinle and Heinle, 1992 (second edition). Available at Norris Bookstore.
Voila, Cahier d'activities ecrites et orales, Heilenman, Kaplan and Tournier, Heinle and Heinle, 1992 (second edition). Available at Norris Bookstore.
Voila, Lab Tape Program, Heilenman, Kaplan and Tournier,

Heinle and Heinle, 1992 (second edition). Available at Norris Bookstore.

Course Packet (to be purchased from your instructor).

French A15-2

ACCELERATED ELEMENTARY FRENCH

C. Tournier, Coordinator

Time: TBA

Office Address (coordinator): Kresge 139

Phone: 491-2654

Instructors: TBA

DESCRIPTION: A15-2 is the second of a two-quarter sequence course (Fall and Winter) that duplicates the material covered in French A11-1, 2, 3 but which assumes some prior knowledge of the language. The aim of the course is to review and develop skills in speaking, understanding, reading and writing. Note that P-N is not allowed for students who take this course because of the CAS language requirement.

PREREQUISITE: A15-1 or permission of coordinator.

METHOD: Classes meet four times a week (MTWTh) and will include a variety of activities designed to help students develop their knowledge of the basic French vocabulary and structures along with the ability to use what they have learned in situations of communication. Classes will be conducted in French except when explanation of grammar or other material may necessitate the use of English. Students are expected to prepare outside of class as well as to work independently with laboratory materials.

EVALUATION: Final grades are based on class performance and attendance, homework and compositions, quizzes, two unit tests, and a final oral exam.

TEXTS:

Heilenman, Kaplan and Tournier, Voila, Heinle and Heinle, 1992 (second edition). Available at Norris.

Heilenman, Kaplan and Tournier, Voila, Cahier d'Activities Ecrites et Orales, Heinle and Heinle, 1992 (available at Norris).

Heilenman, Kaplan and Tournier, Voila, Lab Tape Program, Heinle and Heinle, 1992 (available at Norris).

Course Packet (to be purchased from instructor).

French A21-2

SECOND YEAR FRENCH

Time: MTWTH, 9, 10, 11, 12, 1, 2

Coordinator: Janine Spencer

Office Address: Kresge 145C

Phone: 491-8259

DESCRIPTION: French A21-2 is the second quarter of a three-quarter sequence that will review and build on your present knowledge of French. It will incorporate a grammar review and a variety of activities designed to increase your fluency in speaking, understanding, reading, and writing as well as develop your awareness of cultural differences between French-speaking communities and your own. Classes meet four times a week. Completion of French A21-2 is a prerequisite for enrolling in French A21-3, the third quarter of this course. In order to satisfy the CAS language proficiency requirement, students must complete French A21-3 with a grade of C or better. The P/N option is not available to CAS students.

PREREQUISITE: French A21-1 or placement by department.

EVALUATION: Class Participation, Quizzes, and two unit tests.

TEXTS:

Bragger et al, Allons Voir, Heinle and Heinle, 1992;
Cahiers d'exercices for Allons Voir

French A23-0

SECOND-YEAR FRENCH: INDIVIDUALIZED INSTRUCTION

Time: M-W: 10, 11, 12, 1, 2 or T-Th: 1

Coordinator: Janine Spencer

Office Address: Kresge 145C

Phone: 491-8259

Tutors: 145B 491-8273

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.

e) Theater Workshop: The goal of this option is to use the study and performance of theatrical texts to help students improve their speaking, reading, and writing skills. Students will read and discuss scenes and sketches will be rehearsed and performed in class. Students will also write and perform their own dramatic project. This class will require occasional outside rehearsal time.

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, RECONTRES, D.C. Heath, 1985

French A27-2

SECOND YEAR FRENCH FOR READING

Time: 9:00 MWF

Instructor: Anne Landau

Office address: Kresge 143

Phone: 491-8269

DESCRIPTION: This course is the first quarter in a three quarter sequence. Successful completion of the third term in Spring quarter will satisfy the CAS foreign language requirement.

The purpose of A27 is to develop gradually the student's ability to read French accurately and readily. The language text presents the basic elements of French syntax, grammar, and vocabulary. The focus, however, is on incorporating these elements into a successful method of reading. The Explorations text presents an intermediate level anthology of literary value and for enjoyment. Magazine, journal, and newspaper texts will also be read.

Students are expected to attend class regularly, participate as actively as possible, and prepare all assignments. Classroom discussions are in English.

EVALUATION: Final grades are based on class participation and a series of quizzes.

TEXTS:

French for Reading, Karl Sandberg, Prentice Hall.

Explorations, 2nd Edition, Shunk & Waisbrot, Heinle & Heinle

French B01-2

INTRODUCTION TO FRENCH STUDIES

Time: 10:00, 11:00, 1:00 MWF

Coordinators: Janine Spencer and Claude Tournier

Office: Kresge 145C/ Kresge 129

Phone: 491-8259/491-2654

DESCRIPTION: French B01-2 is the second quarter of a 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, compositions, quizzes, and two midterms.

PRE-REQUISITES: French B01-1 or A23-0 or placement by department.

TEXTS:

Ianziti, McCarthy and Spencer, Et a votre avis...? Holt, Rinehart and Winston, 1991 (at Europa, Norris and SBX)
Pagnol, Jeande Florette, Fallois (at Europa)

French B02-0

WRITING WORKSHOP

Time: 10:00 and 11:00 MWF

Coordinator: Janine Spencer

Office Address: Kresge 145C

Phone: 491-8259

DESCRIPTION: This course is designed to develop and improve your writing skills through a variety of classroom activities. Selected grammar points will be discussed in class. Homework will include short compositions and the preparation of grammar exercises.

PREREQUISITES: B01-and/or B01-2 placement by the department.

METHOD: A creative writing workshop, with written and oral activities organized around communicative strategies. Students will be expected to prepare at home for each class session.

EVALUATION: The final grade will be based on class

participation, homework, quizzes and 2 exams.

TEXT:

Carlut & Meiden, French for Oral and Written Review,
Holt, 1993; Micro-Robert de Poche (Midwest European
Bookstore)

Course packet

French B03

INTERMEDIATE CONVERSATION

Time: 10:00 and 11:00 MWF

Coordinator: Claude Tournier

Instructors: TBA

Office (coordinator): Kresge 139

Phone (coordinator): 491-2654

DESCRIPTION: This course is designed to build fluency in speaking and understanding French. Classes will concentrate on increasing listening comprehension, building vocabulary and idiom use, and enhancing communication skills.

PREREQUISITE: French B01 or B02. Permission from the French department is required (go to Kresge 145D to obtain a permission slip during registration).

METHOD: Spoken activities in class organized around communicative strategies needed to carry on a meaningful conversation. Students are expected to prepare at home for each session as well as to listen to conversations on tape (individual audio-cassette provided with textbook). There is also a video program watched in class for listening comprehension.

EVALUATION: The final grade will be based on class participation, a listening comprehension midterm and a final oral exam.

TEXT:

Bragger and Rice, Du Tac au Tac, Heinle and Heinle,
1991 (second edition). Available at Norris.

French B10

INTRODUCTION TO FRENCH LITERATURE

Time: 12:00 MWF
Prof. Sylvie Romanowski
Office: Kresge 152A
Phone: 491-2772

DESCRIPTION: This course examines texts representing major genres and authors: theater, the short story, the novel and poetry. A theme of the search for self-knowledge and self-understanding links these works of the modern period. The focus will be on style, form, narrative and dramatic techniques, and students will be asked to analyze specific parts of the texts, or specific poems, in detail in order to understand the relation of form to content.

METHOD: The course will be conducted entirely in French.

EVALUATION: There will be several short papers, and a final longer paper in lieu of an exam. Students will be evaluated on their written work and their class participation.

TEXTS:

Flaubert, *Trois Contes*; Colette, *La Chatte*; Duras, *Moderato cantabile*; Anouilh, *Antigone*; Ionesco, *La leçon*; Pontes
français des 19e et 20e siècles

These texts are available at Midwest Europa Bookstore, 824 Noyes Street. Please buy them together.

French B10
INTRODUCTION TO FRENCH LITERATURE
Time: 10:00 MWF
Prof. Lorraine Piroux
Office Address: 128 Kresge
Phone: 491-8263

This course fulfills a CAS Area VI Literature and Fine Arts distribution requirement

DESCRIPTION: This course examines a selection of texts from the major genres: the theater, the novel, the short story, the dialogue, the essay and poetry. Within the larger theme of "Voyage et voyageurs," the focus will be on the various ways these travel narratives serve to promote a personal,

national and/or fictional identity. Special attention will be given to the nature and function of exoticism in these texts at different periods of French history. As an introduction to French literature, this course is also intended to train students in the field of discursive techniques: narrative, dramatic and poetic.

METHOD: This class will consist of discussions and close readings of texts. It will be conducted entirely in French.

TEXTS:

Diderot: Le supplement au voyage de Bougainville

Marivaux: L'ile des esclaves

Balzac: Le message

Georges Sand: Voyage chez M. Blaise

Baudelaire: Extraits des Petits poemes en prose et des Fleurs du mal

Cesaire: Cahier d'un retour au pays natal

Modiano: Rue des Boutiques Obscures

French B80-2

FRENCH CIVILIZATION: 19th Century

Time: 10:00 MWF

Instructor: Terri J. Nelson

DESCRIPTION: This course will examine the transformations of French society between 1914-1992. We will explore how political, historical and economic events have changed lifestyles, traditions, and values. The course will be taught entirely in French.

METHOD: Mostly lecture with some discussion

GRADING: Grades will be based upon participation, homework assignments, and a final.

TEXTS:

There will be a course packet and several (2-3) texts.

Students will also be required to see films at the Library or in the Language Lab.

French B81

WOMEN IN FRANCE

Time: 1:00-2:30 T TH

Instructor: Jane Winston

Office: 129 Kresge

Phone: 1-8268

DESCRIPTION: The social, political, and economic situations of women have changed dramatically in France during the twentieth century. In this course, we will examine these changes and explore the ways in which they have worked to transform women's representations of themselves and their world. We will examine newspaper articles and historical text, read novels by female authors, and familiarize ourselves with the basic tenants of the most influential "strands" of French feminist writings. In addition to historical texts and newspaper articles, we will read excerpts from Simone de Beauvoir, *The Second Sex*, articles by Christine Delphy, Monique Wittig, Helene Cixous, Julia Kristeva, and Luce Irigaray, and selected sections of Toril Moi, *Sexual/Textual Politics*. The novels we will study will include *Colette*, *The Vagabond*, *Annie Ernaux*, *Cleaned Out*, *Marguerite Duras*, *The Ravishing of Lol. V. Stein*, and *Monique Wittig*, *Les Guerillares*. Our readings will be complemented by two video screenings--the film version of *The Vagabond* and *Une Affaire de femmes*.

METHOD: This course is taught in English, using both lecture and discussion formats. Video screenings will be held in the Media Center at the NU Library.

EVALUATION: Students will be evaluated based on classroom participation, short quizzes, and two papers.

French C02-2

ADVANCED FRENCH COMPOSITION

Time: 10:00 MWF

Place: Kresge 122

Coordinator: Marie-Simone Pavlovich

Office Address: Kresge 43

Phone: 491-4662

DESCRIPTION: Systematic development of written expression in French, organized according to language functions (describing, persuading, hypothesizing, etc.) and

communicative needs (social and business correspondence, applications, invitations, etc). Emphasis is on developing vocabular, ease of expression, and an awareness of appropriate styles of writing.

PREREQUISITE: C02-1 or consent of the instructor.

METHOD: Classroom discussion and exercises, and weekly written assignments.

EVALUATION: Final grade will be based on weekly written assignments, a final project, attendance and participation.

TEXTS:

Ronald St. Onge, Maguy Albet: Alineas, Heinle & Heinle Publ.

French C05

Instructor: Marie-Simone Pavlovich

FRENCH PHONETICS

Time: 11:00 MWF

Office: Kresge 43

Phone: 491-4662

DESCRIPTION: The goal of the course is the development of native-like spoken French, through intense practice in correct production of the sounds of the language, as well as intonation patterns, rhythm, liaison, etc. Oral practice is within a communicative/cultural context, with attention to features of current usage. The course will also address issues in theoretical phonetics, particularly phonetic transcription and articulatory description.

PREREQUISITE: None.

METHOD: Lecture/demonstration, group work, regular meetings in the language lab.

EVALUATION: Final grade will be based on weekly written quizzes, periodic evaluation of pronunciation and a final oral interview.

TEXTS:

Diane Dansereau, Savor dire: Cours de phonetique et de prononciation (Heath)

French C15-2

FRENCH LITERATURE AND CULTURE (in French)

Time: 10:00-11:00 MWF

Instructor: Sylvie Romanowski

Office Address: Kresge 140; Dept: Kresge 151

Office Phone: 491-5490

DESCRIPTION: This course will cover the development of French thought and literature from 1660 to 1830. The first part of the course will be devoted to the study of 17th century writings by playwrights and moralists, such as Racine, Moliere, Pascal, La Rochefoucauld and La Bruyere, and we will read parts of La Fayette's novel, LaPrincesse de Clèves, the first modern French novel. In the second part of the course, we will read about the history of the reign of Louis XIV and of the court society which forms the context for the literature of that period. For the 18th century, we will read sections of books on the Enlightenment: its broader perspective on democracy, on public life and on the search for a new form of society that culminated in the Revolution.

METHOD: Introductory lectures to each period; discussion of the texts; oral reports by students on outside reading. The course is conducted entirely in French.

EVALUATION: Class participation; mid-term examination, and final paper or final examination, and quizzes.

READINGS: Xeroxed text packet available from the office of the Department of French and books from Midwest Europa, 824 Noyes St., Evanston

French C81

Michal P. Ginsburg

CONTEMPORARY THEORY

Time: T, Th 1:00 - 2:30

Office Address: 146b Kresge

Phone: 491-8261

Expected Enrollment: 20

DESCRIPTION: An introduction to some of the major trends in contemporary theory. The emphasis of the course will be on

the various ways in which "the linguistic turn" which distinguishes 20th century theory gets elaborated, transformed, and critiqued. Since this turn occurred first and foremost within French thought, the course will deal primarily with French thinkers, emphasizing the ways in which these thinkers have influenced and shaped the current theoretical scene in America. We will start with the redefinition of language and the linguistic sign by Saussure at the beginning of the century and see how his thinking gave rise to structuralist anthropology (Levi-Strauss), structuralist analysis of poetry and narrative (Jakobson, Barthes, Todorov, Genette) and how it influenced psychoanalytical theory (Lacan). We will then study some of the major "post-structuralist" thinkers (Derrida, Althusser, DeMan, Foucault) and end up with a discussion of the place of post-structuralist thought in the current theoretical scene.

TEACHING METHODOLOGY: Short introductory lectures; class discussion. Taught in English; texts in English.

EVALUATION: Class participation, short class presentation, mid-term and final.

French C91-2

TOPICS IN LANGUAGE: TRANSLATION (Theme et version)

Time: TTh 1:00-2:30

Prof. Margaret Sinclair

Office Address: Kresge 145

Telephone: 491-8258; Home 679-2342; Messages 735-5267

DESCRIPTION: This course builds on skills acquired in the Fall quarter (C91-1) and focuses on a series of translation problems linked to specific linguistic functions, such as description, narration, argumentation, or report. Students are asked to reflect critically on the way in which the two languages present, articulate and shape their users' perception of the world, and to apply this critical reflection to the translation of a variety of literary and non-literary texts. The course culminates in a three-week long individual translation project (a short story, a longer poem, a journalistic essay, a critical or scholarly article, sections of a play or screenplay, etc.) in which students showcase their mastery in translation and comparative stylistics. The text is chosen by the student in consultation

with the instructor. Individual weekly meetings are scheduled during this period to discuss and improve the quality of translation. The project is due in Exam week.

Note: This course prepares M.A. students for the Theme et Version part of the Master's Examination.

EVALUATION: Grades will be based on work done at home and in class and upon the individual project.

TEXTS:

Xeroxed package of texts in English and French.

French C97

Studies in Literature and Culture

FRENCH COMEDY IN SOCIETY

Instructor: Tilde Sankovitch

Time: TTh 9:00-10:30

Office Address: Kresge 141

Office Phone: 467-1448

DESCRIPTION: In this class, we will study French theatrical comedy from the Middle Ages to the present. We will explore the genre in its textual as well as in its performance aspects, placing it in the social contexts in which it evolved through the centuries. We will also study several theories of comedy and of the comic, and examine how they illuminate the practice of comedy as a social ritual.

METHOD: Lectures and discussions

EVALUATION: Class participation; two short papers, and one longer final paper.

TEXTS:

Readings will include a medieval farce, and plays by Corneille, Moliere, Marivaux, Beaumarchais, Feydeau, Jarry, Ionesco, Beckett, Arrabal, and Obaldia.

French D10 and D20

Winter-Spring 1993-94

Reconfiguring Subjectivity in the Middle Ages and the Renaissance

William Paden (491-5490) and Tilde Sankovitch (467-1448)
Tuesdays, 3:00pm to 5:30pm
Kresge Hall, Room 122

DESCRIPTION: The course will offer a juxtaposed study of the Middle Ages and the Renaissance in the double perspective of period theories and theories of the self. The syllabus will be organized into three areas, Fictions of the Self, Writing the Self, and Women and Subjectivity, which will be framed within the question, What do these periods mean? Is the traditional periodization justified in terms of a focus on subjectivity and the self?

METHOD: Seminar/discussion. Both professors will be involved in every class, and will alternate in leading discussion. It is assumed that all students will be able to read Modern French. For graduate students in French and others who are interested, the course will provide beginning training in reading Old French.

EVALUATION: Students will write one substantial paper, to be handed in at the end of the two quarters. For graduate students in French, a one-hour examination on translation of Old French passages studied in class.

TEXTS: (for the two quarters tentatively)

Primary Sources:

Abelard and Heloise. Letters of Abelard and Heloise, trans.

Betty Radice. Harmondsworth: Penguin, 1974. \$6.95

St. Augustine. Confessions of St. Augustine, trans. John K.

Ryan. Garden City, NY: Doubleday, 1960. \$6.95.

OR: Trans. R.S. Pine-Coffin. Harmondsworth: Penguin, 1961. \$6.95

Chretien de Troyes. Arthurian Romances, trans. William W.

Kibler. Harmondsworth: Penguin, 1991. \$8.95

Guibert of Nogent. Self and Society in Medieval France: The

Memoirs of Abbot Guibert of Nogent (1064?-c. 1125), ed. John

F. Benton. Toronto: U Toronto P, 1984. \$11.95

Marie de France, Lais, traduits par Laurence Harf-Lancer,

Livre de Poche (Paris: Librairie Generele Francaise, 1990)

Montaigne, Essais (Livre III)

Rabelais, Gargantua et Pantagruel, Francois. Le Testament,

ed. Jean Rychner and Albert Henry. Geneva: Droz, 1974.

Vol. 1 only. \$11.50

Xeroxed materials by troubadours and trobairitz, Chretien de

Troyes, Ronsard and Du Bellay, Jodelle, Louise Labbe, the

Dames des Roches, Christine de Pizan, Marie de Gournay

Secondary Sources:

Burckhardt, Jacob. The Civilization of the Renaissance in Italy (1860). \$10.95

Kerrigan, William, and Gordon Braden. The Idea of the Renaissance (1989). \$14.95

Morris, Colin. The Discovery of the Individual 1050-1200 (1972). Price?

Kelly, Joan. "Did Women Have a Renaissance?" Women, History and Theory: The Essays of Joan Kelly. Chicago: University of Chicago Press, 1984. 19-50. \$10.95

Xeroxed materials: Paden, "Europe from Latin to Vernacular in Epic, Lyric, Romance", "Scholars at a Perilous Ford." Others.

French D60/Comp. Lit. D81-0:

Instructor: Scott Durham

FOUCULT AND DELEUZE

Time: 3:00-5:30 M

DESCRIPTION: This course will wxplore various points of contact between these thinkers. Among the issues addressed will be the law and the institution in the production of the subject, the simulacrum and the notion of the series, and the theory of discursive formations. Readings will include Surveiller et Punir, La Volonte de Savoir, Presentation de Sacher-Masoch, and Proust et les Signes, as well as portions of L'Anti-Oedipe and Mille Plateaux. Readings and discussions will be in English.

ctec@northwestern.edu

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

[Northwestern University](#)

Last Updated: October 28, 1993

Winter 1993-94 Course Descriptions

0457 Italian

Italian A01-2

ELEMENTARY ITALIAN

Time: 9:00, 10:00, 11:00, 12:00 MTWThF

Coordinator: Concettina Pizzuti

Office : 142

Phone: 467-1987

DESCRIPTION: This course is the second in a three-quarter course sequence of beginning Italian for students with no previous knowledge of the language. The objective of the course is to build basic skills in understanding, speaking, reading and writing Italian through daily practice. This quarter will place particular emphasis on the reading skill. Classes are conducted in Italian except when explanation of grammar or other material necessitates the use of English.

METHOD: Grammar will be taught inductively and practiced in the classroom. Conversation skills will be developed through oral exercises, class presentations situations & interviews.

EVALUATION: Class performance, homework, quizzes, written and oral finals.

TEXTS:

Lazzarino, Graziana: PREGO!, McGraw Hill, 1990.
Workbook and Lab Manual for PREGO!

Italian A02-2

INTERMEDIATE ITALIAN

Time: 10:00 & 12:00 MTWF

Coordinator: Concettina Pizzuti

Office: 142 Kresge

Phone: 467-1987

DESCRIPTION: The course is designed to build on basic skills

in Italian language through grammar review, cultural and literary readings, and the integration of audio/video material. Each of the activities will be developed as much as possible in terms of the Italian social, cultural and historical milieu. The 12:00 section is an experimental course which will prepare students for a theoretical production in the spring, emphasizing at the same time comprehension, (oral and written), speaking and writing.

PREREQUISITE: Italian A02-1, or permission of course coordinator.

METHOD: Class time will be divided between oral exercises (students review grammar at home) and the sharpening of conversation skills. Class is conducted in Italian except when explanation of grammar or other material may necessitate the use of English.

EVALUATION: Grades will be based on class participation, homework, quizzes, written and oral final exam.

TEXTBOOKS: Merlonghi & Merlonghi, Andiamo avanti: Lingua e cultura, Andiamo avanti: Attualit  e racconti, Prentice Hall, 1992.

Italian A33/34-2

INTENSIVE ITALIAN

Time: MTWTHF 3-5:00

Instructor: Concettina Pizzuti

Office: Kresge 142

Phone: 467-1987

DESCRIPTION: Italian A33/34 is an intensive program at the elementary and intermediate levels. Designed as an alternate to the A01-A02 sequence, it allows students to complete two years work in three quarters. Students must enroll in both A33 and A34 concurrently and will receive one credit and a grade for each course. The entire year's sequence of A33-1,2,3 and A34-1,2,3 will have to be completed in order to fulfill the language requirement for CAS. Italian A33/34 is not an individualized language course. Students must attend classes as well as carry out some individual laboratory assignments.

A student may complete the language requirement in 3 quarters rather than 6 through this course. Those interested in pursuing advanced courses in Italian will be able to do so by the beginning of their fourth quarter of studies in the language. A student with previous language training or linguistic ability may go at a faster pace than possible in a normal class situation.

Students not completing the entire 3-quarter sequence can continue in an A01 or A02 program equivalent to their level of achievement.

METHOD: Class time will be divided between oral exercises (students study grammar at home), and the development of basic conversation skills, particular emphasis will be placed on the reading skill. Current, authentic material will be used and strategies employed that will

- 1) encourage students to deduce meaning based on context
- 2) build guessing abilities through cognate analysis.

Grammar will be taught inductively. Video tapes, magazines, slides and recordings will be used to supplement the chosen textbook. Class is conducted in Italian except when explanation of grammar or other material may necessitate the use of English.

EVALUATION: Grade will be based on class performance, homework, presentations, quizzes, written and oral final exam.

Credits: Two units per quarter. Completion of this intensive language program with a grade of "C" or better will fulfill the CAS foreign language requirement. P/N allowed, but will not fulfill CAS requirement.

TEXTS:

Lazzarino, Prego!

Workbook and Lab Manual for Prego!

Italian B02

Regional Italy

Concettina Pizzuti, Instructor

Time: MWF 11:00am

Office: Kresge 142

Phone: 467-1987

DESCRIPTION: Starting with a video of the area that will be the topic of the week (Sicily, Florence Rome, Venice...) the history, literature, art and language of Italy from the Middle Ages to the 19th century will be studied and discussed, focusing on regional diversity.

PREREQUISITE: Italian A33/34, A02-3, B01 or permission of instructor

METHOD: Discussions in Italian on the material read, will be the main feature of this class.

EVALUATION: Grade will be based on 4 quizzes, weekly written assignments, oral presentations and participation.

TEXT:

Photocopied material to be purchased in class.

Italian C01

ADVANCED GRAMMAR AND COMPOSITION

Time: MWF 9:00am

Instructor: Daniela Cavallaro

Office: Kresge 105A

Telephone: 491-8271

DESCRIPTION: This course aims to develop students' writing skills both in the literary and in the business fields.

PREREQUISITES: Three years of Italian or permission from the instructor.

METHOD: Students will be exposed to literary and business Italian through readings of essays, poems, novels, short stories, and newspaper articles. They will practice analyzing literary texts and writing resumes and business letters in Italian. Students are expected to review the grammar individually. The class is conducted entirely in Italian.

EVALUATION: Weekly compositions and a final paper.

TEXTS:

Photocopies to be purchased in class at the beginning of the

course. Other material will be on reserve at the library.

Italian C20

TOPICS IN THE RENAISSANCE (In English) Theater, Ritual and Spectacle in the Italian Renaissance

Time: 10:30-12:00 T TH

Instructor: Karen Pinkus

DESCRIPTION: This course is a survey of various forms of public spectacle during the Italian Renaissance, from religious pageants to public hangings, from "humiliating" races in which the socially marginal were made to run naked through the city, to the origins of the Commedia dell'arte. Conducted entirely in English, this course assumes no prior knowledge of Renaissance culture. Students interested in the history and theory of performance, as well as European culture, art and literature of the early modern period are encouraged to attend. We will consider theoretical genres, theater architecture, and acting styles, as well as public punishments, "theatricality" in Renaissance painting, carnival festivities, and the relation of audience to performer. A central concern of the course is to explore the ways in which spectacle either reflects, mediates, or creates power relations in society. In the case of Renaissance English culture--the culture of Shakespeare--the monarchy both shaped and was shaped by theater. Italy, with its Pope, its various city states, curts, despotic rulers, and humanist academies experienced unique and varied forms of spectacle and spectator ship. Theater provided one way for these different institutions to come to terms with one another; it was also a place in which social roles came to be defined or overturned.

Students can opt to complete a research paper on some aspect of the course, or a creative project such as a series of set designs or a staged performance. Two books are required: Erwin Panofsky, *Perspective as Symbolic Form*, and the Penguin anthology of *Five Italian Renaissance comedies*. A packet of readings will include selections from cultural critics and historians of the theater.

EVALUATION: Midterm and final paper or project; participation in class discussions.

ctec@northwestern.edu

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Last Updated: October 28, 1993

Winter 1993-94 Course Descriptions

0459 Portuguese

Vera R. Teixeira

Portuguese A01-3

Intensive Elementary Portuguese

Time: M,T,W,Th,F 12:00

Office Address: 138 Kresge

Office Phone: 491-8283

Course Description: Intensive language for beginners. Regular attendance to classes (5 hours), and independent laboratory work (5 hours) are required each week. This program emphasizes mastery of spoken Brazilian Portuguese as the foundation for advanced training in oral expression, comprehension, reading and writing.

P/N is not allowed for majors or to fulfill the foreign language requirement

Teaching Method: Classroom drills by a native speaker are followed by individual practice in the Language Laboratory. Written work is also required.

Evaluation: Class participation, quizzes, oral/written midterm, oral/written final. This course also offers basic information as well as insights into the history and culture of the Portuguese-speaking countries of Europe, Africa and America. The three-quarter Intensive Elementary Portuguese sequence fulfills the CAS Foreign Language requirement as well as the Undergraduate Certificate in African Studies requirement of competency in a non-African language spoken in Africa.

A01-1,2,3 is a prerequisite for admittance to Port C03, ADVANCED PORTUGUESE; Port. C05, and/or Port. C06, BRAZILIAN LITERATURE.

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Last Updated: October 28, 1993

Winter 1993-94 Course Descriptions

0463 Spanish

Renate Robinson, Coordinator
Hispanic Studies A01-2
Elementary Spanish
Time: MTWF 9,10,11,12,1,2
Office Address: 133 Kresge
Phone: 491-8277

Course Description: This is the second quarter of the standard three-quarter introductory Spanish sequence. It meets four days a week in regular class sessions, including approximately one hour in the language laboratory. Emphasis is placed on speaking, reading, writing, and oral comprehension. Students will be presented with audio-visual material to further develop listening and conversation skills.

Prerequisite: A01-1

P/N is not allowed for majors, or to fulfill the foreign language requirement.

Evaluation: Homework, quizzes and examinations, oral interviews, compositions and class participation.

Reading List: Galloway & Labarca Visi-n y Voz (textbook, workbook, lab book and set of audio tapes), Destinos, Viewers Handbook McGraw Hill

TBA Supplementary Readings

Sonia Garcia, Coordinator
Hispanic Studies A02-2
INTERMEDIATE SPANISH
Time: MTWF 8,9,10,11,12,1,2
Office Address: Kresge 136
Phone: 491-8136

COURSE DESCRIPTION: This is the second quarter of the A02 sequence. Students will continue their studies of the main grammatical structures of Spanish and will read literary and cultural selections, articles, and essays in Spanish. Students will be presented with audio-visual material to further develop listening and conversation skills.

PREREQUISITE: Completion of A02-1 or placement at A02-2 on the departmental placement system.

P/N is not allowed.

EVALUATION: Classroom participation, attendance, oral interviews, compositions, departmental exams, and a video activity.

READING LIST: Kupferschmid & Dorwick. Un paso mas (McGraw-Hill Textbook
Workbook/Lab Manual
Laboratory Tape Program

Available at Norris Center Bookstore

John Dagenais

Hispanic Studies A05-6

Freshman Seminar: CIBOLA: HISPANIC AND NATIVE AMERICAN
LITERATURE OF THE U. S. SOUTHWEST

Time: MW 2-3:30

Office Address: 232 Kresge

Office Phone: 1-8128

email: j-dagenais@northwestern.edu

Course description: The Spaniard Francisco Coronado was among the first Europeans to explore the region which is now the Southwestern United States. He was spurred on by a search for Cibola, the Seven Cities of Gold. Although all he found were Zuni pueblos, his expedition marked the beginning of Spanish cultural influences in the southwest, an influence which continues to this day. In this course we explore the fascinating mix of cultures--Native American, Hispanic, Anglo--of the U.S. southwest, reading books by authors from all three cultures and viewing films relating to the Hispanic and Native American experience of the region. Among other things we will examine the mixture of the real and the

marvelous which permeates this literature, especially the mythic proportions of the landscape itself. We will also see how Hispanic and Native American cultures struggle in the contemporary American urban environment.

Teaching method: Discussion

Evaluation: Participation in class discussion, one or two oral reports, three short papers, final paper

Tentative Reading List:

W. Cather. Death Comes for the Archbishop.
Rudolfo Anaya . Bless Me Ultima.
Ana Castillo. The Mixquiahuala Letters.
Miguel Mendez. Pilgrims in Aztlan.
Leslie Marmon Silko. Ceremony.
Paula Gunn Allen. The Woman who Owned the Shadows.

Films

Aguirre, the Wrath of God
Powagqatsi
The Milagro Beanfield War
The Ballad of Gregorio Cruz
American Me
Zoot Suit

Renate Robinson, Coordinator
Hispanic Studies A15-1
ACCELERATED FIRST-YEAR SPANISH
Time: MTWF 9,10,11
Office Address: Kresge 133
Phone: 491-8277

COURSE DESCRIPTION: For students with some previous experience in Spanish. Four class meetings per week plus one hour per week in the language laboratory. Emphasis is placed on speaking, reading, writing, and oral comprehension. Students will be presented with audio-visual material to further develop listening and conversation skills.

PREREQUISITES: Department placement

P/N is strongly discouraged

EVALUATION: Homework, quizzes and examinations, oral interviews, compositions, class participation, and a video activity.

READING LIST: Galloway & Labarca Vision y Voz (textbook, workbook, lab book and set of audio tapes), Destinos, Viewers Handbook McGraw Hill

TBA Supplementary Readings

Available at Norris Center Bookstore

John Dagenais

Spanish B01-3

Introduction to Spanish Literature (Medieval Literature)

Time: MWF 11:00

Office Address: 232 Kresge

Phone: 491-8128

email: j-dagenais@northwestern.edu

Course description: This course follows the Camino de Santiago, the famous medieval pilgrim route from France across northern Spain to the shrine of St. James, patron saint of Spain in Compostela. Along the way we will stop at cities, shrines and monasteries important in the formation of Spanish culture in the Middle Ages and read works of literature associated with each place: romances (ballads), The Poem of the Cid, Miracles of Our Lady, as well as shorter pieces which may have been sung by wandering minstrels in town squares.

Prerequisites: Spanish A02-3 or placement at the B-level after taking the Placement exam.

Teaching method: Lectures and discussion in Spanish.

Evaluation: Midterm, final, in-class reports and class participation.

Reading List: Poema del Cid, Berceo, Los Milagros de nuestra senora; other materials selected

Agnes I. Lugo-Ortiz
Hispanic Studies B02-2
Introduction to the Literature of Spanish America
Time: MWF 10:00
Office address: 241 Kresge
Phone: 491-8129
Expected Enrollment:

Course Description: Reading, analysis, and discussion of selected works by Spanish-American authors from the colonial period to 1888. The course will emphasize the different literary styles and interpretations of the Spanish-American experience and introduce the student to the social and historical context in which the works were written. In particular, this course will focus on issues of cultural identity, as these unfolded through the transition from the colonial period to the establishment and consolidation of the newly independent states in the nineteenth century.

Prerequisite: Spanish A02-3 or placement at the B-level after taking the placement exam.

Teaching Method: Readings and discussions will be in Spanish.

Evaluation: Class participation, Mid-term and Final exams, and periodical reading reports.

Reading List: Englekirk, An Anthology of Spanish-American Literature. Vol. I, second edition. (Prentice-Hall) and other texts.

Lois Barr, Coordinator
Hispanic Studies B03-2
Composition and Conversation
MWF 9,10,11,1,2
Office Address: Kresge 136
Office Phone: 1-8136

COURSE DESCRIPTION: B03 is an intermediate level Spanish course designed to improve students' skills in all areas: speaking, listening, reading comprehension, and writing. Conversation and composition centers on current issues of importance in the Hispanic world, and topics are drawn from

recent films, novels essays and plays. Guest lectures by experts on Spain and Latin America and visits to cultural exhibits in the Latin American community of Chicago provide background material and contact with native speakers. Each quarter focuses on a distinct geographical area: Spain in the fall, South America in the winter, Mexico, the Caribbean, and Hispanics in the U.S. in the spring. Different skills are emphasized in the three quarters: pronunciation in the fall, listening comprehension in the winter, and writing in the spring.

EVALUATION: Class participation, 2 oral presentations, 4 compositions, Final Exam

READING LIST: Patricia V. Lunn, Investigacion de gramatica (Norris); Isabel Allende, Eva Luna (Europa Bookstore)

Sonia Garcia
Hispanic Studies C03-0

ADVANCED COMPOSITION

Time: 9:00 MWF

Office Address: Kresge 134

Office Phone: 1-8280

COURSE DESCRIPTION: The class is conducted entirely in Spanish. The text provides the basic material for careful analysis of grammar and the building of vocabulary and idiomatic expressions. The course is designed to give the student every opportunity to become more proficient in the foreign language. The course plan will be flexible enough to afford the student opportunity, whenever the occasion arises, for free expression.

EVALUATION: Class participation, compositions and tests

READING LIST: Ayllon, C. Smith Spanish Composition Through Literature, Prentice Hall

John Dagenais
Hispanic Studies C10-0

Medieval Literature

Time: 1:00 MWF

Office: 232 Kresge

Phone: 491-8128

e-mail: j-dagenais@northwestern.edu

*Cross listed with Comparative Literary Studies

Course Description: a survey of three major and a few minor works of Medieval Spanish literature. A close reading of the texts themselves will be accompanied by discussions of the history, art and culture of Medieval Spain.

Teaching Method: Lecture and classroom discussion.

Evaluation: Grades will be based on mid-term, final, in-class reports, and class participation.

Texts:

El libro de buen amor

Don Juan Manuel, El Conde Lucanor

Fernando de Rojas, La Celestina

Other materials provided by instructor.

Humberto Robles

Hispanic Studies C42

LATIN AMERICAN DRAMA

Time: 11:00 MWF

Office Address: 233 Kresge

Office Phone: 1-8127

Expected Enrollment:20

*Cross listed with Comparative Literary Studies

**Cross listed with Latin American and Caribbean Studies

COURSE DESCRIPTION: A study of the major trends of Latin American drama in the twentieth century as reflected in its most significant exponents. Emphasis will be on critical readings of such texts. The works will be examined also in the context of such dramatic currents as Naturalism, Epic theatre, Theatre of the Absurd, and Documentary Theatre, among others.

PREREQUISITES: Previous B-level Spanish. P/N allowed.

TEACHING METHOD: Class discussion and lectures in Spanish.

EVALUATION: Participation in class discussion, a paper, a midterm and a final examination.

READING LIST: To be determined.

E. Inman Fox
Spanish C50-0
SPANISH CULTURE AND CIVILIZATION
Time: TTh 10:30-12:00
Office Address: Kresge 236
Phone: 491-8249

COURSE DESCRIPTION: A study of modern Spain through a consideration of the cultural manifestations of its transition from a traditional society to a contemporary one. "Caciquismo" and peasantry, the themes of "intrahistory", Europeanization, the "two Spains", and certain aspects of Spanish customs and social thought (particularly Anarchism) will be viewed from an historical as well as ideological perspective. The Spanish Civil War (1936-1939) will be given a special and extensive treatment.

The class will be conducted in English with English texts. It will be of interest not only to majors in Hispanic Studies but also to students of History, Political Science, International Studies and Journalism.

PREREQUISITES: None, but a reading knowledge of Spanish will be useful.

TEACHING METHOD: Lecture and discussion.

EVALUATION: Paper and exam. Class reports and participation in discussions.

READING LIST: Gerald Brenan, The Spanish Labyrinth
Americo Castro, The Spaniard
Ernest Hemingway Death in the Afternoon
E. Hobsbawn, Primitive Rebels
Gabriel Jackson, A Concise History of the Spanish Civil War
Salvador Madariaga, Modern Spain
J. Ortega y Gasset, Invertebrate Spain
J. Pitt-Rivers, The People of the Sierra

Joan Ramon Resina

Hispanic Studies C95-7

NATIONALISM AND MODERN IDENTITY

Time: To be determined by consensus of students and instructor. Permission of instructor necessary to enroll in class.

Office Address: 231 Kresge

Office Phone: 491-8282

COURSE DESCRIPTION: Students will explore the concept of national identity as it arose in modern times after the demise of traditional structures of social cohesion and subjection. Coextensive with the political aim of legitimating new varieties of power, the process of national formation entails the cultural and/or ethnic definition. This, in turn, has spawned a variety of discourses - historiographic, literary, philosophical, religious, biological, art-historical...- through which social groups have sought to intellectually ground their distinctiveness, and hence their claim to the degree of "self-determination" available through the unfolding complexity of modern institutional structures.

Although the primary case study will be that of Catalan identity within the Spanish state, students will be encouraged to explore any one nationality or other identity group's self-definition that is the focus of their interest.

There will be a small number of common reading items, but students will be expected to develop a bibliography for their own projects. These projects will be discussed with the entire group, with the expectation that contributions from other students will help the elaboration of the final research product.

EVALUATION: Based on oral reports, active exchange of ideas, a seriously planned and well-researched final paper.

TEXTS: Agamben, Giorgio, The Coming Community
Bourdieu, Pierre, Language and Symbolic Power
de Certeau, Michel, The Practice of Everyday Life
Anderson, Benedict, Imagined Communities
Hughes, Robert, Barcelona

H. E. Robles

Comparative Literature

C13-0 STUDIES IN FICTION

NARRATIVE OF THE AMERICAS: FROM FAULKNER TO GARCIA-MARQUEZ

Time: MWF 11:00 SUBJECT TO FINAL APPROVAL

Office address: Kresge 234

Phone: 491-8127/8128

COURSE DESCRIPTION: Reading and analysis of outstanding novels from the American South and the English and Spanish-speaking Caribbean. The course will focus on the cultural conflict between traditional values and social change as it is reflected and as it evolves in the works under study. Such novelistic modes as the family saga, the political novel, and the novel as parody of popular narrative forms will be examined. We will also investigate whether the novels address a common set of problems, and whether it is possible to discern in them corresponding patterns and designs.

PREREQUISITES: None. Readings are in English or English translation. Students with a knowledge of Spanish are encouraged to read the works in the original.

TEACHING METHOD: Lecture and discussion.

EVALUATION: Class participation, midterm, final examination.

*This course will carry C-level credit for Hispanic Studies majors.

READING LIST: William Faulkner, Absalom, Absalom!
Gabriel Garcia-Marquez, One Hundred Years of Solitude
Alejo Carpentier, Reasons of State
Walker Percy, The Moviegoer
Robert Penn Warren, All the King's Men
Luis Rafael Sanchez, Macho Camacho's Beat

**All works in English or English translation are available at Norris. Spanish texts available at Europa Bookstore.

Gonzalo Diaz-Migoyo

Hispanic Studies D03

Seminar in Golden Age Literature

Office: Kresge 239

Phone: 491-8128

Time: Tuesday 2-4

*Cross listed with Comparative Literary Studies

Course descriptions: Content varies. Samples include epic poetry, El libro de buen amor, and the ballad.

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Winter 1993-94 Course Descriptions

0467 Slavic

John Kieselhorst
SLAVIC A01-2 (Sec.20)
ELEMENTARY RUSSIAN
Time: MTWThF 9
Office: 125C Kresge
Phone: 491-5636
Expected enrollment: 20

Justin Weir
SLAVIC A01-2 (Sec.21)
ELEMENTARY RUSSIAN
Time: MTWThF 10
Office: 125B Kresge
Phone: 491-5636
Expected enrollment: 20

Michele LaForge
SLAVIC A01-2 (Sec.22)
ELEMENTARY RUSSIAN
Time: MTWThF 11
Office: 125C Kresge
Phone: 491-5636
Expected enrollment: 20

COURSE DESCRIPTION: Elementary Russian is the first part of a two-year sequence developed at Northwestern that enables the students to acquire the same proficiency in Russian (speaking, reading, and writing) as they would in any of the common languages with an equal amount of effort.

TEACHING METHODOLOGY: In Elementary Russian the stress is on learning the language through constant use, not through memorization of abstract rules and word lists. During the Fall quarter students acquire the basics of grammar and vocabulary. During the Winter and Spring quarters, students continue to study grammar and spend more and more time on reading and discussing various texts on modern life in the former Soviet Union. More advanced grammatical principles and new vocabulary are introduced through conversational sessions. The skills acquired by the students in class are then reinforced in the language lab which students must attend not less than twice a week. The goal of the whole A01 course is to get the students to the point where they are ready to start reading unsimplified works by the masters of Russian literature and to work with fairly advanced

conversation materials by the beginning of the second-year course.

P/N allowed

EVALUATION: Short quizzes and a final exam. The grade is computed as follows: overall performance in class and lab sessions: 50 %; written quizzes: 30 %; and a final written exam: 20 %.

TEXT: RUSSIAN STAGE 1, by Davidson

Irwin Weil	Lorraine Busch
SLAVIC A02-2(Sec.20)	SLAVIC A02-2 (Sec.21)
INTERMEDIATE RUSSIAN	INTERMEDIATE RUSSIAN
Time: MTWThF 900	Time: MTWThF 1000
Office: 147B Kresge	Office: 125B Kresge
Phone: 491-8254	Phone: 491-5636
Expected enrollment: 20	Expected enrollment: 20

COURSE DESCRIPTION: This course is designed to improve speaking, reading and writing skills. Varied reading materials introduce the students to literary Russian, conversational Russian and the language of today's posters and newspapers.

TEACHING METHODOLOGY: Performance in class counts most heavily towards the final grade. Students are expected to attend class regularly and to be fully prepared to participate. In addition to quizzes every other week, there is a final exam.

TEXTS: Baranova et al., Russian Stage Two
Paperno and Sylvester, Getting Around Town in Russian

Peter Holman
SLAVIC A06-2
ELEMENTARY CZECH
Time: MWF 200-330
Office: 125C Kresge
Phone: 491-8248
Expected enrollment: 15

COURSE DESCRIPTION: Elementary Czech is the first part of a two-year sequence that enables the students to acquire proficiency in Czech (speaking, reading, and writing).

TEACHING METHODOLOGY: In Elementary Czech the stress is on learning the language through constant use, not through memorization of abstract rules and word lists. During the Fall quarter students acquire the basics of grammar and vocabulary. During the Winter and Spring quarters, students continue to study grammar and spend more and more time on reading and discussing various texts on modern life in the Czech Republic. More advanced grammatical principles and new vocabulary are introduced through conversational sessions. The goal of the whole A06 course is to get the students to the point where they are ready to start reading unsimplified works by the masters of Czech literature and to work with fairly advanced conversation materials by the beginning of the second-year course.

Boris Pokrovsky

SLAVIC B03-2

INTERMEDIATE COMPOSITION AND CONVERSATION

Time: MWF 100

Office 125B Kresge

Phone: 491-8082

Expected enrollment: 20

COURSE DESCRIPTION: This is the third course of a four-year sequence of Russian. It will include a comprehensive review of grammar (morphology and syntax) and a wide variety of tests: history of Russian, history of Russian literature and culture; texts on social aspects of Soviet life. A large part of reading material will consist of the texts written by Russian writers of pre- and postrevolutionary periods.

TEACHING METHOD: Three classes per week in Russian: two modern unabridged texts as home-reading assignments, three short compositions as home assignments; several assignments in the language laboratory, and three to four tests.

READING LIST: Russian Area Reader compiled by Vasys and others; Russian in Exercises by S. Khavronina, and others. Several texts will be provided by the instructor.

EVALUATION: Class participation-30%; compositions and language lab projects-30%; home reading 20%; tests- 2-%.

Gary Saul Morson

SLAVIC B10-2

INTRODUCTION TO RUSSIAN LITERATURE

Time: TTh 230-400

Office:150B Kresge

Phone: 491-3651

Expected Enrollment: 100

COURSE DESCRIPTION: This course introduces the major Russian writers of the mid- to late-19th century, and places them in their literary historical, cultural, and philosophical context. We will read closely two novels of ideas: Dostoevsky's The Brothers Karamazov and Tolstoy's Anna Karenina. Conducted entirely in English.

TEACHING METHODOLOGY: Lectures and discussions.

METHOD OF EVALUATION: Paper and examination.

P/N ALLOWED.

Carol Avins

SLAVIC B11-1

20TH CENTURY RUSSIAN LITERATURE

Time: MWF 1000

Office: 124C Kresge

Phone: 491-8252

Expected Enrollment: 100

COURSE DESCRIPTION: The stormy history of Russia in the first four decades of the century forms the background of this course. Many of the readings (primarily short stories and novels, with some poetry and non-fiction) offer perspectives on revolution, civil war, the socialist experiment, and Stalinist repression. Topics to be explored include: utopian ideals and human realities; forms of belief; individualism and community; intellectual and emotional responses to massive societal change; the role of the writer.

No prerequisites. P/N permitted. Attendance at first class

required.

TEACHING METHODOLOGY: Lecture and discussion. The class will be divided into five-member study groups, which will do their work both during and outside of class. Each study group gives one or two presentations during the quarter. All students receive a list of discussion questions relating to each reading assignment and are expected to formulate their own questions and approaches before coming to class.

METHODS OF EVALUATION: One five-page paper will be due around mid-term. For the final assignment, students may choose whether to write a longer paper (eight to ten pages) or take a final exam. Class performance (in presentations and general discussion) counts 30% of grade; short paper counts 30% and the final assignment 40%.

PARTIAL LIST OF READINGS:

Selected essays, poems, and short stories, 1905-1925
(Blok, Zamiatin, Trotsky, Mandelshtam, Pasternak, and others)
Isaak Babel, Red Cavalry
Yuri Olesha, Envy
Valentin Kataev, Time, Forward!
Andrei Platonov, The Foundation Pit
Lydia Chukovskaya, Sofia Petrovna
Mikhail Bulgakov, The Master and Margarita

Petr Holman/Jirina Smejkalova-Strickland
SLAVIC B58

20TH CENTURY CZECH CULTURE

Time: TTH 230-400

Office: 125C Kresge

Phone: 491-8248

Expected Enrollment: 50

COURSE DESCRIPTION: The course will introduce students to specific issues of Czech cultural and social history, through the different, often even contradictory perspectives of two visiting Czech scholars. Each of them has been shaped by particular intellectual background, personal history, generation and gender experience. Although we will focus on a rather limited geographical space, our intention is to come to a deeper understanding of modern European culture including its recent rapid transitions. From the point of

view of a particular community, we will ask broader questions of cultural politics, social constraints, power and resistance, nationalism, socialism and feminism. This course aims not only to describe a social and cultural space which remains largely unknown in the West. It is also meant to test the limits of Western cultural theories by confronting them with the experience of the "other" Europe.

Knowledge of the Czech language is not required.

Boris Pokrovsky

SLAVIC C03-2

ADVANCED COMPOSITION AND CONVERSATION

Time: MWF 1200

Office: 125B Kresge

Phone: 491-8082

Expected Enrollment: 20

COURSE DESCRIPTION: This is the last course of a four-year sequence of Russian. It will include the comprehensive review of Russian grammar (morphology and syntax) as well as studying some aspects of lexicology and style. The reading material will consist of the texts of the Russian writers of the 19th-20th centuries. The analysis of the texts will include both the linguistic and cultural aspects.

TEACHING METHOD: Three classes per week in Russian; two compositions per quarter; three texts of modern Russian writers as home reading; three to four grammar tests per quarter.

READING LIST: Russian Review Grammar by N. Bogojavlensky; Collection of Russian and Soviet Short Stories; Several texts will be provided by the instructor.

EVALUATION: Class participation 30%; composition 30%; home reading 20%; tests 20%.

Marvin Kantor

SLAVIC C40-0

HISTORY OF THE RUSSIAN LANGUAGE

Time: TTH 1030-1200

Phone: 491-8251

Office: 148B Kresge

Expected Enrollment: 15

COURSE DESCRIPTION: A one quarter course which covers the genetic relationship among languages of the Slavic family; comparative method, internal reconstruction, regularity of change; the structure of Proto-European phonology; systematic synthesis of contemporary standard Russian from common Slavic; law of the open syllable, velar palatalizations, loss of the "jers", etc.; a description of Old Russian grammar with readings and analysis of Old Russian texts.

PREREQUISITES: A knowledge of Russian helps but it is not required for someone with a background in linguistics.

TEACHING METHODOLOGY: Lecture

METHODS OF EVALUATION: Two exams, one midterm, and one final.

TEXTS: Bidwell, Charles, Slavic Historical Phonology in Tabular Form, The Hague, 1963; Kantor, Marvin and Smith, Raoul N., "A Sketch of the Major Developments in Russian Historical Phonology", Folia Linguistica, 7, 3/4 (1975), p. 389-400; Kuznecov, P., Istoricheskaja grammatika russkogo jazyka, Moscow, 1953; Matthews, W.K., Russian Historical Grammar, London, 1960; Meshcherskij, N.A., Istorija russkogo literaturnogo jazyka, Leningrad, 1981; Shevelev, George, A Prehistory of Slavic, New York, 1965.
Other readings to be placed on reserve.

Andrew Wachtel

SLAVIC C59-2

20TH CENTURY RUSSIAN PROSE

Time: MW 200

Office: 124B Kresge

Phone: 491-3950

Expected Enrollment: 25

COURSE DESCRIPTION: Reading and discussion of important shorter works by major Russian 20th-century writers: Bulgakov, Zamiatin, Bunin, Mandelshtam, Sinuavsky, Solzhenitsyn. Special concern to the problems of style and literary evolution. All texts will be read in the original language.

Carol Avins

SLAVIC C90

LITERATURE AND POLITICS IN RUSSIA:

FICTIONS OF IDENTITY IN POST-REVOLUTIONARY RUSSIAN LITERATURE

Time: TTH 100-230

Office: 124C Kresge

Phone: 491-8258

Expected enrollment: 15

COURSE DESCRIPTION: Russia is now going through an age of revolution that makes one reflect on the revolutionary age that gave birth to the Soviet state. In the decade following the two revolutions of 1917, Russian writers were shaped by and in turn helped to shape the profound transformation of both the public and private spheres. Among the problems that challenged many writers were not only the devaluation of the individual (as opposed to the collective), but the individual's need (whether imposed from within or without) to engage in a redefinition of the self.

This course studies the treatment of shifting identities in the aftermath of 1917, principally in the works of writers who stayed in Russia, but also in the writing of the emigre Vladimir Nabokov. The works to be discussed include non-fiction (primarily essays and autobiographical prose) as well as short stories and novels. A comparison between the Red Cavalry stories of Isaac Babel and the recently-published diary from which he drew his material will lead us to consider the distinction between non-fictional and fictional kinds of story-telling. The phrase "fictions of identity" in the seminar title is meant to refer both to literary works about identity and to the kinds of stories about the self that all of us construct.

READING:

Isaac Babel, 1920 Diary; Red Cavalry (1926) and other stories
Mikhail Bulgakov, The White Guard (1925)
Osip Mandelshtam, The Noise of Time (1925) and
selected

essays

Vladimir Nabokov, Mary (1926) and selected stories
Boris Pasternak, Safe Conduct (1931)
Marina Tsvetaeva, selected poems and essays

Andrew Wachtel
SLAVIC D36
STUDIES IN 19TH CENTURY RUSSIAN LITERATURE
Time: M 300-500
Office: 124B Kresge
Phone: 491-3950
Expected Enrollment: 20

COURSE DESCRIPTION: The development of Russian prose from Sentimentalism to early Realism. Focuses on various genres of Russian prose writing in both high and mass literature in their European context.

Gary Saul Morson
SLAVIC D42-0
BAKHTIN'S PROSAICS
Time: W 300-500
Office: 150B Kresge
Phone: 491-3651
Expected enrollment: 15

COURSE DESCRIPTION: An examination of Bakhtin's theories of the novel. Topics include: novelistic language, the "polyphonic novel", the novel's relation to other genres and its ???? to satire, epic, and romance; and, especially, the novelistic understanding of time, choice, character, and human freedom. Readings will include Bakhtin's studies of the novel and some fiction.

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Winter 1993-94 Course Descriptions

0471 Sociology

Charles Moskos

Sociology A10

INTRODUCTION TO SOCIOLOGY

Time: MTW 3:00

Office Address: 1810 Chicago Ave., Room 214

Office Phone: 491-2705

Expected Enrollment: 500

COURSE DESCRIPTION: This is a basic course in sociology for majors and non-majors, and also offers a basic understanding in sociological principles for those who wish to take only one quarter of sociology. The goal is to acquaint the student with core sociological concepts which he or she can apply to an understanding of contemporary American society. The format of the course is to apply concepts (e.g., culture, class, primary groups, bureaucracy, deviance) to concrete issues (e.g., family, church, education, politics, ethnic groups, and mass media).

PREREQUISITES: None. P/N allowed.

TEACHING METHODOLOGY: Because of the size of the class, lectures will be the main method exposition. Only limited discussion and questions will be allowed during lecture periods. There will be no quiz sections. Office hours with teaching assistants will be available.

METHODS OF EVALUATION: There will be one midterm examination and one final examination. The midterm examinations will count for 1/3 of the grade, and the final will count 2/3. Both tests will be multiple choice and short answer questions. Tests will be based on the readings and lectures. There will be no papers.

READINGS: To be announced.

Joanne LaBonte

Sociology B04

SOCIAL INTERACTION: THE INDIVIDUAL AND SOCIETY

Time: TTh 1:00-2:30

Office Address: 1808 Chicago Ave., Room 102

Office Phone: 491-2697

Expected Enrollment: 120

COURSE DESCRIPTION: This course will examine the social construction of reality through interaction. We will focus on how individuals come to understand their world and how their behaviors and attitudes are shaped by society. We will begin with theories of interaction, and continue substantive discussions concerning socialization, deviance, and the effects of social change on the individual. The readings will provide us with concrete studies of these issues.

PREREQUISITES: None. P/N allowed.

TEACHING METHODOLOGY: Mostly lectures, though student participation is encouraged.

METHODS OF EVALUATION: Midterm exam, fieldwork experiment, final exam.

READINGS: Diane Vaughan, Uncoupling

Carol Stack, All Our Kin

Clark and Robboy, Social Interaction

Karen Hauser

Sociology B05

AMERICAN SOCIETY

Time: MWF 10:00

Office Address: 1808 Chicago Ave., Room 203

Office Phone: 491-5688

Expected Enrollment: 120

COURSE DESCRIPTION: How American society works as a whole. How major institutions relate and affect each other; how the different segments and strata of society experience such institutional processes. Tensions associated with differential experience of common and shared institutions.

PREREQUISITES: None. P/N allowed.

TEACHING METHODOLOGY: Lecture and discussions.

METHODS OF EVALUATION:

READINGS: To be announced.

Pamela Brandwein

Sociology B06

LAW AND SOCIETY

Time: TTh 10:30-12:00

Office Address: 1808 Chicago Ave., Room 203

Office Phone: 491-5688

Expected Enrollment: 180

COURSE DESCRIPTION: This course examines the relationship between legal decision-making and social-political forces in the larger society. We will examine how law is produced by, and reproduces, social arrangements. We will focus, in particular, on the roles of race and gender ideology in producing legal judgements. In addition, we will examine how legal change is pursued as a strategy of social reform. In short, law and legal categories are examined as the site of political contest.

PREREQUISITES: None. PN/ allowed.

TEACHING METHODOLOGY: Discussion and lectures.

METHODS OF EVALUATION: Mid-term, short paper and a final.

READING: To be announced.

Bruce Carruthers

Sociology B15

ECONOMY AND SOCIETY

Time: MWF 11:00

Office Address: 1808 Chicago Ave., Room 208

Office Phone: 467-1251

Expected Enrollment: 120

COURSE DESCRIPTION: A sociological introduction to economic institutions and processes. We will cover topics property,

prices, markets, informal economics, consumption and economic inequality.

PREREQUISITES: None. No P/N allowed.

TEACHING METHODOLOGY: Lecture and discussion.

METHODS OF EVALUATION: Three take home assignments, final exam, and participation in discussion section.

READINGS: To be announced.

Nicola Beisel

Sociology B16

SOCIOLOGY OF SEX ROLES

Time: TTh 10:30-12:00

Office Address: 1810 Chicago Ave., Room 311

Office Phone: 467-1250

Expected Enrollment: 180

COURSE DESCRIPTION: This course examines the social construction and maintenance of male and female gender roles, with a focus on sexuality and the family. Topics covered will include body images and eating disorders; power in romantic relationships; teenage pregnancy; masculinity and homophobia; the economic consequences of a divorce; and the conflicts over abortion and censorship.

PREREQUISITES: None. P/N allowed.

TEACHING METHODOLOGY: Lectures will be the main method of exposition.

METHOD OF EVALUATION: Students will be evaluated on the basis of two mid-term exams, a final, and on participation in discussion sections.

READINGS: To be announced.

Albert Hunter

Sociology C01

THE CITY: URBANIZATION AND URBANISM

Time: TTh 10:30-12:00

Office Address: 1812 Chicago Ave., Room 201

Office Phone: 491-3804

Expected Enrollment: 100

COURSE DESCRIPTION: The course will first trace the rise of cities historically , with a brief look at urbanization in other countries. The remainder of the course will look at contemporary American cities and address such issues as class and racial segregation, suburbanization and the movement of jobs and industry, urban life focusing on issues of social relation in the city, the search for community, alienation, anomie and fear, and conclude with a discussion of politics, planning and public policy.

PREREQUISITES: A10/B07 sociology course, or permission of instructor. P/N allowed.

TEACHING METHODOLOGY: The course will be a combination of lectures, discussion, and student participation in field projects to be defined in consultation with the instructor.

METHODS OF EVALUATION: A midterm exam, final report (research paper) on the student's field project, and student participation.

READINGS: To be announced.

Wendy Espeland

Sociology C06

SOCIOLOGICAL THEORY

Time: TTh 10:30-12:00

Office Address: 1808 Chicago Ave., Room 204

Office Phone: 467-7488

Expected Enrollment: 50

COURSE DESCRIPTION: Analysis and applications of classic social theory, with an emphasis on how theory informs research.

PREREQUISITES: B26 sociology course. Primarily for sociology majors. Others with consent of instructor. Attendance at first class mandatory. No P/N allowed.

TEACHING METHODOLOGY: Lecture and discussion.

METHOD OF EVALUATION: Grades will be based on papers and exam.

READINGS: To be announced.

Bernard Beck
Sociology C14
SOCIOLOGY OF RELIGION AND IDEOLOGY
Time: MWF 11:00
Office Address: 1810 Chicago Ave., Room 211
Office Phone: 491-2704
Expected Enrollment: 50

COURSE DESCRIPTION: An investigation of the role of ideas and belief systems in social life. Primarily a discussion course focusing on the use of talk in conducting social affairs. Attention will be given to key concepts such as commitment, rationality, justification and apology. There will be focused exercises in analyzing religious systems and in ideological analysis.

PREREQUISITES: A/B-level sociology course. P/N allowed.

TEACHING METHODOLOGY: This course will be a discussion course requiring participation by all members of the class. The required work will include short papers on specific assigned topics based on independent reading.

METHODS OF EVALUATION: Grades will be assigned based on three written papers.

READINGS: Mircea Eliade, Sacred and Profane.
Peter Berger & Thomas Luckmann, Social
construction
Reality.
Thomas Kuhn, The Structure of Scientific
Revolutions.

Robert Nelson
Sociology C18
SOCIOLOGY OF LAW
Time: TTh 9:00-10:30

Office Address: 1810 Chicago Ave., Room 312

Office Phone: 491-3203

Expected Enrollment: 60

COURSE DESCRIPTION: This course will examine the social organization of legal institutions and the relationships between law and the structure of society. The first third of the course considers the nature and origins of law from the viewpoint of classical social theorists, anthropological studies of customary legal systems and comparisons between the legal institutions of socialist and capitalist states. The remainder of the course focuses on the American legal system. The principal topics examined are the social structure of the legal profession, the use of courts for dispute resolution, the role of the law as an instrument of social control, the social organization of the police, and the relationship between law, social change, and inequality.

PREREQUISITES: A10/B06-level sociology course. Attendance at first class mandatory. No P/N allowed.

TEACHING METHODOLOGY: Lecture and discussion.

METHOD OF EVALUATION: Three short writing assignments, a mid term exam, and class participation.

READINGS: Xeroxed materials.

Charles Moskos

Sociology C21

ARMED FORCES AND SOCIETY

Time: MTW 2:00

Office Address: 1810 Chicago Ave., Room 214

Office Phone: 491-2705

Expected Enrollment: 50

COURSE DESCRIPTION: This is a survey course in military sociology. First, historical patterns of armed forces are traced from early time to the modern period. The main part of the course deals with the American armed forces. Topics covered include: combat military professionalism, enlisted life and culture, race and genders in the armed forces, and public attitudes toward the military. Subsequent attention focuses on changes in the contemporary civil military

relations: conscientious objection, peacekeeping, and national youth service. The course closes with a comparative of armed forces and society in Western democracies.

PREREQUISITES: A/B-level sociology course. P/N allowed.

TEACHING METHOD: Lecture and discussion.

METHOD OF EVALUATION: There will be one midterm examination and one final examination.

READINGS: To be announced.

Arthur Stinchcombe

Sociology C26

LOGIC OF SOCIAL INQUIRY

Time: MWF 11:00

Office Address: 1812 Chicago Ave., Room 203

Office Phone: 491-5536

Expected Enrollment: 50

COURSE DESCRIPTION: The first half of the course will be an in-depth examination of the various kinds of sociological data and what they are good for. The second half will examine the logical elements of theorizing in sociology. The course is intended for students who want to go on to graduate school in one of the social sciences or related fields, such as business, education and social work.

PREREQUISITE: B26. No P/N allowed.

TEACHING METHOD:

METHOD OF EVALUATION:

READINGS: To be announced.

Jerry Van Hoy

Sociology C32

WORK AND OCCUPATION IN MODERN INDUSTRIALIZED SOCIETIES

Time: TTh 9:00-10:30

Office Address: 1808 Chicago Ave., Room 203

Office Phone: 491-5688
Expected Enrollment: 50

COURSE DESCRIPTION: This course will examine three basic questions: why do people work; what are the consequences of how work is organized for individuals and society; and how is the process of working changing? We will discuss theories of work and occupational organization as well as current research about the changing nature of work.

PREREQUISITES: A/B-level sociology course. P/N allowed.

TEACHING METHODOLOGY: Lecture and discussion.

METHODS OF EVALUATION: Students will be evaluated based on in class midterm and final examinations, and a research paper on a relevant topic of the student's choosing.

READINGS: To be announced.

H. Mark Ellis

Sociology C45

CLASS AND CULTURE

Time: TTh 1:00-2:30

Office Address: 1808 Chicago Ave., Room 203

Office Phone: 491-5688

Expected Enrollment: 50

COURSE DESCRIPTION: This course evaluates the theories of class formation and class reproduction through an examination of cultural processes that produce class relations in the United States of America. We will concentrate on theories and cultural institutions of the middle and upper classes. Special emphasis will be given to the idea of cultural hierarchy. Consideration is offered to sociological concepts associated with the performing and visual arts.

PREREQUISITES: A10/B-level sociology course. P/N allowed.

TEACHING METHODOLOGY: Lecture and discussion.

METHODS OF EVALUATION: One 6-8 page paper, project proposal, final project, unscheduled quizzes, group project and discussion.

READINGS: To be announced.

Carol Heimer
Sociology C55
MEDICAL SOCIOLOGY
Time: TTh 10:30-12:00
Office Address: 1812 Chicago Ave., Room 303
Office Phone: 491-7480
Expected Enrollment: 50

COURSE DESCRIPTION: This course examines, from a sociological perspective, health and illness and the American health care system. Specifically, this course will explore medicine from a variety of sociological approaches. These approaches may be differentiated by their conceptions of illness, it's theorized causes, and their notions of appropriate treatment. Throughout the course, these sociological approaches will be compared to one another and the traditional distribution of disease, social response to a "sick" person, the people deemed qualified to treat sick people, the setting in which the sick people is treated, etc.

PREREQUISITES: A/B-level sociology course. No P/N allowed.
First class mandatory.

TEACHING METHODOLOGY: Lecture and discussion.

METHOD OF EVALUATION:

READINGS: Several books and a collection of articles.

Marika Lindholm
Sociology C56
SOCIOLOGY OF GENDER
Time: TTh 1:00-2:30
Office Address: 1808 Chicago Ave., Room 104
Office Phone: 491-3358
Expected Enrollment: 50

COURSE DESCRIPTION: The course will analyze the impact of gender on public and private social roles. This includes an examination of gender differences in the family, inter-

personal relationships, education, politics and labor market. We will look at the way socialization, social structure and ideology maintain gender differences, as well as discuss strategies for change, such as political agency and social policy. Weaved throughout the course is an attempt to understand how race, ethnicity and class shape our "gendered" experience in society.

PREREQUISITES: B16 or B26 sociology course. P/N allowed.

TEACHING METHODOLOGY: Lecture and discussion, class participation.

METHOD OF EVALUATION: Two short papers, three quizzes, group project paper, and presentation.

READING: To be announced.

Kenneth Dauber
Sociology C76-0
SOCIOLOGY OF TIME AND SPACE
Time: MW 11:00-12:30
Office Address: 1808 Chicago Ave., Room 202
Office Phone: 491-3719
Expected Enrollment: 24

COURSE DESCRIPTION: Time and space may seem natural, even physical categories outside the realm of sociological analysis. In this course we will challenge that assumption by examining how time and space have been socially constructed in different cultures and as dimensions of diverse social projects. We will consider such topics as the standardization of time, the history of cartography and time-keeping and the relation between spatial boundaries and ethnic differences in urban settings. Throughout the course, our emphasis will be on using concrete cases to think more generally about the social dimensions of time and space.

PREREQUISITES: A/B-level sociology course, or permission of instructor. Seniors only. P/N allowed.

TEACHING METHOD: Lecture-discussion.

METHOD OF EVALUATION: Several short papers and a final exam.

READINGS: To be announced.

Isidro Lucas

Sociology C94-0

CIVIL RIGHTS AND SOCIAL POLICIES

Time: T 7:00-9:00 pm

Office Address: None. (Mailbox in the Sociology Department)

Office Phone: (312) 995-3696

Expected Enrollment: 15

COURSE DESCRIPTION: This is a seminar on social policy analysis, a middle ground between pure sociology and social or legislative activism. The former analyzes society and identifies current or potential dysfunctions, and the latter takes action to address those issues. The social policy analyst is concerned with the process and impact of equality and social equity, this seminar examines the making of social policy, legislation and other government actions, philanthropy and corporate responsibility. The emphasis is on practice-grounded reflection on such topics as race, gender, poverty, immigration, health, etc.

PREREQUISITES: None. P/N allowed. Senior linkage seminars are restricted to Seniors. They are taught by persons who come from outside of the academic community and whose field of expertise is related to the value of liberal education.

TEACHING METHODOLOGY: Primarily discussion, some lecturing. Students will do substantial independent reading.

METHODS OF EVALUATION: Book reports, term paper or practicum.

READINGS: Handouts provided by lecturer.

Student chosen books from a bibliography provided.

Allan Schnaiberg

Sociology C98-2

SOCIOLOGY SENIOR THESIS SEMINAR

Time: MW 3:00-5:00

Office Address: 1808 Chicago Ave., Room 103

Office Phone: 491-3202
Expected Enrollment: 50

COURSE DESCRIPTION: Students will develop a thesis project and prepare to collect the information to be included in the thesis. They will also be in contact with a substantive adviser for their thesis topic. The course will meet regularly until the students develop their topics and their plan of research, and several individual conferences will be arranged until the draft thesis is well under way. Then (during the winter quarter) meetings for presentations of thesis and for critiques will take place. The thesis will be comparable to an honors thesis, and will ordinarily be modeled on an academic article in some subfield of sociology.

PREREQUISITES: Sociology majors only; senior standing or near. Permission of Department. No P/N allowed; a K grade is given for the first term, then changed to the grade of the thesis.

TEACHING METHODOLOGY: Seminar meetings and individual conferences until plans get formed, individual conferences while research and writing goes on, presentation at seminar meetings of draft thesis during the second term.

METHODS OF EVALUATION: The main determinant of the grade will be an evaluation of the quality of the thesis. There will be some consideration of adequate seminar participation.

READINGS: Varies with the topic of the thesis. The student will develop a reading list appropriate to the topic, with faculty consultation.

Wendy Espeland
Sociology D06-3
CONTEMP THEORY IN SOC ANALYSIS
Time: M 9:30-12:00
Office Address: 1808 Chicago Ave., Room 201
Office Phone: 491-7488
Expected Enrollment: 15

COURSE DESCRIPTION: Students read example of classical theorists in sociology and social thought and discuss the principle theories and assumptions around which these

theorists have constructed their ideals. Students should come away from the course with a basic grounding in the theoretical traditions that still shape contemporary sociological discourse.

Prerequisite: One B-level behavioral science or history course. P/N allowed.

TEACHING METHODOLOGY: Lecture and discussion.

READINGS: To be announced.

Aldon Morris

Sociology D40

STRATIFICATION, RACE, AND THE AFRICAN AMERICAN COMMUNITY

Time: Th 3:00-5:00

Office Address: 1810 Chicago Ave., Room 112

Office Phone: 491-5793

Expected Enrollment: 15

COURSE DESCRIPTION: The seminar examines how major sociological studies of African Americans analyze and theorize about the African American community and African American experience. It will focus on social inequality, social protest, the black family, and the black underclass. A disproportionate amount of attention will be given to the works of major black sociologists including: W.E.B. DuBois, Oliver Cox, E. Franklin Frazier, William Wilson, and Patricia Hill Collins. This seminar will take a critical stance toward these major works. Some attention will be given to future directions that researchers on the African American community might or should pursue. Students will be required to write critical papers and to initiate and participate in critical discussions pertaining to this field.

PREREQUISITES:

TEACHING METHODOLOGY:

METHOD OF EVALUATION: Short critical essays and classroom participation.

READINGS: To be announced.

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Winter 1993-94 Course Descriptions

0473 Statistics

Daniel B. Hall
Statistics B02-0
INTRODUCTION TO STATISTICS
Time: MWF 1-2
Office Address: 2006 Sheridan Road
Phone: 491-5770
Expected Enrollment: 80

COURSE DESCRIPTION: This is a NON-MATHEMATICAL introductory course in statistics and probability. While the course will require computations to solve real data problems, our focus will be on understanding the concepts of statistics and probability rather than on mathematical formulae.

Topics to be discussed include experimentation, descriptive statistics, correlation, regression, probability, sampling and (possibly) estimation and testing.

PREREQUISITES: High school algebra.

TEACHING METHOD: Three lectures per week.

EVALUATION: Weekly quizzes, two midterms and a final examination.

TEXT: D. Freedman, R. Pisani, R. Purves, and A. Adhikari, STATISTICS, second edition.

Yi Cheng
Statistics, B02-0
INTRODUCTION TO STATISTICS
Time: MWF 10-11
Office Address: 2006 Sheridan Road
Phone: 491-2700
Expected Enrollment: 80

COURSE DESCRIPTION: Statistics is the science of data. This science involves collecting, summarizing, organizing, analyzing, and interpreting data. Statistics is also the art of making numerical conjectures about puzzling questions. This course will serve as an introduction to the useful field of statistics; it does not require calculus and makes minimal use of mathematics. Some computation to solve real data problems will be involved, but the emphasis of the course is on understanding the concepts presented.

Topics to be discussed are design of experiments, summarization of data, correlation, regression, probability and chance, survey sampling, estimation, and tests of significance.

PREREQUISITES: High school algebra.

TEACHING METHOD: Three lectures per week.

EVALUATION: Will be based on quizzes, one midterm and a final examination.

TEXT: D. Freedman, R. Pisani, R. Purves, and A. Adhikari, STATISTICS, second edition.

Edwin Denson
Statistics, B10
INTRODUCTORY STATISTICS FOR THE SOCIAL SCIENCES
Time: MTW 1-2, Disc Th or F 1-2
Office Address: 2006 Sheridan Road
Phone: 491-3974
Expected Enrollment: 150-200

COURSE DESCRIPTION: This is an introductory course in statistics. The emphasis will be on basic concepts useful in more advanced courses in the social sciences. A problem session will be held once a week in addition to the lectures. Time and place will be announced in class.

PREREQUISITES: None.

EVALUATION: Grades will be determined on the basis of homework, one midterm and the final exam.

TEXT: Statistical Concepts with Applications to Business and Economics by R.W. Madsen and M.L. Moeschberger (Second Edition).

Ajit Tamhane
Industrial Engineering and Management Sciences
Statistics C20-1 (IE C03)
STATISTICAL METHODS
Time: MWF 10, M 3-5
Room: LR 4
Office: MLSF 4085
Phone: 491-3577
Expected Enrollment: 60

COURSE DESCRIPTION: Descriptive Statistics; observational and experimental studies; confidence interval estimation; hypothesis testing; categorical data; simple linear regression and correlation. The MINITAB statistical package will be used.

PREREQUISITES: Math B15 and IE/MS C02 or an equivalent course in probability.

TEACHING METHOD: Lecture

EVALUATION: 70% weekly quizzes, 30% final.

TEXTS:

Probability and Statistics for Engineering and Sciences, by Jay Devore, Publisher: Brooks/Cole.

Minitab Handbook, by B.F. Ryan, B.L. Joiner and T.A. Ryan, Second Edition (Revised Printing: Includes Release 6 & 7 Commands, Publisher: PWS Kent.

A.C. Tamhane
Statistics, C51-0
DESIGN AND ANALYSIS OF EXPERIMENTS
Time: MTh 4-5:30
Office Address: 2006 Sheridan Road
Phone: 491-3974
Expected Enrollment: 20

COURSE DESCRIPTION: 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.

TEXT: D.C. Montgomery, Design and Analysis of Experiments, Third Edition, Publisher: John Wiley.

Shelby Haberman

Statistics, C55

ANALYSIS OF QUALITATIVE DATA

Time: TTh 1-2:30

Office Address: 2006 Sheridan Road

Phone: 491-5081

Expected Enrollment: 20

COURSE DESCRIPTION: An introduction to the analysis of qualitative data, with emphasis on use of log-linear models. Topics include polytomous responses, two-way tables, multiway tables, logits, multinomial responses, incomplete tables, symmetric tables, adjustment techniques, and latent-class models.

PREREQUISITES: Statistics C20-2, IE/MS C04, or the equivalent.

TEACHING METHOD: Lectures

EVALUATIONS: Graded homework and a take-home final examination.

TEXT: Haberman, S. (1978-1979), Analysis of Qualitative Data

Leland Wilkinson

Statistics, C-59-0

STATISTICAL COMPUTING

Time: TTh 9-10:30

Office Address: Systat, Inc. 1800 Sherman Avenue

Phone: 864-5670 or 491-3974

Expected Enrollment: 20

COURSE DESCRIPTION: This course will cover the basic techniques of statistical computing. Both numerical and graphical methods will be considered. Topics covered will include sorting and ranking algorithms, provisional computation, data management, graphical displays, and user interfaces for statistical computing. Strengths and weaknesses of algorithms will also be discussed.

PREREQUISITES: Introductory statistics course, familiarity with linear algebra (although a short explanation will be given when required) and differential and integral calculus.

TEACHING METHOD: Two lectures per week; each 1.5 hours long.

EVALUATION: 30% Homework, 70% Final project.

TEXT: Ronald A. Thisted, Elements of Statistical Computing. Chapman and Hall, 1988.

Yi Cheng

Statistics D61-0

SEQUENTIAL METHODS IN STATISTICS AND THEIR APPLICATIONS

Time: MWF 2-3

Office Address: 2006 Sheridan Road, Room 22

Phone: 491-2700

Expected Enrollment: 20

COURSE DESCRIPTION: Sequential analysis is a method of statistical inference whose characteristic feature is that the number of observations is not predetermined, but depend on the data as they become available. A merit of the sequential method, as applied to testing statistical hypotheses, is that test procedure requires, on average, a substantially smaller number of observations than equally reliable standard test. The methodology of sequential analysis can be found in routine statistical investigations, industrial acceptance sampling and quality control, systems reliability, and clinical trials and survival analysis.

Topics to be discussed include sequential design, sequential probability ratio test, sequential sampling, sequential estimation and confidence sets, stopping rules and Bayes sequential analysis.

PREREQUISITES: Calculus, Statistics C20-1,2 or equivalent.

TEACHING METHOD: Three lectures per week.

EVALUATION: 40% homework and 60% final.

TEXT: G.B. Wetherill and K.D. Glazebrook, Sequential Methods in Statistics, third edition, 1986.

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Last Updated: October 28, 1993

Winter 1993-94 Course Descriptions

0480 Women's Studies

Professor Alexandra Owen
Women's Studies B-30
The Roots of Feminism
M-W, 11:00-1:00
Office: Harris 201B

The Roots of Feminism

This course will introduce students to major milestone texts in the development of feminist thought and the women's movement. We will read and discuss the work of major feminist "names" from 1790-1990, and will consider the importance of both Marxist and Freudian analyses for feminist theory. Readings will be contextualized in terms of social, political, and intellectual background. We will explore the emergence of liberal, cultural, socialist-feminist, and radical feminism, and will consider issues of race and sexuality. The course seeks to develop and understanding of why we must talk about feminisms rather than assume the existence of a single, unified voice or movement. We cannot, however, hope to cover everything, and it is to be emphasized that this is an introductory course. All are welcome, but open minds and a capacity for hard work are pre-requisites. Be ready to do a lot of reading!

Requirements:

MANDATORY attendance at the first meeting
2 classes per week + one 1 hr. section

Evaluation:

50% Section participation and two term papers
50% Final Examination

Texts for Purchase:

Mary Daly, Gyn/Ecology
Simone de Beauvoir, The Second Sex
Josephine Donovan, Feminist Theory

Betty Friedan, The Feminine Mystique
Harriet Jacobs, Incidents in the Life of a Slave Girl
Kate Millett, Sexual Politics
Juliet Mitchell, Psychoanalysis and Feminism
Mary Wollenstoncraft, Vindication of the Rights of Woman
Virginia Woolf, Three Guineas

*Course Packet (Kinko's)

NOTE: This course is cross-referenced through the History Dept.

* 50 places will be pre-registered through Women's Studies

* 40 places will be pre-registered through the History Dept.

Michael S. Sherry

History C91-20: Special Topics

Lesbian and Gay History in the United States

Time: T-TH 10:30-12:00 (Lectures); Th 7:00-9:00pm (films);

FR 10/11/1 (Discussion)

Office Address: Harris 214

Phone: 491-7191

Enrollment: Limited to 75

This course, for history majors and interested non-majors, surveys the historical experience of gay and lesbian American and the evolution of attitudes towards them, and categories defining them. In particular, it seeks to explain why distinctive gay and lesbian subcultures emerged in the twentieth century and why homosexuality became a politicized issue. Broader questions in the history of gender and sexuality necessarily will also arise. The focus of the course is history, not current issues, but the latter naturally arise in such a course, and course materials are weighted to recent gay and lesbian history. Though not required, some previous coursework in American history will be helpful to students. As a survey carried out in a breathless nine weeks, this course will not cover all facets of this history in depth, but students seeking to explore the history further may enroll in a follow-up C92 seminar to be offered in spring quarter.

Mandatory attendance at first class. No P/N option.

Registration for Discussion Section Mandatory.

TEACHING METHOD; lecture and discussion (participation in which is expected); also, required viewing of several films.

EVALUATION: Grade based primarily on three papers totalling about 20 pages, precise format and schedule to be determined. Excellent participation in discussion may raise grades.

TENTATIVE READING LIST:

Duberman, Chauncey, Vicinus, eds, Hidden from History: Reclaiming the Gay and Lesbian Past (selections)
Lillian Faderman, Odd Girls and Twilight Lovers: A History of Lesbian Life in 20th Century America
Allan Berube, Coming Out Under Fire: The History of Gay Men and Women in World War Two
John D'Emilio, Sexual Politics, Sexual Communities.
Audre Lorde, Zami: A New Spelling of My Name
Martin Duberman, Cures: A Gay Man's Odyssey
Karla Jay and Allen Young, eds., Out of the Closets
Armisted Maupin, Tales of the City (selected volumes)
Andrew Kopkind, ed., A Queer Nation (special issue of The Nation, July 5, 1993).

Hollis Clayson

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

Research Seminar in Women's Studies

Time: TBA

Office Address: 208 Kresge

Office Phone: 491-8025/3250

Maximum Enrollment:12

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

Prerequisites: WMST C98-1 in the Fall quarter, 1993.

Consent of the instructor required. Thesis topic must be set and advisor secured by the end of the first week of the quarter at the very latest.

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

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

Readings: NA

Barbara Newman

Humanities C02: Female Divinity in the Christian Tradition

T-TH 2:30-4

Winter Quarter, 1994

COURSE DESCRIPTION: In recent years, many feminists have criticized the Church for its repressive attitudes toward women, beginning with the exclusively masculine representation of God and Christ. While it is true that the Christian tradition has been shaped by an overwhelmingly patriarchal culture, its language and imagery for God are in fact very far from uniform. In addition to the masculine images of Father, Son, Lord, and so forth, the Bible also prominently represents the Divine through the goddess-like figure of Wisdom or Sophia, who is described as daughter or wife of God, mother of creation, and queen of heaven. Though little known to mainstream Christians today, Sophia was very well known in antiquity and the Middle Ages. This course will explore the biblical Sophia tradition and its influence on alternative images of the feminine Divine, including the Holy Spirit interpreted as female; the ancient Syriac Trinity of Father, Mother, and Son; the mystical devotion to Jesus as Mother; aspects of the cult of Mary; and the role of goddesses in medieval poetry. While the analysis will be influenced by feminist thought, this will be a course in historical rather than contemporary feminist theology. We will conclude with a look at Mother Wisdom and androgynous deity in two American religious movements founded by women, the Shakers and the Christian Scientists.

Issues and Concepts in Women's and Gender History

Professor Alexandra Owen

Hist. C92-20/D92-20

Winter Quarter 1994

COURSE DESCRIPTION: The course is designed to introduce graduate students and seniors to major debates and paradigms within the field of women's and gender history. It is concerned with theoretical issues and paradigmatic shifts rather than the development of specific sub-fields. We will

concentrate on the historiography of the post-1980 period, but attention will be given to the shaping of these more recent concerns. We will consider the development of and differences between women's and gender history, disputes within the field, the debates surrounding women, gender, and class identity, the impact of poststructuralism with its emphasis on representation, the interest in psychoanalysis, and the challenge of new methodologies of more traditional forms of empiricism. The course draws mainly on texts on nineteenth-century British history, but is set within the context of Anglo/American debate. In particular, it features the methodological and theoretical contributions of North American women historians.

TEXTS FOR PURCHASE (PROVISIONAL)

E.P. Thompson, *The Making of the English Working Class*
Joan W. Scott, *Gender and the Politics of History*
Barbara Taylor, *Eve and the New Jerusalem* and/or Christine Stansell, *City of Women*
Leonore Davidoff and Catherine Hall, *Family Fortunes*
Mary Poovey, *Uneven Developments*
Linda Gordon, *Heroes of their Own Lives*
Alex Owen, *The Darkened Room*
Judith R. Walkowitz, *City of Dreadful Delight*

*Course Packet (Kinko's)

REQUIREMENTS:

Seminar presentation, 2 short papers, 1 final paper (12-15 pages)

NOTE

- * 5 places will be held open for History seniors
- * Permission of Instructor required for all students (application in writing due in my mail box by 12pm Friday 5 Nov. 03. I need to know why you want to take the course, what background you have, etc. This is less important for History graduate students but vital for non-History graduates and History seniors).
- * Open to seniors and graduate students only
- * No P/N
- * The class will be cross-referenced through Women's Studies but PRE-REGISTRATION WILL BE THROUGH THE HISTORY DEPT.

Anthropology A01: Freshman Seminar
Winter 1994
Caroline Bledsoe
Male Fertility in the Era of Fertility Decline

COURSE DESCRIPTION:

Changes across the world in the use of contraception may be profoundly altering the meaning and importance of parenthood for men. Issues such as quantity vs. quality of children, child survival, fertility limitation, inheritance, polygyny, -- all comprise vital questions of men as reproducers and supporters of children. Yet most fertility work has focused on women, leaving the fertility goals and behaviors of men poorly understood. Works in anthropology and history as well as the other social sciences can be brought to bear to ask fresh questions about changing patterns of paternity and in people's ideas about paternity.

To address these issues, the course examines classic anthropological works, especially those from Africa, on marriage and fertility. Students will examine library sources that can illuminate these issues, and write -- and revise -- two papers explaining their findings.

Gender Issues in Work and Life Transitions
Pam Adelman
Monday, 1:00-3:00
Winter

COURSE DESCRIPTION:

This course examines the theoretical and empirical literature on life events and life roles and their different consequences for the well-being of women and men. Participants are expected to complete all required readings and contribute to weekly discussions.

Requirements are: Acting as a discussion co-leader for one topic during the seminar, completing an annotated bibliography on a topic related to course material, and presenting this project the last week of class, producing a 10-15 page paper integrating the literature from the

bibliography.

*This class is open to advanced undergrads with permission of instructor.

C-94-0, section 20

Senior Linkage Seminar: Sexual Violence Against Women

Mondays, 2:00-4:30

Marva Butler-White

Course Description: This course is designed to familiarize students with the traumatizing experience of sexual violence, and to communicate basic principles and techniques for supporting the victim through the various stages of recovery and healing. In the weeks ahead, we will examine the history of sexual violence against women; the impact it has on victims; the availability of services including legal, medical, prevention, and counseling. We will also examine the approaches used for treating different populations who are victims of sexual assault. In addition to the course readings, students will be required to complete weekly written entries in a journal reflecting their personal reactions and feelings about the readings and class discussions. Journals will be turned in to the instructor for grading at the midterm and on the final day of class. After a paper topic has been selected from the given list, students will be expected to interview someone with direct knowledge of the issue, in addition to their research of source material.

Required texts:

1. Against Rape, Medea and Thompson
2. Recovering From Rape, Linda E. Ledray
3. Women's Silence, Men's Violence, Anna Clark
4. Various articles which will be handed out as needed.

Readings are to be done prior to the class meetings. This will enable students to actively participate in class discussions.

Each student is responsible for writing a 7-10 page paper on one of the following topics:

1. Rape Trauma Syndrome
2. Counseling people of color

3. Counseling Lesbian survivors of rape
4. Working with the Differently Abled
5. Prosecution of sexual assault cases
6. Acquaintance rape
7. Prevention programs

Marika Lindholm
Sociology C56
Sociology of Gender
T, TH 1:00-2:30

Course Description: The course will analyze the impact of gender on public and private social roles. This includes an examination of gender differences in the family, inter-personal relationships, education, politics, and the labor-market. We will look at the way socialization, social structure and ideology maintain gender differences, as well as discuss strategies for change, such as political agency and social policy. Weaved throughout the course is an attempt to understand how race, ethnicity and class shape our ògenderedÓ experience in society.

Prerequisites: It is preferable that students will have completed B01 and/or B16.

Teaching Method: Lecture and discussion. Every student will be required to contribute to a group project.

Readings: To be announced.

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Last Updated: October 28, 1993

0482 Integrated Arts

INSTRUCTORS: Dawn Mora (Speech/Theatre), Michael Pisaro (Music/Theory and Composition), Lorraine Peltz (CAS/Art Theory and Practice), Larry Silver (CAS/Art History), Carol Simpson Stern (Speech/Performance Studies), Antonio Garcia (Music/Performance Studies)

Integrated Arts Program, A90

ART PROCESS

Integrated Arts Program office: 1979 Sheridan Rd. Room 200

Phone: 491-3171

Expected Enrollment: 70

COURSE DESCRIPTION: The foundational course of the Integrated Arts Program, A90 Art Process is an excellent way to discover the excitement and challenges of the program as a whole, and it is the prerequisite for all other courses in the program. The course acquaints students with the common concerns in the arts (theatre, art, and music) utilizing the analytic paradigm of artist/media/artwork/ audience to understand the creative process. The course is divided into three units of three weeks, each devoted to one of the arts-music in weeks 1-3; theatre in weeks 4-6; and art in weeks 7-9-and it culminates with a final synthesizing week in which issues common to all the arts, and those separating them, can be meaningfully explored. Teaching the course will be 6 artist/scholars from the School of Speech, the School of Music, and the College Arts and Sciences (see above).

Students wanting to register for this course must first request permission at the program office between Nov. 8th and 11th (Speech students must request permission at Speech Pre-registration, Nov. 8-9)

PREREQUISITES: None.

TEACHING METHODOLOGIES: The course is taught through a lecture/studio format, with class time divided into 2 hours

of lecture and 3 hours of lab per week. Labs will be composed of 20 students each and will be divided into three units of three weeks each as described above.

METHODS OF EVALUATION: Requirements include readings, a paper, studio projects, a final examination, and attendance at performance and exhibition events on and off campus. No P/N option.

TEXTBOOKS:

Beckett, S., Endgame
Shakespeare, W., The Winter's Tale
Shepard, S., Action

Margaret Drewal (Speech/Performance Studies), Robin Lakes
(Speech/Theatre)

Integrated Arts B91-4

MODES OF DANCE

Office Address: 1979 Sheridan Rd.

Phone: 491-3171, 491-3170

Expected Enrollment: 20

COURSE DESCRIPTION

Introduces dance, the elements of choreography, and dance literacy; develops skills in oral and written communication about dance; and analyzes dance works in their unique contexts. Explores the roles of dance in ritual, artistic and cultural expression; the education and mastery of the body; the choreographic elements of space and time; the dynamics of the body in motion; the language of the dance and its relationship to music; movement, its meaning, and dance as an art in performance. No previous dance study is expected. No P/N option.

PREREQUISITE: A90 Art Process or permission of instructor.

TEACHING METHODOLOGIES: Team-taught. Lecture/discussion, studio format with readings and video/film screenings.

EVALUATION: studio assignments, a final paper and class presentation of a performance analysis.

SAMPLE READINGS:

Blom, Lynne Anne and Chaplin, L. Tarin, The Intimate Act of Choreography
Copeland, R., What is Dance?
Hanna, J. L., To Dance is Human
Highwater, J., Dance: Rituals of Experience
Humphrey, Doris, The Art of Making Dances.
Myers, Philosophical Essays on Dance
Nadel, M. H. and Miller, The Dance Experience
Reynolds and Reimer-Torn, In Performance
Royce, Anya Peterson, Movement and Meaning
Sorrell, Walter, The Dancer's Image;
Royce, Dance: A Social History

INSTRUCTORS: Frank Galati (Speech/Performance Studies),
Lorraine Peltz (CAS/Art Theory and Practice)

Integrated Arts Program C90-1

PERFORMANCE SEMINAR

Integrated Arts Program Office: 1979 Sheridan Road Room 200

Phone: 491-3171

Expected Enrollment: 20

COURSE DESCRIPTION: The first of the two capstone courses of the Integrated Arts Program. Team-taught, the course provides a culmination of the experiences and study of the previous courses in the program. Students will work as an ensemble to create a presentation, stimulated by an initial theme or artwork, and incorporating the talents and interests of the participants. The final presentation will integrate practices and theories drawn from theatre, art, music, and dance, and will explore its design, direction and production outside of conventional institutional boundaries.

PREREQUISITES: A90 Art Process and two of the four B91 courses.

TEACHING METHODOLOGIES: The students will work collaboratively to develop the final presentation, taking it from the establishment of a theme, through the conceptual stages necessary to give it spatial, kinetic, aural and visual dimensions, to its realization through the rehearsal process.

METHODS OF EVALUATION: Requirements include a journal of the

process, individual and group assignments, a final examination and attendance at campus performance events. No P/N option.

TEXTBOOKS: Brook, P., Any Empty Space

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Winter 1993-94 Course Descriptions

0495 International Studies

Arthur Cyr

International Studies C94-0

THE UNITED STATES, EUROPE, AND JAPAN: POLICIES AND
OPPORTUNITIES IN THE WAKE OF THE COLD WAR

Time: TH 6:00-8:00PM

Office Address: University Hall #20

Office Phone: 491-7980

Expected Enrollment: 15

COURSE DESCRIPTION: The purpose of the course is to provide background, present perspectives, and possible and likely future directions for relations among the principal industrialized nations--the United States, Europe and Japan--in the wake of the conclusion of the Cold War. Considerable emphasis will be placed on a firm background to the current international environment, including the genesis of the Cold War and the course of the U.S. -Soviet competition during the period of the late 1940's through the late 1980's. There will be discussion of the specific policy options facing the U.S. in the future, and the future of such institutional mechanisms as NATO, the European Community, and the established summit meetings between the main industrial nations. There will also be comparative discussions of the roles of interest groups, party politics and public opinion in foreign policy.

TEACHING METHOD: Participation in class discussion and a term paper.

Senior standing required.

TEXTS:

Arthur Cyr, U.S. Foreign Policy and European Security

Axel Krause, Inside the New Europe

Benjamin Page and Robert Y. Shapiro, The Rational Public:

Fifty Years of trends in Americans' Policy Preferences

William Plaff, Barbarian Sentiments: How the American Century

Ends

Amnon Finkelstein

International Studies B01-2

INTRODUCTION TO THE WORLD SYSTEM

Time: TTH 10:30-12:00

Office Address: University Hall #20

Office Phone: 491-7980

Expected Enrollment: 170

COURSE DESCRIPTION: This portion of the international studies program core sequence examines the modern and contemporary world system. We will start with a survey of the twin events that ended the nineteenth century system - World War I and the Great Depression. A special attention will be given to the Russian Revolution and the rise of other "universal" ideologies: Fascism and Nazism. We will then focus on the Second World War and the transformations accompanying it, especially the rise of the United States and the Soviet Union to global power, the vast decolonization of the Third World, and the system of bipolarity and its offspring, known as the Cold War. In this context we will examine the particular American role in organizing a Pax Americana and we will look at conflicts and revolutions in the periphery. Finally we consider the end of the Cold War, the new "world (dis)order," within which the rising importance of gender issues, hyper-nationalism, religious fundamentalism, and urban problems that are known vaguely as related to the post-modern city.

TEACHING METHOD: Lecture and class discussion.

Michael Loriaux

International Studies B02

INTERNATIONAL ETHICS

Time: TTH 1:00-2:30

Office Address: 208 Scott Hall

Office Phone: 491-2625

Expected Enrollment: 120

COURSE DESCRIPTION: "What is a good foreign policy?" To ask the question is to raise the issue of moral standards in international politics. We begin with the argument that

there are no moral standards in international politics and statesmen can't be expected to adhere to such standards. We examine how that argument arose in reaction to the Wilsonian idealism of the interwar period. We explore the debate further by looking at the political thought of Kant and Rousseau, on whom modern thinkers rely heavily. Using Marx, we pursue the idea that Wilsonian reformism requires that we address issues of international justice. This line of argument obliges the opponent of reform to ground his or her objections in a more thorough-going philosophical skepticism. We look at the implications of such skepticism by reading Thucydides. We then try to construct a defense for moral action that is compatible with skepticism using Hume and Augustine.

TEACHING METHOD: Lecture and class discussion.

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Winter 1993-94 Course Descriptions

0605 Performance Studies

Paul Edwards, Supervisor

General Speech A03

ANALYSIS AND PERFORMANCE OF LITERATURE (3 sections, each taught by a different instructor)

Office Address: 1979 Sheridan Rd. Room 200

Phone: 491-3171

Expected Enrollment: 20 per section

COURSE DESCRIPTION: A basic course in critical reading, discussion, performance, and written analysis of poetry, short stories, and nonfiction texts. The course provides training in expository and critical writing as well as solo performance. Non-Speech students are welcome.

Open to P/N to all but Performance Studies majors; non-majors welcome.

TEACHING METHODOLOGIES: Each section is limited to 21 students. The course emphasizes the student's involvement in literature through individual performance and through active participation in discussion.

METHOD OF EVALUATION: Minimum requirements for each section: three performances; three papers; some kind of pre-final written testing, such as short quizzes or a midterm examination; a written final examination.

BOOKS:

A03 Handbook (coursepak)

Hall, To Read Literature (3rd Edition)

Jessica Thebus

Performance Studies B10-2

PERFORMANCE OF NARRATIVE FICTION

Office Address: 1979 Sheridan Rd.

Phone: 491-3171

Expected Enrollment: 20

COURSE DESCRIPTION: The central goal of this course is to help the student to reach an experiential understanding of prose fiction through the act of performance. Emphasis is placed upon the short story form, with specific stories selected for exploration through discussion and performance. It is assumed that the student will have had some exposure to the basic principles of interpretation in A03 (or its equivalent). Students with this background are expected to be comfortable with the conventions of the solo performance of prose fiction. The course includes written analysis, an exercise in adapting and staging a short story, discussion, and solo performance.

PREREQUISITE: A03. Open to P/N to all but departmental majors.

TEACHING METHODOLOGIES: Emphasis is placed upon active participation in class discussions. The quality of written work and the development of performance skills.

METHOD OF EVALUATION: Two graded solo performances, each 5-10 minutes in length, One graded group performance and two analytical papers, each 5-10 pages. There will be a final written examination. Attendance is mandatory.

Dwight Conquergood

Performance Studies B16

PERFORMANCE AND CULTURE

Office Address: 1979 Sheridan Rd., Room

Phone: 491-3259, 491-3171

Expected Enrollment: 90

COURSE DESCRIPTION: Introduction to anthropological studies of performance. We will explore the ways in which social structures, beliefs, values, and tensions are displayed in expressive forms—and how cultural performances sustain, enliven, consolidate, or subvert human societies. Emphasis on pre-modern and third world cultures and forms of performance: rituals, masks, carnivals, ceremonies, shamans, tricksters, and messianic movements. There are three objectives for the course: (1) to broaden and deepen

understanding of performance and its cultural functions, (2) to enhance intercultural awareness and sensitivity by examining beliefs and expressive traditions very different from our own, (3) to deepen a "Sense of the Other" as an approach towards human inquiry.

TEACHING METHOD: A combination of lecture, demonstration, and discussion.

EVALUATION: An objective midterm and final examination (essay) are required. There will be a range of options for the third requirement, some involving short research and writing projects, some involving performance.

READING LIST:

Anzaldua, Borderlands / La Frontera
Lavie, Narayan, Rosaldo, Creativity / Anthropology
Myerhoff, Number Our Days
Beckett, Happy Days

RECOMMENDED READING:

Abrahams, Singing the Master: The Emergence of African American Culture.

In addition to these texts, the instructor will draw on personal collection of slides and videotapes from his fieldwork studies of cultural performance in context.

Performance Studies B24-0

Paul Edwards

ADAPTING NARRATIVE FOR GROUP PERFORMANCE

Office: Theatre/Interpretation Center, Rm. 216 (second floor)

Phone: 491-3171

Description. The course introduces students to theories and methods of adapting printed narratives (especially novels and short stories) for formal stage presentation, or for group performance in non-theatrical settings. Scripted adaptations and group performances are viewed in two ways: (1) as aesthetic objects requiring their own norms of criticism; and (2) as critical tools in the study of narrative.

Methods of evaluation. Students read a group of core texts, carry out a variety of in-class exercises, and complete essay and performance assignments. Typically a student will collaborate in the adaptation and direction of two scenes, or will adapt and direct these scenes independently. Additionally, the student will perform in two to five scenes. The two written essays relate to problems in transforming the printed text into a performance text. Attendance is mandatory. No midterm or final examination.

Required reading.

Robert Breen, Chamber Theatre
Ann Charteus, ed. Major Writers of Short Fiction

Johannes Birringer
Performance Studies C20-0
LANGUAGES OF THE BODY
Office Address: 1979 Sheridan Rd., Rm 219
Phone: 491-3232, 491-3171
Expected Enrollment: 15-20

COURSE DESCRIPTION: This rehearsal workshop explores non-verbal body movement and gestural vocabularies in theatre, dance, and performance art (with reference to cinema/video art and to productions of the body in the visual media and the commercial media) using illustrations that are specific to a particular genre, repertoire, historical time, cultural context and/or performance situation.

Through a series of performance exercises, the class will examine the gestures, movements, and expressions different cultures and performance traditions understand as indices of the natural or artificial body, of sexual identity and gendered roles. The studio format will combine theoretical and visual materials with an emphasis on student performances and active participation.

PREREQUISITES: Juniors, Seniors, Graduate Students.

TEACHING METHOD: This is a rehearsal workshop, with the major portion of class time spent on demonstration, performance and performance analysis.

EVALUATION: (1) Active participation in readings and screen analyses; (2) students will document their own performances and readings and keep a journal; (3) research paper: 20 pages, free form, theory or analysis of one of the body productions shown in class; (4) class presentation of a movement assignment.

READINGS: Antonin Artaud, *The Theatre and its Double* (1958); Eugenio Barba, *Beyond the Floating Islands* (1986); Susan Leigh Foster, *Reading Dancing* (1986); Patrice Pavis, *Languages of the Stage* (1982); Severo Sarduy, *Written on a Body* (1989); Gaines/Herzog, eds., *Fabrications: Costume and the Female Body* (1990); Arthur and Marilouise Kroker, *Body Invaders* (1987);

Special issues of :

Women and Performance #6 (1987/88); *The Drama Review* vol. 30:2 (1986); *The Drama Review* vol. 32:4 (1988)

Frank Galati

Performance Studies C24-1, 2

PRESENTATIONAL AESTHETICS

Office Address: 1979 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.

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Last Updated: October 28, 1993

Winter 1993-94 Course Descriptions

0610 Communication Studies

Staff

Communication Studies 601-A01 INTERPERSONAL COMMUNICATION

Office Address: Harris Hall, Room 7

Phone: 491-7532

Expected Enrollment: 22 students per section

COURSE DESCRIPTION: Through lecture, discussion and exercises, this course introduces students to key concepts in the study of interpersonal communication. The course is designed to: increase students' awareness and understanding of communication processes; encourage students to think critically about communication theory and practice; provide background for upper-level communication courses. No prerequisites.

TEACHING METHOD: While some sessions are devoted to lecture about basic concepts and models, a significant portion of class time is allotted for student participation.

EVALUATION: Varies somewhat with instructors. In general, the course grade is based on examinations, papers, projects and class participation.

Staff

Communication Studies 601-A02 PUBLIC SPEAKING

Office Address: Harris Hall, Room 8

Phone: 491-7532

Expected Enrollment: 22 per section

COURSE DESCRIPTION: This course provides an introductory survey of public speaking principles and forms. Though the emphasis is on the practice of public speaking, critique is also stressed. Therefore, students are afforded several opportunities to deliver speeches to the class and also to act as critics in judging the effectiveness of sample speeches.

No prerequisites. P/N is permitted. Students who do not attend the first two days of class will be dropped from the roster.

TEACHING METHOD: While readings emphasize traditional and contemporary theory and research, this course is primarily a practicum. Students build rhetorical skills by applying principles learned textually to the construction, delivery and critique of their own speeches.

EVALUATION: Oral performances, both oral and written rhetorical critiques, and active participation are evaluated by the instructor.

Robert M. Entman and Michael Janeway
Communication Studies 601-A20 and Journalism B10
COMMUNICATION AND AMERICAN DEMOCRACY
Office Addresses: 22 Harris Hall (Entman)
101 Fisk Hall (Janeway)
Phones: 491-7532 (Entman) 491-2051 (Janeway)
Expected Enrollment 80

COURSE DESCRIPTION: An exploration of issues in journalism, rhetoric, and interpersonal and mass communication that are relevant to American Democracy. Among the topics considered are the role of the press in a democratic society, objectivity and the processes of newsgathering, the rhetoric and effects of political campaign news, debates, and advertising, the First Amendment, and the ethical implications of new technology in media industries.

No prerequisites. P/N not permitted.

TEACHING METHOD: Two one-hour lectures and one two-and-one-half-hour laboratory per week; the laboratory will offer theory-relevant exercises in the practice of communication.

EVALUATION: Midterm and final exams. Laboratory grades will comprise the remaining portion of the valuation; they will be composed of a mark for participation in discussions and an average of grades received for several written assignments integral to the labs.

READINGS: Entman, Democracy Without Citizens; Gamson, SIMSOC; course packet of readings.

Paul H. Arntson
Communication Studies 601-B04
PARADIGMS AND STRATEGIES OF LEADERSHIP
Office: Harris Hall, Room 1
Phone: 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 politics, business and the community. Weekly small group meetings 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.

TEACHING METHOD: This course is divided equally into lecture, discussion sections and small group meetings.

EVALUATION: There will be six written case-study analyses and a final group project. Students will also be graded on their participation in the groups and discussion.

NOTE: Registration is 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 November 9th through the 12th. A list of those receiving permission to enter the course will be posted on Monday, November 15th outside Room 1. Contact Karl Simmons in the Leadership Program office, Room 1, Harris Hall, phone 467-1367, for details.

Thomas Farrell
Communication Studies 610-B15
PRINCIPLES OF RHETORICAL CRITICISM

Office Address: 1815 Chicago
Phone: 491-7530
Expected Enrollment 25

PERSPECTIVE OF THE COURSE: The course provides an introduction to rhetorical criticism based primarily on the close reading of selected texts. It also offers a survey of the elements of criticism (argumentation, stylistics, form) and approaches to critical inquiry, especially as these are represented within the discipline of Speech Communication.

PURPOSES OF THE COURSE

1. To sharpen and deepen awareness of how rhetorical discourse reflects and shapes public culture.
2. To develop skills in critical analysis and evaluation of rhetorical discourse.
3. To introduce students to various approaches to rhetorical criticism and the principles involved in these approaches.

EVALUATION: This is a lecture-discussion class, and part of the grade will be based on the quality of class-room discussion. The written assignments will include the following:

1. Several short critical papers focused on a particular text.
2. A final written examination or final paper.

READINGS: A packet of readings specially designed for this course including rhetorical texts, critical studies, and essays on critical principles and methods.

Mark Palmer
Communication Studies 610-B60
THEORIES OF ORGANIZATIONAL COMMUNICATION
Office Address: Harris Hall, Room 2
Phone: 491-7532
Expected Enrollment: 50

COURSE DESCRIPTION: This course is designed to provide a theoretical overview of various approaches to the study of communication processes as they relate to organizations. Topics include: individual and interpersonal communication in organizational settings, structural and functional models of organizations, communication networks, development of organizational culture and the discussion of a general model of task-oriented, applied communication.

No prerequisites.

TEACHING METHODOLOGY: The classes will be taught primarily as lecture sessions with ample room for student discussions.

EVALUATION: Students final grade will be based on a weighted combination of three, noncumulative exams.

Karla Robinson Salmon

Communication Studies 610-B70

INTRODUCTION TO MASS COMMUNICATION

Office: Harris Hall, Room 35

Phone: 491-7532

COURSE DESCRIPTION: This course introduces students to the study of mass media; the newspaper, radio, television, magazines, and film industries will be topics for discussion. We will discuss the history of the different media, the organization and regulation of their industries, and the influence of mass media on American society.

TEACHING METHOD: Lecture

EVALUATION: Two examinations and one research paper.

Irving J. Rein

Communication Studies 610-B75

THE RHETORIC OF CONTEMPORARY CULTURE

Office Address: 1815 Chicago Avenue, Room 201

Phone: 492-7530

Expected Enrollment 90

COURSE DESCRIPTION: This course addresses various forms of manipulation in contemporary communication. The student is

introduced to a number of strategies and tactics of analyzing everyday and mass communication situations. The subject material includes film, television, music, shopping centers, supermarkets, car lots, doctors' offices, and other potentially manipulative situations.

NO PREREQUISITES: P/N is allowed.

TEACHING METHOD: The main forms of communication are lectures. The lectures are often multi-media and designed to recreate the interaction being discussed. There is frequent teacher-student interaction throughout the presentation.

EVALUATION: 50% of the grade is in the interest group project. The remaining 50% is divided equally between two exams which are based on the lectures and readings.

READINGS: Daniel Boorstin, The Image; Irving Rein, Philip Kotler, & Martin Stoller, High Visibility; Tony Schwartz, The Responsive Chord.

Scott Deatherage
Communication Studies 610-B90 FORENSICS
Office: 1809 Chicago Avenue
Phone: 491-7916

COURSE DESCRIPTION: The course is offered in conjunction with participation in the intercollegiate debate program. Through participation in intercollegiate debate tournaments, students are able to develop and practice advanced techniques in argument.

PREREQUISITES: Speech A04, one year's experience in intercollegiate debate, permission of the instructor.

TEACHING METHOD: Participation in a least 24 debates at three or more tournaments, debriefings at meetings of the debate society, construction of affirmative and negative arguments.

EVALUATION: Grades are based on completion of required

research assignments, participation in the required number of debates, attendance at debriefings.

READINGS: TBA: Grades are based on completion of required research assignments, participation in the required number of debates, attendance at debriefings.

READINGS: TBA

Michael Leff

Communication Studies 610-C25-2

RHETORICAL HISTORY OF THE UNITED STATES

Office Address: Hardy House 103, 1809 Chicago Avenue

Phone: 492-7530

Expected Enrollment: 30

COURSE DESCRIPTION: This course is concerned with the articulation of values, beliefs, attitudes in verbal discourse during the latter part of the 19th and 20th century. Specific attention will be given to prominent rhetorical movements including women's suffrage, black rights, populism, progressivism, and conservation. In addition, genre of rhetorical discourse will be studied including the rhetoric of campaign corruption and the rhetoric of war.

TEACHING METHODOLOGY: The course will consist of three one-hour lectures during the week concerning assigned speeches and background readings. An "optional" seminar will be provided for those interested in discussion.

METHODS OF EVALUATION: Evaluation will be based upon a combination of options selected by the student. All students will be expected to take a mid-term and a final. Students may participate in the discussion seminar or write a short term paper at the end of the quarter. If P-N option is taken all requirements must be completed before the P is given.

Thomas Goodnight

Communication Studies 610-C28 THE RHETORIC OF WAR

Office Address: 1815 Chicago Avenue

Phone: 491-7530 or 528-0940

Expected enrollment: 30

COURSE DESCRIPTION: This a course designed to examine the rhetorical issues of war and peace in a nuclear age. The course will take up the formation of the nuclear age in the inception of the Atomic bomb, the development of the Cold War, and issues pertaining to America's role in assuring national security and human rights. From these historical controversies, the course will take up contemporary arguments over the role of American power in a post-Cold War world, including examination of debates over the Gulf War, Bosnia, Somalia, and Haiti.

PREREQUISITES: Students must have work with rhetorical theory and criticism, argumentation, or rhetorical history. Familiarity with contemporary American history would also be helpful.

TEACHING METHODOLOGY: The course will be taught in seminar fashion. Students will be instructed in research techniques sufficient to permit them to do critical analysis of significant foreign policy statements and ensuing controversies and contexts. Each class session will have a group of assigned speeches for reading and analysis.

COURSE ASSIGNMENT: Students will be assigned a take home examination. The major assignment for the course will be the development of a research paper that takes up a speech, debate, or other set of documents for foreign policy persuasion in the nuclear age.

Kathryn L. Ingle

Communication Studies 610-C30-1

CONTEMPORARY PROBLEMS IN FREEDOM OF SPEECH

Office Address: 1815 Chicago, Room 203

Phone: 491-7530

Expected enrollment 80

COURSE DESCRIPTION: The course is designed to acquaint students with the set of constructs collectively known as freedom of expression. More specifically, we shall explore the manifestation of these constructs in the First Amendment to the Constitution of the United States, and its interpretation and application in Supreme Court decisions. These decisions involve a variety of communicative agents,

media, genres, etc., and consider a range of communicative forms from face-to-face symbolic interaction to computer networking. Problem areas to be discussed are: the so-called "politically correct speech" movement; defamation; obscenity, indecency, and pornography; commercial speech and political advertising; new communications technologies and the "new" public forum.

No prerequisites.

TEACHING METHOD: Modified Socratic method, with students and professor engaged in dialogue with each other using course materials.

EVALUATION: A mid-term paper analyzing a significant First Amendment decision by the Supreme Court; a final examination on readings, lectures and class discussions. There is an optional term paper assignment which consists of writing a Supreme Court majority and dissenting opinion on a hypothetical case.

READINGS: Thomas L. Tedford, Freedom of Speech in the United States. There is also a xerox packet of course readings (copy shop TBA), and assigned readings of court opinions on reserve in the library.

Joseph B. Walther

Communication Studies 610-C60

CURRENT PERSPECTIVES IN ORGANIZATIONAL COMMUNICATION

RESEARCH: COMPUTER MEDIATED COMMUNICATION AND ORGANIZATIONS

Office Address: Harris Hall, Room 21

Phone: 491-7532

COURSE DESCRIPTION: This course will introduce students to a variety of forms of computer-mediated communication (CMC), as well as issues pertaining to the effects of these technologies. Students will learn about CMC systems through study and use; there will be a significant "hands-on" component in addition to readings and discussions. Uses and impacts on organizational communication, structure, and interpersonal effects will be considered in light of each technological variation. Students will augment their readings and class discussions through participation in the following activities:

- an ongoing computer conference over course readings
- use of electronic mail for correspondence and course management
- use of an electronic group decision support system
- training on the use of Internet information sources
- exposure to commercial electronic information systems
- subscription to electronic news and discussion groups

PREREQUISITES: B60 or permission of the instructor

TENTATIVE READINGS: Fulk, J., & Steinfield, C. (1990). Organizations and Communication Technology. Newbury Park, CA: Sage; Sproull, L, & Kiesler, S. (1991). Connections: New Ways of Working the Networked Organization. Cambridge, MA: M.I.T. Press; and additional readings to be announced.

EVALUATION: Students will prepare and deliver reports based on outside research/investigations. These reports will focus on (a) essays and research reports about a particular issue in CMC, (b) the use-and potential use-of CMC in a particular industry or company, (c) an evaluation of a particular CMC/information service, including general description, strengths, and weaknesses, (d) a case report describing the original application of CMC to a local group, or (e) some other topic/activity as arranged with the instructor. Bibliographies and project ideas will be provided at the beginning of the term in order to stimulate project selection and initiation.

Daniel M. Merkle
 Communication Studies 610-C71
 PUBLIC OPINION
 Office Address: Harris Hall, Room 35
 Phone: 491-5839

COURSE DESCRIPTION: This course focuses on theories of public opinion formation, communication, and change. Among the topics we will discuss are:

- 1) The meaning of "public opinion" in different historical epochs;
- 2) The relationships among mass media, public opinion, and public policy and;
- 3) The role of public opinion polls in democracy.

PREREQUISITES: B01-1 and B70

METHOD OF EVALUATION: Midterm and final examination and a short paper.

READINGS: TBA

Thomas Farrell

Communication Studies 610-C78

RHETORIC AND AESTHETIC THEORY

Office Address: 1815 Chicago Avenue, Room 207

Phone: 491-7530

Expected Enrollment 25-35

COURSE DESCRIPTION: This course offers a survey, interpretation, and critique of the major movements within aesthetic theory, as a source of influence upon the theory and practice of rhetoric. Concepts pertinent to both rhetoric and aesthetics are introduced early in the course (including: emotion, perspective, appreciation, expression, form, and judgment). These concepts are then traced through distinct periods of development within art theory. Special attention is devoted to our changing understandings of art as a persuasive process. Later topics will also include the analysis of movements within art (e.g. the Dadaists, Surrealists, Futurists, French Situationists) as rhetorical movement, wherein the implied theory of communication guides or limits its real practice.

TEACHING METHOD: This will include lectures by instructor and lecture-discussion sessions with students. Readings will emphasize primary source texts and manifestoes concerned with movements and theories of pictorial and dramatic art. Testing will consist of short critical papers, a term project, and a final exam. Supplementary video materials will illustrate modernist influences on aesthetic consciousness.

READINGS: John Berger, *Ways of Seeing*; Morris Phillipson and Paul J. Gudel, eds. *Aesthetics Today*; Susanne K. Langer, *Feeling and Form*; E. H. Gombrich, *Art and Illusion*; Aristotle, *Poetics*.

PREREQUISITES: Courses in rhetorical criticism, rhetorical history, or permission of instructor.

TEACHING METHODOLOGY: The class will be taught with a combination of lectures/discussions and films. Lectures will concern both theoretical perspectives on war rhetoric and historical examples. Students will be expected to engage in vigorous discussion concerning contemporary issues.

METHODS OF EVALUATION: These will be announced the first day of class. Students will be expected to come to class with some prior background in rhetorical criticism, cultural criticism or similar work.

James Ettema
Communication Studies 610-C95, Section 20
MASS MEDIA AND HEALTH
Office: Harris Hall, Room 25
Phone: 491-7532
Enrollment: 20

COURSE DESCRIPTION: This course will examine the impact of the mass media on health-related knowledge, beliefs, attitudes and behaviors. Reading assignments and class discussions will draw from research on the purposive use of the media by health care organizations to change behaviors such as those associated with cardiovascular disease and AIDS. The readings and discussions will also review the impact of news and entertainment of such topics as the medical profession, mental health and drug abuse.

TEACHING METHOD: Seminar sessions and research project.

EVALUATION: Oral and written reports, final examination.

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

Last Updated: October 28, 1993

0620 Communication Sciences & Disorders

Joanne F. Carlisle

205-C27

PROBLEMS OF EXCEPTIONAL CHILDREN

TIME: T Th 4:00-5:30

OFFICE: Room 1-146 Frances Searle Building

PHONE: 491-2497

COURSE DESCRIPTION: The purpose of this course is 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 students' learning needs and the ways in which regular and special educators can attempt to meet these needs.

PREREQUISITES: None

TEACHING METHODS:

Lectures, discussion, film, half-day observation in a program that provides services to exceptional youths.

METHODS OF EVALUATION:

Written critiques of articles covering three types of exceptionality, observation report, final examination.

READING LIST:

Kirk, S.A., & Gallagher, J.J. (1989). Educating exceptional children. NY: Houghton Mifflin.

Additional articles.

Charles R. Larson

Speech 620-B02

BIOLOGICAL FOUNDATIONS OF HUMAN COMMUNICATION

Office Address: 2299 Sheridan Road

Phone: 491-5074

Expected Enrollment: 30

COURSE DESCRIPTION: This course is intended to introduce the student to basic neurophysiological principles underlying human communication. The course covers basic mechanisms underlying function of the nervous system, starting with single cells and progressing up through simple reflexes to more complex functions such as memory and cognition. Sensory systems including the auditory, visual and somatosensory are described in the context of their importance for communication. The organization of the cerebral cortex is described and the various deficits resulting from damage to the cortex are presented.

PREREQUISITES: None

TEACHING METHOD: Lecture format with encouragement of class discussion.

EVALUATION: There are two objective mid-term examinations and a final exam.

READINGS:

R. Ornstein and R.F. Thompson; The Amazing Brain. Houghton Mifflin, 1984.

C.R. Larson. Chapter: Basic Neurophysiology.

David Rutherford

Communication Sciences and Disorders

620-B03

ACOUSTICS OF SPEECH

Time: MTThF 900

Office Address: 3-363 Frances Searle Building

Phone: 491-2417

Expected Enrollment: 50

COURSE DESCRIPTION: This course is intended to introduce the

student to the acoustic structure of speech sounds and to the specific acoustic cues that enable a listener to discriminate and identify speech sounds in syllables and words. The first third of the course is concerned with the physics of sound and elementary psychoacoustics; the second section considers the acoustic structure of American English vowels and the information they convey; the final section of the course covers the acoustic cue system utilized in consonant recognition, theories of speech perception, and feedback systems utilized in motor speech learning and control.

PREREQUISITES: Sophomore standing or permission of instructor. P/N not permitted for majors in Communication Sciences and Disorders.

TEACHING METHODOLOGY: Lecture and classroom demonstration.

METHODS OF EVALUATION: THREE objective midterm examinations at approximately 3-4 week intervals, each contributing equally to the final grade.

READINGS:

G.S. Borden and K.S. Harris, Speech Science Primer.
P.B. Denes and E.M. Pinson, The Speech Chain.
P. Ladefoged, Elements of Acoustic Phonetics.
J.R. Pierce and E.E. David, Jr., Man's World of Sound.

Joanne F. Carlisle, Ph.D. and Dee Klein, M.A.
Speech 620-B05

THE STUDY OF LEARNING AND LEARNING PROBLEMS IN THE CLASSROOM
TIME: MTF 1 p.m.; 3 hours per week in field placement
OFFICE: Room 1-146 and 1-140 - Frances Searle Building
PHONE: 491-3183

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 METHODS: Lectures, discussion, written exercises, field placement.

METHODS OF EVALUATION:

Mid-term exam, final exam, case study of one student, oral presentation.

READING LIST:

Cohen, D.H., Stern, V., & Balban, N. (1983). Observing and recording the behavior of young children (3rd ed.). NY: Teachers College Press.

Garvey, C. (1977). Play. Cambridge: Harvard University Press.

Rubin, Z. (1980). Children's friendships.

Additional articles.

Charles R. Larson

Speech 620-C20

PHYSIOLOGIC INSTRUMENTATION

Time: MTThF 11:00 AM

Office Address: 2299 Sheridan Road

Phone: 491-5074

Expected Enrollment: 8. Ph.D. students have priority.

COURSE DESCRIPTION: This course is designed to teach students how to work with speech physiological laboratory instrumentation. There are 3-4 lectures at the beginning of the quarter along with descriptions of speech laboratory instrumentation. At weekly intervals thereafter, lectures are only held about once per week in order to introduce new equipment to the students. After each presentation, students are assigned a task to complete on their own time. After completing a task, students demonstrate to the instructor their ability to carry it out. By the end of the quarter, students will have a working knowledge of how to operate many different types of physiological instruments and how to use them in various types of experiments.

PREREQUISITES: Consent of instructor

TEACHING METHODS: Lecture and laboratory demonstration

METHODS OF EVALUATION: Grades will be determined on the basis of the quality of laboratory work as well as from results of a midterm and final examination.

READING LISTS: None

Joanne F. Carlisle

Speech 623 C73

INTRODUCTION TO LEARNING DISABILITIES

TIME: MTThF 1:00 P.M.

OFFICE: Room 1-146 - Frances Searle Building

PHONE: 491-2497

COURSE DESCRIPTION: An introductory course in learning disabilities. The focus will be on both theory and practical issues, including discussion of the following topics: 1) definitions of learning disabilities, 2) historical perspectives, 3) developmental issues (neurological, cognitive, social), 4) assessment procedures, and 5) types of treatment, educational and otherwise. The problems learning disabled individuals encounter through their life span will be explored through films, readings, and discussion.

PREREQUISITES: None

TEACHING METHODS: Lectures, films, and class discussion

METHODS OF EVALUATION:

The student's grade will be based on midterm and final examinations and a 15-page paper on a current issue in the field of learning disabilities.

READING LIST:

Lerner, J. (1993). Learning disabilities: Theories, diagnosis, and teaching strategies (6th ed.). Boston: Houghton Mifflin.

Selected articles.

Karla McGregor
Communication Sciences and Disorders
Speech and Language Pathology 624-D37
LANGUAGE DISORDERS IN CHILDREN
Time: MTTTF 2:00-2:50
Office Address: 3-331 Frances Searle Building
Office Phone: 491-2425
Expected Enrollment: 55

COURSE DESCRIPTION: An in-depth study of childhood language impairments associated with developmental delay, brain damage, mental retardation and autism. Deficits affecting the domains of semantics, pragmatics, syntax and morphology will be considered. An important focus of the course will be the application of theory to clinical practice.

PREREQUISITES: 624-C37 or permission of the instructor.

TEACHING METHOD: Lecture-discussion. Mid-term and final exams as well as analyses of language samples are required.

READINGS:

Fletcher & Hall, Specific Speech and Language Disorders in Children

Selected journal articles

ctec@northwestern.edu

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

[Northwestern University](#)

Last Updated: October 28, 1993

Winter 1993-94 Course Descriptions

0630 Theatre

Juanita Lopez

Theatre, 0630, A20, sec. 20

BEGINNING BALLET, Women

Office: MWM Dance Ctr.

Phone: 491-7667

Expected Enrollment: 18

COURSE DESCRIPTION: Course covers the basic principles and vocabulary of ballet.

PREREQUISITES: None

TEACHING METHOD: Movement laboratory/participation

EVALUATION: Based solely on attendance; allowed 3 absences during quarter, must make up classes after missing 3.

Juanita Lopez

Theatre, 0630, A20, sec. 21

BEGINNING BALLET, Men

Office: MWM Dance Ctr.

Phone: 491-7667

Expected Enrollment: 18

COURSE DESCRIPTION: Course covers the basic principles and vocabulary of ballet.

PREREQUISITES: None

TEACHING METHOD: Movement laboratory/participation

EVALUATION: Based solely on attendance; allowed 3 absences during quarter, must make up classes after missing 3.

Robin Lakes

Theatre, 0630, A22, sec. 20

BEGINNING MODERN DANCE

Office: MWM Dance Ctr.

Phone: 491-7395

Expected Enrollment: 25

COURSE DESCRIPTION: Elementary modern dance techniques. Warmups and dance combinations emphasizing the development of coordination, strength, stretch, precision, and flow.

PREREQUISITES: None

TEACHING METHOD: Participation

EVALUATION: Attendance; 3 absences allowed.

Juanita Lopez

Theatre, 0630, A23, sec. 20

Prep. For Performance: PILATES BEGINNING

Office: MWM Dance Ctr.

Phone: 491-7667

Expected Enrollment: 18

COURSE DESCRIPTION: The course focuses on the twenty exercises plus variations that constitute the basic mat work of the Pilates system of conditioning. All of the exercises are done on the floor and are designed to strengthen, stretch, tone and correct imbalances. An exercise mat is required for the course.

PREREQUISITES: None.

TEACHING METHOD: Movement laboratory/participation.

EVALUATION: Based on attendance and a quiz.

Juanita Lopez

Theatre, 0630, A23, sec. 21

Prep. For Performance: PILATES ADVANCE

Office: MWM Dance Ctr.

Phone: 491-7667

Expected Enrollment: 18

COURSE DESCRIPTION: The course adds in the additional ten exercises to the basic mat that constitute the complete mat work of the Pilates system of conditioning.

PREREQUISITES: One quarter of Pilates Beginning (A23 sec. 20).

TEACHING METHOD: Movement laboratory/participation.

EVALUATION: Based solely on attendance.

Debbie Giordano

Theatre, 0630, A24, sec. 20

BEGINNING I JAZZ DANCE

Office: MWM Dance Ctr.

Phone: 491-3147

Expected Enrollment: 25

COURSE DESCRIPTION: Warm-ups and basic dance combinations to develop a basic vocabulary of jazz steps, coordination, rhythm and flexibility.

PREREQUISITES: None

TEACHING METHOD: Participation

EVALUATION: Attendance

READINGS: Vocabulary lists provided

Kim Rubinstein/Staff

Theatre, 0630, A40-2

THEATRE IN CONTEXT

Office: Thea/Interp Ctr., 218

Phone: 491-3167

Expected enrollment: 100

COURSE DESCRIPTION: A study of fundamental theatre concepts integrating the areas of dramatic literature, theatre history, voice, movement and production activities in a total theatre approach. Course organization includes master lectures, intensive discussion, performance labs, and production crew assignments.

Fall: Concentration on Tragedy.

PREREQUISITES: None.

TEACHING METHOD: Lecture/discussion.

EVALUATION: Two papers, quizzes and final exam.

READINGS: Plays and Criticism. Texts to be determined later.

Timothy O'Slynnne

Theatre, 0630, B22

INTERMEDIATE MODERN DANCE

Office: MWM Dance Ctr.

Phone: 491-3147

Expected Enrollment: 25

COURSE DESCRIPTION: A continuation of the principles taught in Beginning II Modern Dance but at a more advanced level. Course utilizes the fundamental principles of movement, physical science and kinesiology as applied to basic movements of the body. In addition, the course explores improvisation techniques, performance skills, intricate rhythms and mixed meter, elongated dance combinations and dance repertory excerpts. Class includes live accompanist.

PREREQUISITES: Beginning Modern Dance Technique and permission of instructor.

TEACHING METHOD: Pedagogy and teaching methods based on the Normative Technique of Erick Hawkins.

EVALUATION: Based on attitude, class involvement, attendance and progression of skills.

Staff

Theatre, 0630, B24

INTERMEDIATE JAZZ DANCE

Office: MWM Dance Ctr.

Phone: 491-3147

Expected Enrollment: 25

COURSE DESCRIPTION: Continuation of Jazz Dance II focussing on more advanced rhythmic structure, complexity in movement, and technical capabilities.

PREREQUISITES: Jazz II or permission of instructor.

TEACHING METHOD: Movement laboratory/participation.

EVALUATION: Based on attendance and participation.

Angie Weber

Theatre 0630, B41-2

STAGECRAFT: SCENERY

Office: Thea/Interp Ctr., 210

Phone: 491-3121

COURSE DESCRIPTION: The process of realizing the stage design from the theatre technician's point of view. Emphasis is on the craft and technology used in mounting a theatrical production.

Winter: The principles and tools used in the construction, rigging, and handling of scenery for the stage.

PREREQUISITES: Sophomore standing or permission of instructor. Participation in department productions.

EVALUATION: 2 quizzes, 2 tests, 2 projects.

READING: Gilette, Stage Scenery

Virgil Johnson

Theatre 0630, B41-2

DESIGN PROCESS: COSTUME DESIGN

Office: Thea/Interp Ctr.

Phone: 491-3389

Expected enrollment: 20

COURSE DESCRIPTION: A lecture and projects course which will study the design process in Stage Costuming. It begins with the reading of the play, interpretation of the characters and will discuss the designer's relationship to the director, the actor and the costume shop. It involves period research,

sketching techniques, color theory and will result in a series of costume sketches. Participation in departmental productions is required.

PREREQUISITE: Permission of the instructor.

EVALUATION: Class participation and projects portfolio.

TEXT: None.

John Miller

Theatre, 0630, B41-3

DESIGN PROCESS: LIGHTING DESIGN I

Office: Thea/Interp Ctr., Room 228

Phone: 491-3119

Enrollment maximum: 16

COURSE DESCRIPTION: The process of scenery, lighting, and costume design from initial reading of the script to production realization approached from the stage designer's point of view. Emphasis is on the creative process used in developing the physical elements of a theatrical production. Theoretical and practical approaches are studied, along with the responsibilities of the theatrical designer.
Spring: Lights. To familiarize the non-design student with the language and responsibilities of the lighting designer and to provide design students with a foundation of knowledge in preparation for advanced course work.

PREREQUISITES: Permission of the instructor. Participation in departmental productions.

TEACHING METHOD: Lecture/discussion.

EVALUATION: Midterm project and final project. Attendance. Participation in departmental productions. Student growth.

David Downs - section 20

Mary Poole - section 21

Bud Beyer - section 22

Dawn Mora - section 23

Sheila Saperstein - section 24

Theatre 0630, B43-2

ACTING II: PRINCIPLES OF CHARACTERIZATION

Office: Thea/Interp Ctr.

COURSE DESCRIPTION: (This is a general description. Please see individual instructor for more details.) This is a basic course in acting techniques concentrating on the creation of a dramatic characterization. It is intended for majors and non-majors who have a strong interest in acting and a desire to further their knowledge and technique. It is the second quarter of a three-quarter sequence and is prerequisite to the final quarter. This quarter deals with the process of forging the raw materials of character into a usable stage characterization. Emphasis is on the creation of a playable character through the use of analysis, subtext, creation of proper environment, and character biography and relationships.

PREREQUISITES: B43-1 or the equivalent. Permission of the instructor is required.

TEACHING METHOD: Classroom exercises and individual character assignments. Individual assignments are prepared for presentation in class for criticism and evaluation. Individual student initiative is required. Each student keeps a journal and several analysis papers are prepared. There is a final practical assignment.

EVALUATION: Students are graded on demonstrated ability to master and use the techniques covered in class. Progress is more important than native talent, but certain levels of achievement are expected.

James Coakley

Theatre 630, B44-2

DEVELOPMENT OF CONTEMPORARY DRAMA

Office: Thea/Interp

Phone: 492-3157

Expected enrollment: 30

COURSE DESCRIPTION: This is an historical/theatrical/literary survey of the modern drama, 1870-1920. Studies - naturalism, the Irish dramatic movement, early and late O'Neill, the later Brecht, and other post-World War II continental dramatics.

PREREQUISITES: None (B44-1 is not a prerequisite.)

TEACHING METHOD: Lecture/discussion.

EVALUATION: One quiz, a midterm and a final. All weighted evenly.

READINGS: Selected texts will be assigned.

Juanita Lopez
Theatre, 0630, C20
INTERMEDIATE BALLET
Office: MWM Dance Ctr.
Phone: 491-7667
Expected Enrollment: 18

COURSE DESCRIPTION: Course covers wide range of basic, intermediate and some advanced steps and intricate, fast combination of steps and turns. Knowledge of vocabulary necessary.

PREREQUISITES: At least two or more years minimum of previous ballet study.

TEACHING METHOD: Movement laboratory/participation.

EVALUATION: Based solely on attendance, allowed 3 absences during quarter, must make up classes after missing 3.

Billy Siegenfeld
Theatre, 0630, C24
INTERMEDIATE JAZZ DANCE
Office: MWM Dance Ctr.
Phone: 491-3147
Expected Enrollment: 25

COURSE DESCRIPTION: Continuation of Intermediate Jazz Dance focussing on more advanced rhythmic structure, complexity in movement, and technical capabilities.

PREREQUISITES: Jazz II or permission of instructor.

TEACHING METHOD: Movement laboratory/participation.

EVALUATION: Based on attendance and participation.

Les Hinderyckx, sec. 20

Theatre 0630, C40-1

STAGE DIRECTING

Office: Thea/Interp Ctr.

Phone: 491-3182

Expected enrollment: 12

COURSE DESCRIPTION: This is a basic course in stage directing for majors and non-majors and is required for those who wish to pursue the subject further on either the undergraduate or graduate level. The goal is to cover the stage director's work in terms of basic principles and techniques, with emphasis upon practical application in the directing of specific problem scenes for group critiques and discussion. The first quarter of this course covers the fundamentals of blocking, movement, business, tempo, script analysis, dramaturgy, casting and rehearsal planning. Format is designed to expose the director to the basic techniques and processes for preparation to direct a play in the "realistic" mode.

PREREQUISITES: Junior standing or above, with at least one B-level Technical Production course and some background in dramatic literature. Permission of instructor. No P/N allowed.

TEACHING METHOD: Generally one lecture/discussion per week, with selected guests, audio-visual material and demonstrations, depending upon topic, plus two two-hour laboratory sessions per week for presentation of student directed scenes and follow-up discussions. Graduate students in course may be required to present reports on specific stage directors with emphasis upon their special contribution to the field. Possible background quizzes, etc., plus final project.

EVALUATION: There will be one final project which will be averaged in with the individual grades for laboratory scenes, group discussion, written work, attendance and professional

attitude. Under special circumstances credit will also be given for work on specific projects in theatrical production.

READING LIST: Dean & Carra, Fundamentals of Play Directing, 3rd ed. as well as dramatic analysis and dramaturgical research as they aid the director in the preparation of realistic drama for production. Selected specific plays, TBA.

Dawn Mora - section 20

Bud Beyer - section 21

Les Hinderyckx - section 22

Ann Woodworth - section 23

Theatre 0630, C41-2

ACTING III: ANALYSIS AND PERFORMANCE

COURSE DESCRIPTION: Winter: Study of Shakespearean drama from the point of view of the actor. Language as a cue for character, situation, dramatic conflict. Scene study from comedies, histories, tragedies. For majors and non-majors.

PREREQUISITES; B43-1,2,3 or equivalent.

TEACHING METHOD: Lecture and scene work presented for teacher and class evaluation. Written assignments: analyses of character and scene, prosodic analysis as clues to actor interpretation.

EVALUATION: In-class work, papers, final exam, final presentation.

Joseph Appelt

Theatre 0630, C42-1

STAGE LIGHTING II

Office: Thea/Interp Ctr., Phone: 491-3119

COURSE DESCRIPTION: An in-depth lecture-laboratory-critique of the art and practice of lighting design for the Theatre. Fall: Introduction to the medium of light, methodologies and elements of lighting design, composition and orchestration.

PREREQUISITES: 0630 B41-3, or 0630 B40-1, or permission of instructor. Participation in department productions.

Sam Ball

Theatre 0630, C43-3

SCENE DESIGN II

Office: Thea/Interp, 210

Phone: 491-3137

Expected enrollment: 10

COURSE DESCRIPTION: A lecture-critique course with student participation in the planning and execution of the scenery and properties of Theatre Center productions. Theatrical forms and multi-scenic productions studied.

PREREQUISITES: No prerequisites.

EVALUATION: Project submissions and class participation.

TEXT: None

Linda Roethke

Theatre 0630, C44-2

COSTUME DESIGN II

Office: Thea/Interp, 217

Phone: 491-3389

COURSE DESCRIPTION: A lecture and projects course to develop sound principles in Costume Design for the stage. It will explore the dramatic form of comedy and musical comedy. The design process will include research, color theory, transparent rendering techniques, and design and characterization concepts. Participation in departmental productions required.

PREREQUISITE: Junior standing, B41-2, C42-1 or permission of instructor.

EVALUATION: Grades will be determined by the quality of and the improvement demonstrated in project work.

TEXT: None.

Rives Collins

Theatre, 0630, C48-1

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

Ann Woodworth - section 21

Dominic Missimi - section 22

Mary Poole - section 23

Theatre 0630, C49-2

ACTING IV: PROBLEMS IN STYLE

Office: Thea/Interp Ctr.

Expected enrollment: 16 per class

COURSE DESCRIPTION: (This is a general description. Please see the individual instructor for more details.) This is an advanced course in Acting concentrating on various styles and playwrights. Each instructor is free to choose the areas of study for each quarter. Normally, the second quarter deals with contemporary playwrights.

PREREQUISITES: C41 or its equivalent. Permission of the instructor is required, and all students must be declared

Theatre majors.

TEACHING METHOD: Advanced scene work presented for teacher and class evaluation.

EVALUATION: In-class work, preparation and discussion.

READING LIST: Instructors' option

Dominic Missimi

Theatre, 0630, C52

MUSIC THEATRE TECHNIQUES I

Office: Thea/Interp Ctr.

Phone: 491-3187

Expected Enrollment: 30

COURSE DESCRIPTION: This two part performance course is designed for the musical theatre student to perform in the various styles dictated by the musical work. This course will explore works from the turn of the century through the musicals of Rogers and Hammerstein. Scene work from European and American Operetta, Revues, the "vintage" musicals and the first integrated musical comedies will be covered. Slide-lectures on the history of musical comedy, audition techniques, choreographic styles and sight reading will also be studied.

PREREQUISITES: OPEN ONLY TO MUSIC THEATRE CERTIFICATE STUDENTS

TEACHING METHOD: Lecture/discussion, laboratory.

EVALUATION: Scene presentations, one quiz, one paper.

READING: TBA

Sam Ball

Theatre 0630, C54-1

HISTORY OF COSTUME AND DECOR: Historical Artifact & Theatrical Style

Office: Theatre/Interp Ctr., 210

Phone: 491-3137

COURSE DESCRIPTION: An overview of the history of clothes,

architecture, furniture and ornamentation with emphasis on those epochs most useful to theatrical production from ancient to contemporary times.

EVALUATION: Topic folios and production research folio.

Joseph Tilford
Theatre 0630, C56-2
GRAPHIC ARTS FOR THE STAGE DESIGNER
Office: Thea/Interp Ctr.,
Phone: 491-3143
Expected enrollment: 15

COURSE DESCRIPTION: Emphasis on two dimensional rendering and drawing techniques used by a theatre designer to translate ideas into a visual format. Also, color theory and costume rendering. Students will work in a variety of media and styles. Class includes additional sessions in figure drawing.

PREREQUISITE: Permission of Instructor.

TEACHING METHOD: Project/critique. Studio Art Class.

EVALUATION: Grades based on projects submitted during quarter.

READINGS: None; but research capabilities are needed and used.

James Coakley
Theatre 0630, C66-0
Studies in Individual Dramatic Styles
Genres - Mixing It Up - (Bad Plays)
Office: Thea/Interp Ctr.,
Phone: 491-3157

COURSE DESCRIPTION: Intensive readings and discussion of selected works of major dramatisits; the work's unique character, imparted by the dramatist's personal style.

PREREQUISITE: two units of either B44 or C45.

ctec@northwestern.edu

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

[Northwestern University](#)

Last Updated: October 28, 1993

0727 Electrical Engineering and Computer Science

Jorge Nocedal

Electrical Engineering and Computer Science, A01

INTRODUCTION TO SCIENTIFIC COMPUTING AND FORTRAN

Office Address: McCormick 3847

Office Phone: 491-5038

Expected Enrollment: 75

COURSE DESCRIPTION: Introduction to the FORTRAN programming language and methodology for the computer solution of engineering problems. Numerical methods such as root finding methods and numerical integration techniques will be presented. Co-requisite: concurrent registration in 435-B14-2 or equivalent.

PREREQUISITE: None

TEACHING METHOD: Lectures , Exams, programming assignments, homework

READINGS: TBA

Majid Sarrafzadeh

Electrical Engineering and Computer Science, A10

INTRODUCTION TO COMPUTER PROGRAMMING

Office Address: McCormick 3859

Office Phone: 491-7378

Expected Enrollment: 95

COURSE DESCRIPTION: Introduction to programming practice using a modern programming language. Analysis and formulation of problems for computer solution. Systematic design, construction, and testing of programs. Substantial programming assignments.

PREREQUISITE: NONE

TEACHING METHOD: Lectures, Exam, programming assignments and homework.

READINGS: Miller and Quilici, "The Joy of C", 2nd ed., Wiley.

Paul Cooper

Electrical Engineering and Computer Science, A11

FUNDAMENTALS OF COMPUTER PROGRAMMING

Office Address: ILS 3-332

Office Phone: 491-7060

Expected Enrollment: 35

COURSE DESCRIPTION: Introduction to principles of programming and procedural thinking. Concepts include procedural abstraction, data abstraction, modularity, object-oriented programming. Uses computer facilities and the Scheme programming language. Substantial programming assignments, including numerical and symbolic programs. Required for majors in Computer Science.

PREREQUISITE: Some familiarity with programming

TEACHING METHOD: Lecture and lab. Homework, exam and final

READINGS: Abelson and Sussman, "Structure & Interpretation of Computer Programming", McGraw-Hill.

Larry Henschen, Course Director

Electrical Engineering and Computer Science, A20

INTRODUCTION TO COMPUTERS AND INFORMATION TECHNOLOGY

Office Address: McCormick 3667

Office Phone: 491-3338

Expected enrollment: 150 - 6 SECTIONS OF 25

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 A10.

PREREQUISITE: None

TEACHING METHOD: Lectures, labs, exams, and homework assignments

READINGS: Tchao, Berner, Elliott, Chu, Fernandes, Finkelstein & Frost, "Approaching Macintosh: A Guide to Learning Macintosh Software", 2nd ed. 1991, Addison-Wesley.
Dan Shafer, "The Complete Book of HyperTalk 2", 1990 Addison-Wesley.

Valerie Taylor

Electrical Engineering and Computer Science, B01

FUNDAMENTALS OF COMPUTER ORGANIZATION

Office Address: McCormick 1008

Office Phone: 467-1168

Expected Enrollment: 60

COURSE DESCRIPTION: Principles of hardware design. Number systems and Boolean algebra. Logic gates. Design of combinational circuits and simplification. Encoders, multiplexors, adders and other MSI circuits. Timing diagrams. Memory elements and flip-flops. Sequential logic. Excitation tables. Registers, counters, and design of their digital circuits. Basic computer organization.

PREREQUISITE: 727-A10 or equivalent

TEACHING METHOD: Lectures, labs, assignments, exams and Final.

READINGS: M. Morris Mano, "Computer Engineering: Hardware Design", 1988 ed., Prentice-Hall.

Gordon Murphy

Electrical Engineering and Computer Science, B05

FUNDAMENTALS OF COMPUTER SYSTEM SOFTWARE

Office Address: McCormick 2645

Office Phone: 491-7258

Expected Enrollment: 40

COURSE DESCRIPTION: Basics of assembly language programming instructions, arithmetic and logic, branch, loop, and memory directive. Addressing modes. Macros. System stack and

procedure calls. Asynchronous traps and calling system services. Techniques for writing assembler, linkers and loaders. Recursive reentrant, and position independent codes.

PREREQUISITE: 727-B01 or equivalent, A10 or A11 or equivalent

TEACHING METHOD: Lectures, programming assignments, exams, homework and final

READINGS: Michael Thorne, "Computer Organization & Assembly Language Programming for IBM PC", Addison-Wesley.

Gregg Collins

Electrical Engineering and Computer Science, B11

FUNDAMENTALS OF COMPUTER PROGRAMMING II

Office Address: ILS 3-322 1890 Maple

Office Phone: 491-7340

Expected Enrollment: 60

COURSE DESCRIPTION: Continuation of EECS A11. Students will be introduced to key concepts in software design and system programming. Topics include object-oriented programming (in C+ +), design of interpreters and compilers, and register machines. Required for majors in Computer Science.

PREREQUISITE: A11

TEACHING METHOD: Lectures, programming assignments, exam & final

READINGS:1) Abelson & Sussman, "Structure & Interpretation of Computer Programming," McGraw-Hill.

2) Texas Instruments Press, "PC Scheme V Scientific," Version IBM PC 5_ Software.

Martin Plonus

Electrical Engineering and Computer Science, B42

CIRCUITS II

Office Address: McCormick 2696

Office Phone: 491-3445

Expected Enrollment: 30

COURSE DESCRIPTION: Complex frequency, frequency response, parallel and series resonance, Bode diagrams, coupled circuits, two-port networks, Fourier analysis. Students must receive a grade of C- or better to register for B43, C06, C60, C65, C66

PREREQUISITE: 727-B41 (C- or better)

TEACHING METHOD: Lectures, lab, homework, exams & final.

READINGS: Hayt & Kemmerly, "Engineering Circuit Analysis", fifth-edition, McGraw-Hill.

Allen Taflove

Electrical Engineering and Computer Science, B43

SIGNALS AND SYSTEMS

Office Address: McCormick 3573

Office Phone: 491-4127

Expected Enrollment: 45

COURSE DESCRIPTION: Comprehensive introduction to the basic tools for analysis of signals in linear systems. Background in fundamentals of AC circuits and differential equations assumed. Convolutional integral and linear time-invariant systems, frequency domain analysis using Fourier and Laplace transform techniques, and elements of discrete-time signal and system analysis.

PREREQUISITE: 727-B42 (C- or better)

TEACHING METHOD: Lectures, weekly homework; mid-term and final exam.

READINGS: R.E. Ziemer, W.H. Tranter and D.R. Fannin, "Signals and-Systems," MacMillan, 1983.

Morris Brodwin

Electrical Engineering and Computer Science, B50

PHYSICAL ELECTRONICS

Office Address: McCormick 3618

Office Phone: 491-5412
Expected Enrollment: 25

COURSE DESCRIPTION: Electronic conduction in semiconductors; physical principles of p-n junction; diodes and transistors; device characteristics and models; elementary diode circuits and amplifiers.

PREREQUISITE: 447-A35-2 and concurrent registration in 727-B42.

TEACHING METHOD: Lectures, homework problems, exams and final

READINGS: Burns & Bond, "Principles of Electronics Circuits", 4th ed., West.

Allen Taflove
Electrical Engineering and Computer Science, C01
FUNDAMENTALS OF ELECTROMAGNETICS
Office Address: McCormick 3573
Office Phone: 491-4147
Expected Enrollment: 50

COURSE DESCRIPTION: Concepts of flux, potential, gradient, divergence, curl, and field intensity. Boundary conditions and solutions to Laplace and Poisson equations. Capacitance and inductance calculations for practical structures. Conductors, insulators and magnetic materials and their polarization and magnetization. Solutions of magnetic circuits problems. Application of Maxwell's equations.

PREREQUISITE: Phys A35-1,2,3 and Math B21

TEACHING METHOD: Lectures, assignments, exams and final

READINGS: Martin Plonus, "Applied Electromagnetics, McGraw-Hill.

Max Epstein
Electrical Engineering and Computer Science, C06
ELECTRONIC CIRCUITS
Office Address: McCormick 2697

Office Phone: 491-5444
Expected Enrollment: 40

COURSE DESCRIPTION: Single-stage FET and BJT amplifier configuration; multi-stage amplifiers and feedback; frequency response of amplifiers; differential amplifiers and active loads; elementary operational amplifier circuits.

PREREQUISITE: 727-B42 and B50

TEACHING METHOD: The teaching method is by lectures divided between the presentation of the required theoretical background and a discussion of practical examples. The grade for this course is based on performance in the laboratory, on a mid-quarter examination, on the final examination and homeworks.

READINGS: Burns and Bond, "Principles of Electronic Circuits," West, 1987.

Martin Plonus

Electrical Engineering and Computer Science, C08

APPLICATION OF ELECTROMAGNETIC FIELDS

Office Address: McCormick 2696

Office Phone: 491-3445

Expected Enrollment: 40

COURSE DESCRIPTION: Maxwell's equations. Transmission lines. Wave equations, plane waves, and Poynting's theorem. Solution of Maxwell's equations for rectangular and circular waveguides, applications to microwave networks, antennas, radar and communications.

PREREQUISITE: C01, Phys A35-1,2,3 and Math B21

TEACHING METHOD: Exams, graded homework, final examination, and laboratory examination.

READINGS: Ramo, Whinnery and Van Dunzer, "Fields and Waves in Communication Electronics," Wiley.

Phillip Woest

Electrical Engineering and Computer Science, C11

DATA STRUCTURES AND DATA MANAGEMENT

Office Address: McCormick 1002

Office Phone: 491-7734

Expected Enrollment: 35

COURSE DESCRIPTION: Data structure and data processing applications, searching, sorting, file creation, and file maintenance. Data storage techniques. Data processing algorithms. Design of file and data management systems.

PREREQUISITE: EECS B11 or B30 and math B14-3

TEACHING METHOD: Lectures, homework assignments, exams and final

READINGS: E. Horowitz and S. Sahni, "Fundamentals of Data Structures in Pascal", 3rd ed., Computer Science Press, 1987 edition.

Lisa Hellerstein

Electrical Engineering and Computer Science, C20

FORMAL LANGUAGES AND AUTOMATA THEORY

Office Address: McCormick 4385

Office Phone: 467-1242

Expected Enrollment: 45

COURSE DESCRIPTION: Regular languages, deterministic and non-deterministic finite automata, context-free grammars and push-down automata, Turing machines and unsolvability.

PREREQUISITE: EECS-C10

TEACHING METHOD: Lectures, final and exams

READINGS: H. R. Lewis & C. H. Papadimitriou, "Elements of the Theory of Computation," Prentice-Hall.

Der-Tsai Lee

Electrical Engineering and Computer Science, C22-1,2

COMPILER CONSTRUCTION

Office Address: McCormick 4387

Office Phone: 491-5007

Expected Enrollment: 35

COURSE DESCRIPTION: Overview of compilers and context-free languages, top-down parsing, LL(1) parser construction, translation grammars, implementation of lexical analyzer, parser and translator, compiler optimization, error handling and recovery.

PREREQUISITE: EECS-C11 and concurrent registration in EECS-C20.

TEACHING METHOD: Lectures ,exams, final and assignment problems

READINGS: Pyster, "Compiler Design & Construction", Van Nostrand Reinhold.

Chris Riesbeck

Electrical Engineering and Computer Science, C25-2

ARTIFICIAL INTELLIGENCE PROGRAMMING

Office Address: ILS 334

Office Phone: 491-7279

Expected Enrollment: 50

COURSE DESCRIPTION: Advanced artificial intelligence programming techniques, including rule-based reasoning (deductive systems and production systems) and case-based reasoning (frame, discrimination trees).

PREREQUISITE: EECS-B11-1, C25-1, or LISP programming experience.

TEACHING METHOD: Lectures, midterm, final and programming assignments.

READINGS: Charnink, Riesbeck, McDermott & Meehan, "AI Programming", 2nd ed., Lawrence Erlbaum Publisher.

Alvin Bayliss

Electrical Engineering and Computer Science, C28

NUMERICAL METHODS FOR ENGINEERS

Office Address: McCormick 3858

Office Phone: 491-7221

Expected Enrollment: 57

COURSE DESCRIPTION: Introduction to numerical methods; numerical differentiation, numerical integration, solution of ordinary and partial differential equations. Programs are assigned to be written using the methods presented in class. Students are expected to write programs in either FORTRAN, C or PASCAL.

PREREQUISITE: Co-requisite: Math-B21.

TEACHING METHOD: Lectures, computer programs, and other homework assignments, exams and the final exam.

READINGS: Gerald and Wheatley, "Applied Numerical Analysis," 4th ed., Addison-Wesley.

W-I Lin

Electrical Engineering and Computer Science, C32

INTRODUCTION TO COMPUTER VISION

Office Address: McCormick 1028

Office Phone: 491-7390

Expected Enrollment: 30

COURSE DESCRIPTION: Introduction to computer and biological vision systems, image formation, edge detection, image segmentation, texture, representation and analysis of two-dimensional geometric structures, and representation and analysis of three-dimensional structures.

PREREQUISITE: EECS-C11 or equivalent, Math-B17 and IEMS-C01

TEACHING METHOD: Lectures, exams and final

READINGS: Ballard & Brown, "Computer Vision", 1982, Prentice-Hall.

Horn, "Robot Vision", McGraw-Hill.

Lisa Hellerstein

Electrical Engineering and Computer Science, C36

DESIGN AND ANALYSIS OF ALGORITHMS

Office Address: McCormick 4385

Office Phone: 467-1242

Expected Enrollment: 40

COURSE DESCRIPTION: Analysis techniques: solving recurrence equations. Classes of algorithm design techniques: divide and conquer, the greedy method, backtracking, branch-and-bound, and dynamic programming. Sorting and selection algorithms, order statistics, heaps and priority queues.

PREREQUISITE: EECS-C10 and C11

TEACHING METHOD: Lecture, assignments, exams and final

READINGS: Cormen, Leiserson & Rivest, "Introduction to Algorithms," McGraw-Hill.

Philip Woest

Electrical Engineering and Computer Science, C43-2

OPERATING SYSTEMS 2

Office Address: McCormick 1002

Office Phone: 491-7734

Expected Enrollment: 35

COURSE DESCRIPTION: File systems, secondary storage management, protection and system security, issues in distributed systems, case studies, and special topics. Requires substantial programming projects.

PREREQUISITE: EECS-B05 and C11

TEACHING METHOD: Lectures, final, midterm, homework assignments and programming projects.

READINGS: A. S. Tanenbaum, "Modern Operating Systems," 1992, Prentice-Hall.

Gordon Murphy

Electrical Engineering and Computer Science, C47

DIGITAL ELECTRONIC SYSTEMS DESIGN PROJECT

Office Address: McCormick 2645

Office Phone: 491-7258

Expected Enrollment: 20

COURSE DESCRIPTION: Laboratory project experience in design

of electronic systems, with appropriate lectures and discussion. Provides practical experience of supplement C46.

PREREQUISITE: EECS-C46

TEACHING METHOD: Regular meetings to discuss project specifications and progress in design and development. Laboratory project, with report.

READINGS: NONE

Larry Henschen

Electrical Engineering and Computer Science, C49

INTRODUCTION OF THEOREM PROVING

Office Address: McCormick 3667

Office Phone: 491-3338

Expected Enrollment: 50

COURSE DESCRIPTION: First-order logic and normal forms. The resolution principle. Unification, Completeness. Implementation issues. Applications to mathematics, logic and data bases, program verification and generation.

PREREQUISITE: EECS-C48

TEACHING METHOD: Lecture - discussion. Exams plus laboratory work using the NUTS theorem prover.

READINGS:Wos et. al., "Automated Reasoning: Introduction & - Applications", Prentice-Hall.

Bruce Holmer

Electrical Engineering and Computer Science, C56-2

COMPUTER ARCHITECTURE 2

Office Address: McCormick 1006

Office Phone: 491-4118

Expected Enrollment: 25

COURSE DESCRIPTION: Fundamentals of computer design, including instruction set design, data path design, memory system, addressing, and pipelining. Computer design project.

PREREQUISITE: EECS-C55

TEACHING METHOD: Lectures, homework assignments, midterm and Final.

READINGS: L. H. Pollard, "Computer Design & Architecture," Prentice-Hall.

Majid Sarrafzadeh

Electrical Engineering and Computer Science, C57

DESIGN AUTOMATION IN VLSI

Office Address: McCormick 3849

Office Phone: 491-7378

Expected Enrollment: 30

COURSE DESCRIPTION: VLSI chip design, including logic design, architectural design, and packaging. Development of CAD tools for VLSI physical design.

PREREQUISITE: EECS-B01 and C11 or consent of instructor.

TEACHING METHOD: Lectures, assignments, exams and final

READINGS: Lengauer, "Combinatorial Algorithms for Integrated Circuit Layout," Wiley.

Lucy Pao

Electrical Engineering and Computer Science, C60

INTRODUCTION TO FEEDBACK SYSTEMS

Office Address: McCormick 3859

Office Phone: 467-2606

Expected Enrollment: 28

COURSE DESCRIPTION: Linear feedback control systems, their physical behavior, dynamical analysis, and stability. Laplace transform, frequency spectrum, and root-locus methods of analysis and design.

PREREQUISITE: EECS-B42 (C- or better) and Math-B21.

TEACHING METHOD: Lectures, lab, homework, lab report, midterm and final.

READINGS: Franklin, Powell and Emani-Naeimi, "Feedback Control of Dynamic Systems," 3rd ed., 1993, Addison-Wesley.

Arthur Butz

Electrical Engineering and Computer Science, C63

DIGITAL FILTERING

Office Address: McCormick 1643

Office Phone: 491-3269

Expected Enrollment: 40

COURSE DESCRIPTION: Recursive and nonrecursive digital filters, Decimation and interpolation, AD and DA conversion as digital filtering problems, implementation of nonrecursive filters via fast Fourier transform, quantization problems, e.g., companding and limit cycles.

PREREQUISITE: EECS-C59

TEACHING METHOD: Lectures, exams and final

READINGS: 1) Parks & Burrus, "Digital Filter Design," Wiley.
2) Oktay Alkin, "PC-DSP", IBM 5_ Version, Prentice-Hall.

Chung-Chieh Lee

Electrical Engineering and Computer Science, C78

DIGITAL COMMUNICATIONS

Office Address: McCormick 1034

Office Phone: 491-7375

Expected Enrollment: 30

COURSE DESCRIPTION: Sampling and Time-Division Multiplexing, baseband digital signals and systems, coded pulse modulation, error control coding, digital modulation systems, information measure and source encoding, introduction to spread spectrum communications.

PREREQUISITE: EECS-C02 and EECS-C07

TEACHING METHOD: Lectures, exams and final

READINGS: S. Haykin, "Digital Communications", 1988, Wiley.

Kwok-Keung Law

Electrical Engineering and Computer Science, C81

ELECTRONIC MATERIALS: PROPERTIES AND APPLICATIONS

Office Address: McCormick 1024

Office Phone: 467-2176

Expected Enrollment: 25

COURSE DESCRIPTION: Introduction to quantum physics of the solid state; energy bands and semiconductors; electronic transport in metals and semiconductors; superconductivity; optoelectronic properties; analysis of various metal and semiconductor interfaces.

PREREQUISITE: EESC-C08 or consent instructor

TEACHING METHOD: Lectures, assignments, exams and final

READINGS: R.E. Hummel, "Electronic Properties of Materials," 2nd ed., Springer-Verlag.

Prem Kumar

Electrical Engineering and Computer Science, C83

LASERS AND COHERENT OPTICS

Office Address: McCormick B571

Office Phone: 491-4128

Expected Enrollment: 24

COURSE DESCRIPTION: Fundamental principles of operation of lasers. Characteristics of coherent and incoherent radiation. Fresnel and Fraunhofer diffraction theory. Fourier transformation properties of lenses. Spatial filtering and Optical information processing, Holography.

PREREQUISITE: EECS-C08

TEACHING METHOD: Lectures, homework, exam and laboratory experiments

READINGS: A. Yariv, "Optical Electronics," 4th ed., Holt, Rinehart & Winston.

Carl Kannewurf

Electrical Engineering and Computer Science, C89

INTRODUCTION TO SUPERCONDUCTIVITY AND ITS APPLICATIONS

Office Address: McCormick 3623

Office Phone: 491-8163

Expected Enrollment: 30

COURSE DESCRIPTION: Metals and alloys in the superconducting state, the London, Ginzburg-Landau and BCS theories, types I and II superconductors, high T_c ceramic superconductors. Applications in power generation and transmission, computers, magnetic field controlled systems, and Josephson junctions.

PREREQUISITE: EECS-C81 or permission of instructor

TEACHING METHOD: Lectures, homework, exams and final

READINGS: TBA

Chris Clifton

Electrical Engineering and Computer Science, C94-1

SOFTWARE PROJECT MANAGEMENT AND DEVELOPMENT

Office Address: McCormick 1004

Office Phone: 491-7642

Expected Enrollment: 25

COURSE DESCRIPTION: Software development methodologies. Object-oriented analysis and design, CASE tools, software lifecycle. Project management tools, programming teams. Executable specifications, automatic test generation.

PREREQUISITE: EECS-C43-1

TEACHING METHOD: Lecture, group discussions, projects and exams

READINGS: TBA

Sheldon L. Epstein

Electrical Engineering and Computer Science, C96

ENGINEERING DESIGN & ENTREPRENEURSHIP

Time: W 3-6pm

Office Address: McCormick 1653

Office Phone: 853-1084 email: k9ape@eecs.northwestern.edu

Expected Enrollment: 15

COURSE DESCRIPTION: An engineering design course to prepare the student for entry into his/her career at a time when major corporations are cutting jobs. The focus will be on entrepreneurial skills of creativity and resourcefulness and will include techniques for selling inventions and technology to major corporate customers. Special emphasis will be directed at Wideband UHF Radio Data and Digital Signal Processing technologies as used in new Personal Communications Service (PCS) and automatic instrument system products - particularly those used in newly licensed PCS services, remote locations or connected to high speed networks. The class will be lead through the development of an actual product for the Radio/Wideband Network market which will be selected by the class. Course earns 1 Credit.

PREREQUISITE: None - Open to upper class & grad students. Preference to EECS students. Others by permission

TEACHING METHOD: Lecture/lab, project, resume & cover letter, print ad, draft patent application and business law & ethics exercise.

READINGS:

- A. - American Radio Relay League Publications
 - 1994 ARRL Handbook For Radio Amateurs
 - ARRL License Manuals For Technician, General, Advanced & Extra Class Amateur Radio Licenses
 - Maia & West, Commercial General Radio Operator License
 - Selected Topics on PCS Licensing & Operating Requirements
- B. - Government Publications - Available in Class
 - 47 Code of Federal Regulations - FCC Rules
 - 37 Code of Federal Regulations - Patents, Trademarks and Copyrights

Janet Rutledge

Electrical Engineering and Computer Science, C98

ELECTRICAL ENGINEERING DESIGN

Office Address: McCormick 4384

Office Phone: 491-7139

Expected Enrollment: 25

COURSE DESCRIPTION: Design of electrical and electronic devices, circuits and systems by the application of the engineering science, economics, and IEEE or other national

standards.

PREREQUISITE: Senior class standing

TEACHING METHOD: Lectures, homework, exams and final

READINGS: TBA

STAFF

Electrical Engineering and Computer Science, C99

PROJECTS

Office Address: McCormick 2659

Office Phone: 491-5410

Expected Enrollment: 20

COURSE DESCRIPTION: Seminar and projects for advanced undergraduates on subjects of current interest in Electrical Engineering and Computer Science.

ctec@northwestern.edu

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Last Updated: October 28, 1993

Winter 1993-94 Course Descriptions

0738 Industrial Engineering

Kathryn Pearson

Industrial Engineering and Management Sciences

C01 INTRODUCTION TO STATISTICS

Time: M 6:30-9:30

Room: L316

Office: MLSF 2059

Phone: 467-2795

Expected Enrollment: 30

COURSE DESCRIPTION: Collecting data; summarizing and displaying data; drawing conclusions from data: probability background, confidence intervals, hypothesis tests, regression.

PREREQUISITES: None.

EVALUATION: Homework (40%), midterm exam (30%), final exam (30%).

TEACHING METHOD: Lectures, real world applications of techniques, use of MINITAB.

TEXT: STATISTICS: PRINCIPLES AND METHODS, by Johnson and Bhattacharya, and MINITAB HANDBOOK, second edition, by Ryan, Joiner, and Ryan..

Gordon B. Hazen

Industrial Engineering and Management Sciences

C02 PROBABILITY

Time: MWF 10:00, Lab: T 3-5

Room: M351

Office Address: MLSF 3081/83

Phone: 491-5673

Expected Enrollment: 60

COURSE DESCRIPTION: Fundamentals of probability theory with applications. Topics include probability models, conditional probability, independence, random variables and distributions,

discrete distributions (binomial, Poisson, geometric) continuous distributions (normal, exponential, gamma), central limit theorem, conditional distributions. This course is a prerequisite for IE/MS courses in statistics as well as probability modeling.

PREREQUISITES: Math B15, calculus (including multidimensional). P/N allowed for non-IE/MS majors.

TEACHING METHOD: Three hours of lectures per week. Optional lab session for homework discussion and questions.

EVALUATION: Based on homework and midterms (in Lab), and final. Midterms and final are open book, open notes.

TEXT: THE PROBABILITY TUTORING BOOK: AN INTUITIVE COURSE FOR ENGINEERS AND SCIENTISTS, by Carol Ash, IEEE Press.

Ajit Tamhane
Industrial Engineering and Management Sciences
C03 STATISTICS I
Time: MWF 10:00, M 3-5:00
Room: LR 4
Office: MLSF 4085
Phone: 491-3577
Expected Enrollment: 60

COURSE DESCRIPTION: Descriptive statistics; observational and experimental studies; confidence interval estimation; hypothesis testing; categorical data; simple linear regression and correlation. The MINITAB statistical package will be used.

PREREQUISITES: Math B15 and IE/MS C02 or an equivalent course in probability.

TEACHING METHOD: Lecture.

EVALUATION: 70% weekly quizzes, 30% final.

TEXTS:

1) PROBABILITY AND STATISTICS FOR ENGINEERING AND SCIENCES;" by Jay Devore, publisher: Brooks-Cole.

2) MINITAB HANDBOOK, by B. F. Ryan, B. L. Joiner and T. A. Ryan, Second Edition (Revised Printing: Includes Release 6 & 7 Commands,

Publisher: PWS Kent.

Brian Monteiro

Industrial Engineering and Management Sciences;

C11 Linear Algebra For Operations Research

Time: MWF 11:00, M 3:00-5:00

Room: A310 (could we get a larger room?)

Office: MLSF 1061

Phone: 467-2318

Expected Enrollment: 40

Course Description: This is a first course in Linear Algebra, with an emphasis on important topics in linear modeling. Major subject areas include matrices, linear equations, vector spaces, and linear transformations, inner products and orthogonality, determinants, and eigenvalues and eigenvectors. The course presents these subjects with a fair amount of mathematical rigor, and also investigates their application to practical problems such as solution of linear equations, analysis of linear dynamic systems, and linear least squares estimation.

Prerequisites: Math B15.

Teaching Method: Three lectures per week, plus a weekly problem session.

Evaluation: Midterm, final and weekly homework assignments (including computer programming applications).

Text:

Required: Introduction to Linear Algebra, by Gilbert Strang, Wellesley-Cambridge Press

Recommended: Linear Algebra and its Applications, by Gilbert Strang, Harcourt, Brace, Janovich

Maria Rieders

Industrial Engineering and Mangement Sciences

C15 STOCHASTIC MODELS IN OPERATIONS RESEARCH

Time: MWF 9:00, W 3-5:00

Room:

Office: MLSF 2081

Phone: 491-7008

Expected Enrollment: 50

COURSE DESCRIPTION: An integrated approach to stochastic modeling, analysis and simulation of systems. Analytical tools include the Poisson process, Markov chains, and probabilistic approximations with emphasis on queuing systems and networks. Concepts of discrete event simulation, including output analysis, are employed for analyzing complex systems..

PREREQUISITES: Calculus-based probability (IE C02 or equivalent).

TEACHING METHOD: Three one-hour lectures and one two-hour lab session per week. The lab session will be used for problem solving, case studies, and quizzes.

EVALUATION: Based on homework, quizzes, midterm, and final.

TEXT: Hillier and Lieberman, INTRODUCTION TO STOCHASTIC PROCESSES, McGraw-Hill, 1990 (this textbook is subject to change before the quarter starts)

Gustave J. Rath
Industrial Engineering and Management Sciences
C22 INDUSTRIAL PSYCHOLOGY
Time: T 6:30-9:30
Room: LR 5
Office: MLSF 1021
Phone: 491-3668
Expected Enrollment: 150

COURSE DESCRIPTION: Psychological issues and problems faced by supervisors in industry and government. Issues include supervision, testing, hiring, EEO worker morale, working environment, office and plant relations; techniques and solutions currently in use will be reviewed. Leadership communication, organization, safety, and human factors are also covered.

PREREQUISITES: Course intended for advanced undergrad, grad, Human Development, NROTC and Civil Eng-Industrial Hygiene students. Also an elective in IE/MS required list. Permission of instructor required. Must attend first class.

TEACHING METHOD: Reading text and listening to lectures by visitors from industry.

EVALUATION: Weekly quizzes.

TEXT: PSYCHOLOGY APPLIED TO WORK, by Paul Muchinsky, Brooks-Cole
Publishing,
1993.

Rich Godin
Industrial Engineering and Management Sciences
C26 ECONOMICS FOR ENGINEERS I
Time: TTh 1:30-3:00
Room: Tech L320
Office Address:
Phone: 708/253-8025
Expected Enrollment: 40

COURSE DESCRIPTION: This course is intended to provide analysis of financial decisions by corporations, especially in the manufacturing environment. The course will concentrate in the areas of investment and capital budgeting under certainty and uncertainty. During the course the most common models will be presented, and their effects on the competitiveness of the organization will be discussed. The course will emphasize the presentation of real life problems and the applicability and effects of the different solutions.

PREREQUISITE: Math B15.

TEACHING METHOD: Lectures and exams.

EVALUATION: homework assignments (20% of grade); midterm exam (35% of grade); final exam (45% of grade).

TEXT: CONTEMPORARY FINANCIAL MANAGEMENT, by R. Charles Moyer, James R. McGuigan, and William J. Kretlow, 5th Ed. 1992

Mark S. Daskin
Industrial Engineering and Management Sciences
C28 LOCATION ANALYSIS AND SPATIAL PLANNING
Time: MW 8:30-10:00
Room:
Office: McCormick A322
Phone: 491-8796

Expected Enrollment: 60

COURSE DESCRIPTION: Plant and facility location problems are described and techniques for their solution developed. Problems are analyzed using analytical models and computer algorithms. A variety of model formulations and solution algorithms are discussed.

PREREQUISITES: C13 or equivalent.

TEACHING METHOD: Two lectures per week.

EVALUATION: The student's grade will be based on problem sets, class participation, a midterm exam, and a final examination.

TEXT: A set of class notes will be sold through one of the local copy companies.

CWN Thompson
Industrial Engineering and Management Sciences
C34-2 SYSTEMS PROJECT MANAGEMENT II
Time: TTh 3:30-5:00
Room: LR 4
Office Address: MLSF 1055
Phone: 491-3667
Expected enrollment: 30

COURSE DESCRIPTION: Project management methods applied to the analysis and design of a complex, real-world system. Initiation and planning; organizing and staffing; performance, schedule, and cost control; evaluation, proposals, and implementation.

PREREQUISITES: IE C34-2.

EVALUATION: Several kinds of written assignments, both individual and group, will be required and, with midterm and/or final exam results, will make up the non-project portion of the grade. The project portion of the grade will be a function of individual, group and overall project performance.

TEACHING METHOD: The first session each week will be primarily lecture and discussion. The second session each week will be primarily devoted to the class project. Initially, the instructor will "lecture" and assist the class; after the first two weeks, the

class will be expected to conduct most of the session.

TEXT: Reference materials will be made available either in class or on reserve in the Science Engineering Library, and students will be encouraged to seek out other reference materials. Recommended text is John M. Nicholas, MANAGING BUSINESS & ENGINEERING PROJECTS, Englewood Cliffs, NJ: Prentice-Hall, Inc., 1990.

NO P/N ALLOWED. ATTENDANCE AT FIRST CLASS IS MANDATORY. SENIORS ONLY. NON-IE/MS MAJORS BY PERMISSION ONLY.

David Simchi-Levi
Industrial Engineering and Management Sciences
C35 SYSTEMS SIMULATION
Time: MWF 12, M 3-5
Office: MLSF 2087
Phone: 491-5399
Expected Enrollment: 50

COURSE DESCRIPTION: The objective of the course is to provide an up-to-date treatment of all important aspects of a simulation study. This includes modeling, matching distribution to data, generation of random variates, output data analysis, variance reduction techniques and simulation languages.

PREREQUISITES: IE C02 and IE C03 or equivalent.

TEACHING METHOD: Lectures.

EVALUATION: Computer assignments, midterm examination, final exam and a project.

TEXT: SIMULATION MODELING AND ANALYSIS, by Averill M. Law and David Kelton, Second Edition, 1991 McGraw-Hill.

Wallace Hopp
Industrial Engineering and Management Sciences
C36-1 (20) (21) INDUSTRIAL ENGINEERING DESIGN PROJECT I
Time: MWF 11:00
 (20) M 3-5:00
 (21) T 1-3:00
Office: MLSF 4083
Phone: 491-3669

Expected Enrollment: 40 (20 each section)

COURSE DESCRIPTION: This is the first quarter of a two-quarter senior-level design sequence. The course deals with application of quantitative methods to complex decision problems. Methods of mathematical modeling, optimization, and decision-making under certainty and uncertainty are discussed. Case studies requiring application and synthesis of different techniques and use of computer packages are analyzed. A final project consisting of the preparation of a proposal for an industrial project to be undertaken in IE C36-2 is required.

PREREQUISITES: IE C13 and C15, or equivalent, and senior standing. No P/N, first class mandatory.

TEACHING METHOD: Combination of lecture, class discussion, and student presentation.

EVALUATION: Periodic homework assignments, including reports of case studies, together with the final project, will determine the final grade.

TEXT: Course pack consisting of various reading.

CWN Thompson
Industrial Engineering and Management Sciences
D11 FIELD RESEARCH IN ORGANIZATION THEORY
Time M 6:30-9:30
Room: L318
Office: MLSF 1055
Phone: 491-3667
Expected Enrollment: 20

COURSE DESCRIPTION: Design of field studies and experiments in organization theory. Emphasis on integrating requirements of rigorous research methods with limiting conditions found in the field (e.g., industry, government, or other organizations).

PREREQUISITES: IE/MS D10 or equivalent, or permission of instructor..

TEACHING METHOD: The course provides the graduate student whose research involves the collection of data in the field with an opportunity, on a pilot basis, to go through all the steps from the

initial development of theory and research design to the evaluation of data and presentation of findings. The student will use a research topic of his or her own choosing as the framework for an examination and application for the methodology in each step in the process.

EVALUATION: Weekly written assignments and a final project report.

TEXT: Core materials provided either as handouts or on reserve in the Science and Engineering Library. Required text is: C. William Emory and Donald R. Cooper, Business Research Methods, 4th Edition, Homewood, IL: Richard D. Irwin, Inc. 1991.

Donald N. Frey

Industrial Engineering and Management Sciences

D13 INFORMATION SYSTEMS & TELECOMMUNICATIONS MANAGEMENT

Time: T 3-6:00

Room: A110

Office: MLSF 1017

Phone: 491-3326

Expected Enrollment: 40

COURSE DESCRIPTION: This course examines Information Systems both from a business point of view (strategic or competitive) and then from a technical or design point of view.

Field trips, lectures and information system projects are used to study complete "real world" systems which frequently are multi-media (paper and microfilm in addition to electronic media), multi-communication (i.e., post office and FAX in addition to voice and data telecommunications) and multi-organizational. Computers, computer systems, MIS and telecommunications are treated as subsets of Information Systems in practice.

Organizational issues within a firm are considered as frequently presenting barriers to successful implementation of effective (i.e., competitive or strategic) rather than just cost efficient Information Systems.

PREREQUISITES: Senior or graduate status.

TEACHING METHOD: One three-hour lecture or field trip per week.

EVALUATION: The student's grade will be 25% midterm project, 50%

a team project, and 25% class participation.

TEXT: MANAGING INFORMATION AS A CORPORATE RESOURCE, by Tom, Paul;
Scott Forsman, 1987.

Sanjay Mehrotra
Industrial Engineering and Management Sciences
D27 INTEGRATED RESOURCE MANAGEMENT
Time: W 6:30-9:30
Room: L318
Office: MLSF 1081
Phone: 491-3155
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: IE D26 or instructor's permission.

TEACHING METHOD: One three-hour lecture per week. About half the time would be spent doing case discussions.

EVALUATION: Homework, project, and finals.

TEXT: Adams & Ebert, PRODUCTION & OPERATIONS MANAGEMENT, fifth ed., Prentice-Hall.

Gustave J. Rath
Industrial Engineering and Management Sciences
D31 MARKETING ISSUES FOR ENGINEERS
Time: Th 6:30-9:30
Room: LR 5
Office: MLSF 1021
Phone: 491-3668
Estimated Enrollment: 40

COURSE DESCRIPTION: The course will cover marketing strategy, segmentation, targeting, image, the 4 P's, and public relations. A system approach and methodology will be applied..

PREREQUISITES: MEM & IE grads only; all others by permission of instructor.

TEACHING METHOD: Lectures and discussion

EVALUATION: Homework and Project.

TEXT: Eckles, Robert W., BUSINESS MARKETING MANAGEMENT, Prentice-Hall, 1990.

Sanjay Mehrotra
Industrial Engineering and Management Sciences
D50-2 MATHEMATICAL PROGRAMMING II
Time: MWF 1:00
Room: L320
Office Address: MSLF 1081
Phone: 491-3077
Expected Enrollment: 30

COURSE DESCRIPTION: Methods in unconstrained and constrained linear and non-linear optimization. Topics in duality theory, convex programming, and non-smooth optimization.

PREREQUISITES: IE D50-1, calculus, and linear algebra.

TEACHING METHOD:

EVALUATION: Homework 50% and final 50%.

TEXT: Bazarra & Shetty, NON-LINEAR PROGRAMMING, latest edition, Wiley.

Maria Rieders
Industrial Engineering and Management Sciences
D60-1 STOCHASTIC MODELS
Time: MWF 3-4
Room: A110
Office: MLSF 3021
Phone: 491-5674
Expected Enrollment: 40

COURSE DESCRIPTION: The course introduces fundamental stochastic processes, including Poisson processes, discrete and continuous

time Markov chains and some elementary queueing theory. The theory developed in these areas will be applied in the stochastic modeling of production, inventory, reliability, and computer systems.

PREREQUISITES: Calculus, linear algebra and probability (as in IE C02). Measure theory is not required.

TEACHING METHOD: Three one hour lectures.

EVALUATION: The grade will be based on homework assignments, a midterm and a final exam.

TEXT: STOCHASTIC PROCESSES, by Sheldon Ross, John Wiley, 1983.

David Simchi-Levi
Industrial Engineering and Management Sciences
D80-1 PRODUCTION AND ECONOMICS 1
Time: T TH 9-10:30
Room: LR 8
Office: MLSF 2087
Phone: 491-5399
Expected Enrollment: 40

COURSE DESCRIPTION: This course is the first quarter of a two-quarter sequence on the analysis and control of production systems. This quarter the focus is on an overview of major economic problems of production management. This includes: Inventory, production scheduling and control, distribution and logistics, and quality control.

PREREQUISITES: IE D50-1 and IE D60-1.

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

EVALUATION: Grades will be based on a combination of homework assignments, case studies, a midterm exam, and a final exam.

TEXT: PRODUCTION AND OPERATIONS ANALYSIS, by S. Nahmias, Irwin, Homewood, IL, 1989.

Arthur P. Hurter
Industrial Engineering and Management Sciences
D81 ADVANCED ENGINEERING ECONOMICS

Time: TTh 10-30-12
Room: B396
Office: MSLF 4033
Phone: 491-3414
Expected Enrollment: 25

COURSE DESCRIPTION: The focus is on the economic decisions of consumers and firms. Included are preference, utility, and demand analysis; production functions; analysis of costs and operations. Equilibrium and individual behavior under different market structures are explored.

PREREQUISITES: Graduate standing or special permission of the instructor.

TEACHING METHOD: Three hours of lecture per week.

EVALUATION: Based on final exam and on one or two midterms exams.

TEXT: Microeconomic Theory, by James Henderson and Richard Quandt, McGraw-Hill, 1980 edition.

Wallace Hopp
Industrial Engineering and Management Sciences
D85-0 SIMULATION OF MANUFACTURING SYSTEMS
Time: MWF 3-4
Room: Tech A310
Office: 4083 Materials Science
Phone: 491-3669
Expected Enrollment: 35

COURSE DESCRIPTION: This is a course on stochastic modeling of manufacturing systems. Applied topics include transfer lines, flow lines, job shops, and manufacturing cells. Methodological issues include open and closed queueing networks, stochastic ordering, and simulation methodologies. The focus is on research, with model formulation, computational and approximation methodology, and model verification representing the main subjects of the course.

PREREQUISITES: IE D60-1,2, IE D80-1,2, and familiarity with monte-carlo simulation

EVALUATION: Grades will be based on a midterm examination (50%), and a final project (50%).

TEACHING METHOD: Three class meetings per week consisting of a combination of lecture, class discussion, and student presentations.

TEXT: Stochastic Models of Manufacturing Systems, John A. Buzacott, J. George Shanthikumar, Prentice-Hall, Englewood Cliffs, NJ, 1993.

Professors Collette Coullard and David Simchi-Levi
Industrial Engineering and Management Sciences
IE E20 OPERATIONS RESEARCH SEMINAR

Time: First class: M 9:00 (time convenient for all to be selected then)

Room: First class: EECS 1019

Office: MSLF 3087 (Coullard) and 2087 (Simchi-Levi)

Phone: 491-3077 (Coullard) and 491-5399 (Simchi-Levi)

Expected Enrollment: 20

COURSE DESCRIPTION: The course is for Ph.D. students and qualified M.S. students with the instructor's permission. It will be focused on Analysis of Algorithms for NP-hard problems with emphasis on worst-case performance analysis as well as average-case analysis of algorithms. A wide variety of techniques for analyzing these performance measure sare demonstrated using some classical combinatorial problems. This includes: The Bin-Packing Problem, The Traveling Salesman Problem, The Vehicle Routing Problem ,and a class of Job Scheduling Problems. Each students will present a paper from those listed below. The necessary background will be covered by the instructors.

PREREQUISITES: Linear Programming and Probability Theory.

TEACHING METHOD: Student presentations.

EVALUATION: Class participation.

TEXT: No textbook -- in lieu thereof, a reading list of reference papers.

0750 Materials Science and Engineering

Vinayak P. Dravid

Material Science and Engineering, 750-A90

FRESHMAN SEMINAR IN MATERIALS SCIENCE AND ENGINEERING:

FRONTIERS IN ELECTRON MICROSCOPY

Office Address: 3013A MLSB

Phone: 467-1363

Expected Enrollment:

COURSE DESCRIPTION: This is a laboratory oriented course and is designed to teach materials science and engineering using scanning electron microscopy and scanning tunneling microscopy. First, principles of SEM and STM are taught in class, and the training is using these two types of microscopes in provided in the laboratory. Second, students carry out projects of their design on structure and properties of materials using SEM. Third, reporting of the project results via an oral presentation and a written report is required at the end of the quarter.

PREREQUISITES: Tech freshman or permission of the instructor.

TEACHING METHODOLOGY: Eight 1.5 hour lectures and six 2-hour laboratories are given during the first four weeks. From the fifth to the ninth week, groups of two students carry out their projects utilizing the knowledge and techniques acquired in the first four weeks. Individual discussion sessions with the instructor are to be arranged. Results of projects are reported orally in class and also in a written report at the end of the quarter.

METHODS OF EVALUATION: The grading is based on results of a quiz at the end of the fourth week (25%) and the performance in laboratory sessions (25%). The project report (oral and written) accounts for the balance.

READING: Scanning Electron Microscopy and X-ray

Microanalysis, Goldstein et al (not a require text).

EXAMPLES OF PAST PROJECTS: Studies of bone structure, coagulation of blood cells on vascular prosthetics, correlation between particle size and abrasiveness in commercial cleaners, flashlight bulb filaments, fracture surfaces, integrated circuit structures, panty hoses and many more.

B. Crist

Materials Science and Engineering, 750-B01 (21)

PRINCIPLES AND PROPERTIES OF MATERIALS

Office Address: 4019 MLSB

Phone: 491-3279

Expected Enrollment: 40

COURSE DESCRIPTION: Three one hour lectures and one discussion session per week. Introduction to the relationship between structure and properties of solid materials, including metals, ceramics, polymers and electronic materials. Single phase and multiphase materials; composites. Frequent applications of ideas will be made to design of such items as a bicycle and a portable radio/cassette player.

PREREQUISITES: Chemistry A03 and Physics A35-1.

EVALUATION METHOD: homework (35%), two mid-term examinations (35%), and final examination (30%).

TEXT: W.D. Callister, Materials Science and Engineering, 3rd edition, Wiley.

P.W. Voorhees

Materials Science and Engineering, 750-B01 (20)

PRINCIPLES AND PROPERTIES OF MATERIALS

Office Address: 4013A MLSB

Phone: 491-7815

Expected Enrollment: 40

COURSE DESCRIPTION: Three one hour lectures and one discussion session per week. Introduction to the relationship between structure and properties of solid

materials, including metals, ceramics, polymers and electronic materials. Single phase and multiphase materials; composites. Frequent applications of ideas will be made to design of such items as a bicycle and a portable radio/cassette player.

PREREQUISITES: Chemistry A03 and Physics A35-1.

EVALUATION METHOD: homework (35%), two mid-term examinations (35%), and final examination (30%).

TEXT: W.D. Callister, Materials Science and Engineering, 3rd edition, Wiley.

M. Meshii

Materials Science and Engineering, 750-C16-1

SCIENCE OF ENGINEERING MATERIALS

Office Address: 1129 MLSB

Phone: 491-3213

Expected Enrollment: 20

COURSE DESCRIPTION: Principles underlying the development of equilibrium and non-equilibrium microstructures in engineering materials. Phase equilibria, micro- and macro-structure of materials, crystalline imperfections, diffusion and kinetics will be discussed. Metallographic stereology and techniques will be included in the 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 one homework assignment per week. The class will be divided into smaller laboratory sessions. Five laboratory exercises will be performed during the course..

METHODS OF EVALUATION: There will be two mid-term exams and a final exam, counting toward the final grade, with the homework and lab reports will be making up the remaining 40% respectively. The active participation in discussion during class hours is strongly encouraged and will be counted as additional points.

TEXT: D.A. Porter and K.E. Easterling, Phase Transformation in Metals and Alloys, Van Nostrand Reinhold, 2nd Edition,

1991.

Julia R. Weertman

Materials Science and Engineering, 750-C32

MECHANICAL BEHAVIOR OF MATERIALS

Office Address: 1139 MLSB

Phone: 491-5353

Expected Enrollment: 15

COURSE DESCRIPTION: The object of this course is to provide students with an indepth study of plastic deformation and fracture of metals, ceramics and polymeric materials. Emphasis will be placed upon crystal plasticity and the role of imperfections, state of stress, temperature and strain rate upon mechanical behavior.

PREREQUISITES: 750-C16-1, 2.

TEACHING METHODOLOGY: Three lectures and one problem set per week. The class will be divided into smaller laboratory session. A term paper will be required and oral presentations of it made.

METHOD OF EVALUATION: Midterm, final examination, lab reports and term paper all will count in the evaluation process. Homework will also be included in the final grade evaluation.

TEXT: Richard W. Hertzberg, Deformation and Fracture Mechanics of Engineering Materials, Third Edition; John Wiley.

D. Lynn Johnson

Materials Science and Engineering, 750-C40

CERAMIC PROCESSING

Office Address: 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 stat sintering. The interrelationships between processing as it controls the final microstructure and subsequent properties of ceramic materials will be explored. Laboratory includes Taguchi statistied experimental techniques.

TEACHING METHODOLOGY: Three lectures and one lab per week.

EVALUATION: 1 Midterm exam, 30%

Final exam 40%

Homework 10%

Lab reports 20%

TEXT: None. Readings in the current literature.

Johannes Weertman

Materials Science and Engineering, 750-C51-1

INTRODUCTORY PHYSICS OF MATERIALS

Office Address: 1135 MLSB

Phone: 491-3197

Expected Enrollment: 20

COURSE DESCRIPTION: Introduction to quantum mechanics with applications to materials, bonding, free electron behavior, bands and lattice vibrations.

PREREQUISITES: Phys. A35-1, 1, 4 and Math B21.

TEACHING METHODOLOGY: Three one-hour lectures per week with discussion, homework, midterm and final exam.

TEXT: Lectures on the Electrical Properties of Materials, L. Solymar & D. Walsh, Oxford University Press, 3rd Edition (or newest edition).

ADDITIONAL RECOMMENDED READING: Introduction to Solid State Physics, C. Kittel, J. Wiley, all editions; Principles of Solid State Physics, R.A. Levy, Academic Press.

Scott A. Barnett

Materials Science and Engineering, 750-C55

TOPICS IN ELECTRONIC MATERIALS

Office Address: 4037A MLSB

Phone: 491-2447

Expected Enrollment: 15

COURSE DESCRIPTION: Principles, models and phenomena underlying semiconductor processing. Topics to be covered include bulk crystal growth and doping, diffusion, ion implantation, epitaxy, thin films, and very-large-scale integration (VLSI) processes.

PREREQUISITES: MSc C51-2 or EE/CS C81 or permission of instructor.

TEACHING METHODOLOGY: The course will involve three hours of lecture per week, homework problems and discussion.

METHOD OF EVALUATION: There will be a midterm and final examination.

TEXT: James W. Mayer and S.S. Lau, Electronic Materials Science: For Integrated Circuits in Si and GaAs. (Macmillan, New York, 1990). Required.

Yip-Wah Chung

Materials Science and Engineering, 750-C80

INTRODUCTION TO SURFACE SCIENCE AND SPECTROSCOPY

Office Address: Catalysis center, Room 205

Phone: 491-3112

Expected Enrollment: 20

COURSE DESCRIPTION: Two 1.5 hour lectures per week with lecture demonstrations. Ultrahigh vacuum and surface preparation techniques. Principles of a number of surface diagnostic tools, including Auger electron spectroscopy, photoemission, low energy electron diffraction scanning tunneling microscopy etc. Surface dynamic and thermodynamics. Electronic properties. Gas-surface interactions.

PREREQUISITES: C51-1 or equivalent or consent of instructor.

METHOD OF EVALUATION: 6 to 7 problem sets, one mid-term and a term paper.

READING LIST:

Ertl and Koppers, Low Energy Electrons and Surface Chemistry.
Blakely, Introduction to the Properties of Crystal Surfaces.
Somorjal, Chemistry in two dimensions.
Zangwill, Physics at Surfaces.

Bruce W. Wessels

Materials Science and Engineering, 750-D03

STATISTICAL THERMODYNAMICS OF MATERIALS

Office Address: 4039 MLSB

Phone: 491-3219

Expected Enrollment: 30

COURSE DESCRIPTION: Thermodynamic functions via statistical mechanics. Heat capacity, magnetism, phase transformations, thermal and electrical conductivity. Kinetic theory and transport, quantum statistics.

PREREQUISITES: 750-D01

TEACHING METHODOLOGY: Three (1) one-hour lectures per week.

EVALUATION: Mid-term examination 35%, final examination 35%, and homework 30%.

TEXT: C. Kittel and H. Kroemer, Thermal Physics, Wiley.

RECOMMENDED TEXT: J.M. Yeomans, Statistical Mechanics of Phase Transitions, Clarendon Press, Oxford, 1992.

P.W. Voorhees

Materials Science and Engineering, 750-D11-1

PHASE TRANSFORMATIONS IN CRYSTALLINE MATERIALS

Office Address: 4013A MLSB

Phone: 491-7815

Expected Enrollment: 20

COURSE DESCRIPTION: A course on phase transformations in crystalline solids. Topics will include the thermodynamics of ordered materials: Landau expansions, Bragg-Williams model, antiphase domain boundaries; the kinetics of ordering:

ordering spinodals, conditional spinodals, and spinodal ordering; the effects of stress on phase transformations: origins of stress during phase transformations, coherent phase equilibria, coherent nucleation and spinodal decomposition; introduction to solidification and crystal growth.

PREREQUISITES: 750-D07 or equivalent.

TEXT: None, review papers will be distributed in class.

ON RESERVE AT THE LIBRARY: 1) The Theory of Phase Transformations in Metals and Alloys: Part 1 Equilibrium and General Kinetic Theory, J.W. Christian. 2) My notes.

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. Topics include structure and properties of amorphous polymers, crystallization kinetics and morphology, rubber elasticity, and mechanical properties.

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: There will be one mid-term and one final exam: both will be take-home. Weekly homework assignments will be graded. Final grades will be determined according to the following schedule: Homework: 1/3; midterm: 1/3; final: 1/3.

TEXT: None

READINGS: Primarily from the research literature.

M.J. Bedzyk

Materials Science and Engineering, 750-D61-1

DIFFRACTION METHODS IN MATERIALS SCIENCE I

Office Address: 1013 MLSB

Phone: 491-3570

Expected Enrollment: 12

COURSE DESCRIPTION: This course will explain x-ray diffraction and related phenomena in terms of the kinematical, optical and dynamical theories of x-ray scattering. Experimental x-ray methods, including diffraction, reflectivity, standing waves, evanescent waves, surface diffraction, and extended x-ray absorption fine structure spectroscopy, will be discussed in a context that leads to an understanding of how these methods are presently being used to determine structural properties of materials. Particular emphasis will be given to demonstrating how the above x-ray techniques can be used to characterize surface, interface, and thin film structures.

PREREQUISITES: An undergraduate course in x-ray or electron diffraction which has introduced the use of reciprocal space.

TEACHING METHOD: Two 1.5 hour lectures per week. One x-ray lab project.

EVALUATION METHOD: The course grad will be based on homework, two exams, and the lab project.

TEXT: Schwartz and Cohen, Diffraction from Materials, Springer-Verlag, 1987.

READING LIST:

Batterman and Cole, Dynamical Diffraction of X-rays by Perfect Crystals, Rev. Mod. Phys. 36, 681 (1964).

Born and Wolf, Principles of Optics, Pergamon Press (1980).

Parratt, Surface Studies of Solids by Total Reflection of X-rays, Phys. Rev. 95, 359 (1954).

Als-Nielsen, Solid and Liquid Surfaces Studied by Synchrotron X-ray Diffraction, Structure and Dynamics of Surfaces, Vol. 1, Eds. Schommers and von Blanckenhagen in "Topics in Current Physics", Springer Verlag (1986).

Lee, Citrin, Eisenberger and Kinkaid, Extended X-ray

Absorption Fine Structure..., Rev. Mod. Phys. 53, 769 (1981).

ctec@northwestern.edu

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Last Updated: October 28, 1993

0765 Biomedical Engineering

Andrew Kertesz

Biomedical Engineering Department, 0765-A70

INTRODUCTION TO BIOMEDICAL ENGINEERING

Time: MTWF 11:00 a.m.

Place: Tech LR8

Office Address: Tech 2895

Phone: 491-7672

Expected Enrollment: 45

COURSE DESCRIPTION: This is an introductory course designed to acquaint students with various aspects of Biomedical Engineering. Emphasis is placed on those areas of medicine and physiology where engineering techniques have been particularly useful or where a clear need exists for an engineering approach. The following topics will be covered: bioinformation processing; biomedical instrumentation; computer applications to diagnosis and patient monitoring; neural systems; experimental methods; biological control systems.

PREREQUISITES: None, P/N allowed.

TEACHING METHODOLOGY: There will be three lectures a week and one period reserved for demonstrations of bioelectric phenomena.

EVALUATION: Three quizzes will be given, each will be worth 1/3 of the grade.

TEXT: Therapeutic Medical Devices, Cook & Webster, Prentice Hall, 1982.

(Recommended, but optional text.)

REFERENCES: Cromwell, Leslie, et. al. Biomedical Instrumentation & Measurements, 2nd ed., Prentice Hall, 1973.
Brown, Jacobs, Stark, Biomedical Engineering.
Alpern, et. al., Sensory Processes.

Stevens, Neurophysiology: A Primer.

Matthew Glucksberg

Biomedical Engineering Department, 0765-C02/D02

SYSTEMS PHYSIOLOGY: Cardiovascular and Respiratory
Physiology

Time: Lectures: MW 2:00-4:00 p.m.

Discussions: sec. 20 M 1:00-2:00 p.m.*,

sec. 21 T 1:00-2:00 p.m.

Grad. Disc.: sec. 22 M 4:00-6:00 p.m.**

Place: Lecture L313, D-20 room TBA*, D-21 Tech 4396, D-22
Tech 1395**

Office Address: Tech E368

Phone: 491-7121

Expected Enrollment: 80

COURSE DESCRIPTION: An upper division and graduate course for biomedical engineering and biology students. The course covers the heart and circulation (8 weeks) and the lungs and respiration (2 weeks) treating physiology from a quantitative systems viewpoint. It is part of a three quarter sequence (765-C01, C02, C03) any quarter of which can be taken alone. The sequence is aimed at advanced engineering students with limited biology as well as biology students with limited physical science and math backgrounds.

PREREQUISITES: Math B14-3

TEACHING METHODOLOGY: Two, 2-hour lectures per week plus one, 1-hour discussion period with a TA per week.

EVALUATION: Two midterms and a final examination and weekly homework.

TEXT: Berne, R.M. and Levy, M.N., Cardiovascular Physiology, 6th ed., Mosby, 1992.

West, J.B., Respiratory Physiology, 4th ed., Williams & Wilkins.

* Time and/or meeting place for section 20 may be changed. Check with instructor prior to registering.

** D02-section 22 is for graduate students only, and must be taken in addition to either section 20 or 21.

Ernest Byrom

Biomedical Engineering Department, 0765-C26

PHYSIOLOGICAL IMAGING

Time: MWF 9-10 a.m.

Place: Tech B397

Office Address: Evanston Hospital, Division of Cardiology,
Room 300 Burch

Phone: (708) 570-2642

Expected Enrollment: 15

Course Description: Medical images applied to physiological measurement. The emphasis will be on radionuclide imaging and the design of measurement methods based on digitized gamma camera images. Tomographic reconstruction with x-rays (CT) and radionuclides (SPECT). Related positron emission and digital angiography techniques. Includes computer exercises in image manipulation.

PREREQUISITES: None

TEACHING METHODOLOGY: Three one hour lectures per week.

EVALUATION: Homework including a computer image-manipulation project, midterm and final.

TEXT: Ramesh Chandra, Introductory Physics of Nuclear Medicine, Lea and Febiger, 1987 (3rd edition).

S.M. Collins and D.J. Skorton, Cardiac Imaging and Processing, McGraw Hill, 1986.

READING LIST:

E.E. Christensen, T.S. Curry and J.E. Nunnally, An Introduction to the Physics of Diagnostic Radiology, Lea and Febiger, 1972 and subsequent editions.

G.H. Simmons, The Scintillation Camera, Society of Nuclear Medicine, 1989.

M.L. Goris and P.A. Briandet, A Clinical and Mathematical Introduction to Computer Processing of Scintigraphic Images, Raven Press, 1983.

M.J. Gelfand and S.R. Thomas, Effective Use of Computers in Nuclear Medicine, McGraw-Hill 1988.

A. Bossuyt and F. Deconinck, Amplitude and Phase Patterns in Dynamic Scintigraphic Imaging, Nijhoff 1984.

Joseph T. Walsh

Biomedical Engineering Department, 0765-C38

INTERACTION OF LASER RADIATION WITH TISSUE

Time: MWF 10-11 a.m.

Place: Tech B397

Office Address: Tech 2046

Phone: 491-7118

Expected Enrollment: 20

COURSE DESCRIPTION: Introduction to the use of lasers in medicine. Basics of the propagation, scattering, and absorption of light. Modelling of the therapeutic uses of light (e.g. selective coagulation, vaporization, and sensitization). Modelling of the diagnostic uses of light (e.g. fluorescence, back-scattering, transmission). Engineering evaluation of present and future laser-based clinical systems.

PREREQUISITES: Limited to Seniors and Graduate Students. Others by permission of instructor.

TEACHING METHODOLOGY: Three hours of lecture per week.

EVALUATION: Exams, oral and written reports.

TEXT: Original papers, review articles, reserved textbook readings.

Jeremy Gilbert

Biomedical Engineering, 0765-C43

BIOMATERIALS AND MEDICAL DEVICES

Time: TTh 3-4:30 p.m.

Place: Tech 1395

Office Address: Ward 10-019, Chicago Campus

Phone: (312)908-9293

Expected Enrollment: 25

COURSE DESCRIPTION: This course is intended to be for senior level and first-year graduate students who have an interest in biomaterials. This course will deal with the properties of currently used materials in tissue replacement including metallic, ceramic, and polymeric materials. Implant applications and design considerations for these materials as well as the problems associated with long term survival will be described so that the mechanical, chemical and physiological interactions between body environment and biomaterial can be better understood.

PREREQUISITES: Introductory level course in materials science or equivalent, calculus or differential equations.

TEACHING METHODOLOGY: Two 1.5 hour lectures per week.

EVALUATION: Midterm and final examinations. Required to write a problem definitional study of an existing medical advice. Graduate students will be further required to present a device design study where they design, analyze, and identify the limitations and necessary test required to evaluate the performance of a device for a medical application.

READING LIST: Selected journal articles and other texts.

TEXT: J.B. Park, Biomaterials Science and Engineering, Plenum Publishing Corp., 1984.

Thomas Buchanan

Biomedical Engineering Department, 0765-C62

MUSCULOSKELETAL BIOMECHANICS

Time: TTh 4:30- 6 p.m.

Place: Tech 1667

Office Address: Rehabilitation Institute of Chicago, Room 1406, Chicago Campus

Phone: (312)908-2199

Expected Enrollment: 35

COURSE DESCRIPTION: An introductory class in orthopaedic biomechanics. Topics include: mechanical properties of bone, cartilage, ligament, tendon, and muscle, biomechanical coordinate systems, kinesiology, and constitutive properties of tissue. Applications include: modeling joint forces and motion, joint replacement, ligament repair, neuromuscular

stimulation, EMG analysis, and gait analysis.

PREREQUISITES: CE-B12

TEACHING METHODOLOGY: Most classes will be based on lectures by the professor. One or more classes will be taught by other experts in the field. Student presentations will be given the last two weeks of class.

EVALUATION: The grade will be based on homework, three exams (one of these being the final), and a paper presentations.

TEXT: TBA

Lyle F. Mockros

Biomedical Engineering Department, 0765-C72

CARDIOVASCULAR MECHANICS

Time: TF 2-4 p.m.

Place: Tech 2307

Office Address: Tech A319

Phone: 491-3172

Expected Enrollment: 25

COURSE DESCRIPTION: Mechanical aspects of the human circulation system. General description of geometry, kinematics, mean pressures, and the cardiac cycle. Blood rheology. Blood vessel rheology. Pressures and flows in the arterial system. Cardiac muscle mechanics.

PREREQUISITES: ME B41, BME C02 or D02 or permission of instructor.

TEXT: TBA

David M. Eckmann

Biomedical Engineering Department, 0765-C75

PULMONARY MECHANICS

Time: TTh 9-10:30 a.m.

Place: Tech 2381

Office Address: Ward 12-189, Chicago Campus

Phone: (312)908-2541, (312)908-0640

Expected Enrollment: 20

COURSE DESCRIPTION: Basic physiology of lung function and its mechanical aspects including tissue viscoelasticity, airway instability, mucus transport, interfacial phenomena, gas exchange, air flow and its limitation.

PREREQUISITES: ME-B41, Math B21

TEACHING METHODOLOGY: Two lectures per week.

EVALUATION: Homework problems, mid-term and final exams.

TEXT: TBA

Joseph T. Walsh

Biomedical Engineering Department, 0765-C80

BIOMEDICAL TRANSDUCERS AND INSTRUMENTATION

Time: MW 3-4:30 p.m., Lab TBA

Place: Tech L318

Office Address: Tech 2046

Phone: 491-7118

Expected Enrollment: 20

COURSE DESCRIPTION: The practice of biomedical engineering requires the measurement of a wide variety of signals. This class will explore methods by which a variety of parameters are quantified. In particular, the class will investigate transducers for the measurement of temperature, displacement, force, pressure, sound, and flow. Spectrophotometry, electrodes for biopotentials and chemical measurements, and mass spectrometry will be discussed. Select assays based upon radioactivity, chemical reactions, NMR, enzyme reactions, electrophoresis, and flow cytometry are also used in biomedical instrumentation and will be presented in lectures or student oral reports.

PREREQUISITES: Seniors and graduate students in biomedical engineering or permission of instructor.

TEACHING METHODOLOGY: Three hours of lecture per week; two hours of lab per week.

EVALUATION: Homework problems; written and oral report.

READING LIST: Reserved readings.

TEXT: Lecture handouts.

Alan Sahakian

Biomedical Engineering Department, 0765-C83

CARDIOVASCULAR INSTRUMENTATION

Time: TF 11:00 a.m.-12:30 p.m.

Place: Tech 1667

Office Address: Tech 3846

Phone: 491-7007

Expected Enrollment: 20

COURSE DESCRIPTION: Theory, design and application of instrumentation used for diagnosis, monitoring, treatment, and research investigation of cardiac and cardiovascular diseases. Examples will be taken from the current literature.

PREREQUISITES: EECS B41, B70, or equivalent or consent of instructor.

TEACHING METHODOLOGY: Two 1.5-hour lectures per week.

EVALUATION: Regular homework, midterm, final exams and term paper.

READING LIST: L.A. Geddes and L.E. Baker, Principles of Applied Biomedical Instrumentation, Wiley-Interscience, NY.

R.M. Berne and M.N. Levy, Cardiovascular Physiology, C.V. Mosby, St. Louis.

TEXT: J.G. Webster (ed.), Medical Instrumentation: Application and Design, Prentice Hall, Englewood Cliffs.

Thomas K. Goldstick

Biomedical Engineering Department, 0765-C90

BIOMEDICAL ENGINEERING DESIGN

Time: Lectures MWTh 11:00 a.m.-12:30 p.m., "Lab" Th 1:30-3:00 p.m.

Office Address: Tech 3385

Phone: 491-5518, 491-3674, 491-7398

Expected Enrollment: 45

COURSE DESCRIPTION: Introduction to design strategy and concepts, including planning, computer aided design, reliability, safety, ethics, patent law, economic analysis, and marketing. Laboratory projects to develop instrumentation, biomaterials, patient monitoring algorithms, and computer simulations for biomedical engineering applications.

Weekly Lecture Topics:

Week 1: Introduction to Design Concepts and Principles: Elements of Design Methodology; Design Alternatives.

Weeks 2 & 3: Examples of Successful BME Designs: Artificial Lung; Patient Monitoring by Computer; Biosensors; Computer-aided Design.

Weeks 4 & 5: Design Considerations: Patents; Reliability; Predicting and Anticipating Component Failure; Failure Modes. FDA: Safety; Efficacy; Reliability.

Weeks 6 & 7: Preliminary Reports. Ethics of Engineering, Business and Medicine.

Week 8: Economic Analysis. Marketing. Design in Actual Practice.

Weeks 9 & 10: Oral Presentation of Projects.

POSSIBLE DESIGN PROJECTS:

Buchanan, Biomechanics: New passive motion machine for rehabilitation.

Delp, Biomechanics: Mechanical jig to measure muscle moment of arms about hip to be used in rehabilitation.

Epstein, Instrumentation: Home health care delivery using interactive system adapted from existing technologies (e.g., security surveillance) to monitor patients at home.

Epstein and Troy, Instrumentation: Devices for communicating with paraplegics, e.g., eye position tracker to interface computer enabling communication.

Glucksberg and Colgate, Biomechanics: Interface for eye surgeon using computer controlled micromanipulator for reproducibly moving micropipette in 3D into and through tissue.

Glucksberg and Epstein, Biomechanics and Instrumentation: Devices for people missing limbs (either arms or legs) including: bicycle; car seat and door; electric powered bottle and jar opener; walker; voice-activated alarm.

Glucksberg and Sahakian, Biomechanics and Instrumentation: Device to place and monitor the position of an endotracheal tube in premature infants.

Grotberg and Mockros, Biomechanics and Transport: Computer software to analyze and evaluate ventilation in diseased human lungs for diagnosis and treatment.

Healy, Biomaterials: Biologically modified implant materials to promote cellular behavior (adhesion).

Healy, Biomaterials: Artificial extracellular matrix to promote regeneration of tissues.

Kelso, Instrumentation and Biotechnology: Computer software for handheld computer to calculate optimum drug dose regimen for an individual.

Kelso, Biosensors: Device to measure blood levels of drugs in ICU.

Kertesz, Physiological Signal Analysis: Software for computer simulation of physiological processes to detect pathology.

Linsenmeier, Instrumentation: Chamber to measure retinal and RPE resistances.

Mockros, Biomechanics and Transport: Blood component separator; artificial lungs.

Mogul and Troy, Instrumentation: Automated system for comparing sequences of proteins. Application of one-dimensional pattern analysis using neural net method.

Rymer, Rehabilitation: Device to quantify neurological disorder.

Sahakian, Computers: Device for remote arrhythmia analysis for ambulatory subjects.

Sahakian, Computers: Device for monitoring breathing rate based on analysis of continuous record of sound, for unrestrained patients.

Troy, Physiological Signal Analysis: Visual field testing using focal ERG.

Troy, Physiological Signal Analysis: Software to trace optical refraction of eye.

Walsh and Kelso, Instrumentation and Biotechnology:

Automated image processing to digitize pattern on a slide or enzyme electrophoresis patterns. Optical scanner.

PREREQUISITES: Non-HPME Seniors in BME.

TEACHING METHODOLOGY: The lectures will cover the philosophy and strategy of design in general as well as its application to biomedical engineering. The "laboratory" portion of the course will give students the opportunity to work on a design problem under the supervision of a preceptor in their own area of specialization. For this part of the course, the class will be divided into small groups of about four

students each. The preceptor will assign a design topic at the outset and provide guidance throughout the course. The topic will initially be discussed in detail, reading will be assigned, questions answered, and thereafter the students will continue to work on the design project in groups, relatively independently of the preceptor. Facilities for the project will be provided by the preceptor or reserved at some suitable central facility, e.g., the BME lab, the BME conference room, a small classroom, etc. Library research will be an important component of the design project. The final design project report, which will be submitted at the end of the course, should cover all of the design aspects introduced in the classroom lectures.

EVALUATION: The course grade will be based on a group design report submitted at the end of the quarter, an oral presentation by the group, individual classroom participation, and individual design conferences. The grade will be based on the combined evaluation by the preceptor and the course instructor. Homework and tests will be based on the lectures.

TEXT: None.

David Kelso

Biomedical Engineering Department, 0765-C95-20

BIOCHEMICAL SENSORS

Time: MTWTh 9-10 a.m.

Place: Tech B396

Office Address: Tech E384

Phone: 467-2167

Expected Enrollment: 20

COURSE DESCRIPTION: Sensors which measure levels of biochemicals are surveyed in this course. It focuses primarily on the fundamentals of converting chemical activity into electrical or optical signals. This includes amperometric and potentiometric electrochemical sensors and a number of optical technologies such as absorbance, fluorescence, TIR and SPO. In addition, the materials used for fabrication and methods of characterizing performance are also covered. Actual devices for measuring blood gases, electrolytes, hemoglobin, glucose, drugs and other bioactive compounds are presented as applications of the basic science.

PREREQUISITES: Background in basic physics and chemistry is required. Biochemistry is recommended.

TEACHING METHODOLOGY: Four 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.

READING LIST: TBA

TEXT: Janata, J. Principles of Chemical Sensors, 1989. Additional readings will be provided by the instructor.

David J. Mogul
Biomedical Engineering Department, 0765-C95-21
COMPUTATIONAL NEUROSCIENCE
Time: TTh 10:30 a.m.-12:00 p.m.
Place: Tech B392
Office Address: Tech E354
Phone: 491-3536
Expected Enrollment: 20

COURSE DESCRIPTION: This course provides a theoretical basis for studying the behavior of neurons from the brain at the cellular and systems level. Topics covered include: (1) membrane properties of excitable cells, (2) passive and active diffusion of molecules within cells and through cell membranes, (3) cable properties of cells, (4) synaptic communication between neurons, and (5) multicellular networks of neurons in the brain. One of the primary goals of this course is to provide a mathematical basis to enable the use of modeling as a means of studying the electrochemical activity of the brain. Computer simulations using biophysical principles and techniques of cellular automata will be provided.

PREREQUISITES: Introductory biology and Math B14-1,2 or equivalent. Or graduate standing.

TEXT: Koch, C. and Segev, I. (eds.), Methods in Neuronal Modeling, MIT Press, 1989. Additional reading material will

be provided by the instructor.

Lina Massone

Biomedical Engineering Department, 0765-C95-22

THEORY AND CONTROL OF PHYSICAL SYSTEMS

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

Place: Tech B396

Office Address: Tech 1573

Phone: 491-7297

Expected Enrollment: 24

COURSE DESCRIPTION: The objective of this course is to introduce students to linear control system analysis of regulatory mechanisms from a biological perspective. Course contents include the following: mathematical foundations, transfer functions, mathematical modeling of physical systems, state-variable analysis of linear dynamical systems, and stability of linear control systems.

PREREQUISITES: Math B21 or equivalent or graduate standing.

TEACHING METHODOLOGY: Lecture.

EVALUATION: Midterm and final exams.

TEXT: Benjamin C. Kuo, Automatic Control Systems, Prentice Hall, 1991.

Christopher Waters

Biomedical Engineering Department, 0765-C95-23

INTRODUCTORY BIOMEDICAL FLUID MECHANICS

Time: TTh 3-5 p.m.

Place: Tech 1384

Office Address: Ward 12-189, Chicago Campus

Phone: (312)908-0532

Expected Enrollment: 20

COURSE DESCRIPTION: This introductory course in fluid mechanics for Biomedical Engineering students is aimed to introduce the students to the basic concepts of fluid mechanics and at the same time provide an early exposure to biomedical applications. This course is planned to be developed with a companion laboratory course to provide

hands-on experience and encourage students' active learning.

PREREQUISITES: CE B12 and Math B21 or equivalents.

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

EVALUATION: Homework, quizzes, and a final exam.

TEXT: Fox and McDonalds, Introduction to Fluid Mechanics, Wiley.

ctec@northwestern.edu

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Last Updated: October 28, 1993