

常青藤夏校系列 之



Duke Summer College for High School Students Program

杜克大学暑期学院学分项目

HANDBOOK

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欢迎加入我们

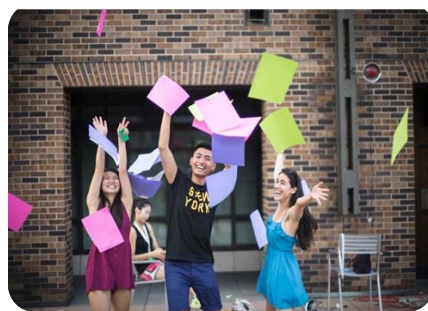
Welcome to Join Us

亲爱的同学们，在杜克大学学习的经历可能会成为你人生中非常重要的经历，相信你一定为踏上这段旅程而激动雀跃。但同时你也要意识到，中美文化的差异，学习的难度和强度也将同样会使你备受挑战。也许这你是第一次走出国门，但不要紧，因为拥有梦想！前行的路上必定会遇到困难，但不要紧，请把此看作是你开阔国际视野，包容文化差异，结交新朋友的宝贵机会！虽然只有一个短短的暑假，你也将收获良多...



同学感言

在杜克的日子是难忘的，一切仿佛昨天发生的一样。这看似漫长的一个月，事实上却如此短暂。诚然，我在杜克第一周的生活十分混乱：每天上午四五点钟时精神得像了鸡血，而上夜课的时候却哈欠连连；误进了专为其他夏令营开设的餐厅吃饭，被嘲笑是 stupid girl；课前阅读永远读不完，听教授滔滔不绝的分析像在听天书，还要被 10 页的 paper 作业吓个半死.....但是一切都随着时间慢慢好转了。现在，我反而格外想念当初熬夜写 paper 的日子，想念那家名为 panda express 中国餐厅的味道，想念杜克教堂每天中午的奏乐，还想念那个校园里的教授、RA、舍友、收营员、餐馆老板以及各种人对我说 have a great day 时的笑容...



项目简介

每年夏天，世界高中各年级的精英同学将被遴选到杜克学分暑期学院进行交流和学习。这些同学和杜克大学的本科生一样接受专家授课，使用杜克大学一流的设施设备，并与美国当地和来自世界各地的精英学子们一同参与丰富的课余活动，提前体验大同学活。这里，不仅面临的是学术上的种种挑战，而且可以根据自己的兴趣爱好学习到平时课堂里学习不到的课程。项目结束后，你将在思维能力，学术造诣上获益匪浅。同时在杜克校园的生活，哪怕只是短短一个暑假，都会赋予你完成最高层次学业的自信，为人生增添了浓墨重彩的一笔。

申请同学将在杜克暑期学院进行为期 4 周的课程学习，并获得 1 个学分。该学分大多也可转入你将来在美国就读的本科大学。同时，杜克大学也为同学们精心安排了丰富的课余活动如：才艺展示；电影之夜；舞林大会；及运动赛事让你在紧张的学习之余彻底的放松，周末也会有同学的郊游和社会活动等。

为什么要参加杜克大学暑期学院学分项目

- ❖ 官方授予学分
- ❖ 高标准的学术要求
- ❖ 与杜克大同学共同上课
- ❖ 强大学术指导阵容和居住体验
- ❖ 同世界精英赛跑
- ❖ 扩展精英人脉
- ❖ 使用杜克绝佳的教学设备和资源
- ❖ 杜克名师授课



课程活动及安排

日间课程学习（学分课程，见Page 6）

***课程涉及历史，生物，心理，哲学，社会等诸多领域填写申请表时同学需要从 21 门学科里列出自己感兴趣的 4 门课程，杜克会参照同学的排序和实际选课情况为你落实 1 门课程
深入学习课程录取遵循先到先得的原则，越早提交申请，选择到心仪课程的可能性越大。课程详细介绍请参考 P13.

晚间课堂（非学分课程）

***视频系列（每周一次），周三之夜（每周三晚上课）均为晚间学习内容。请仔细阅读，到营地后需要进行选择,课程详细介绍请参考 P20.

除此之外，杜克为同学们准备了丰富多彩的课余活动，等你来参加！

a) Film Series

视频系列教学

- Great Documentaries
- NOVA
- NOVA ScienceNOW
- The Oscars
- New Releases (To be decided on-site)

b) Wednesday Night Expos

周三之夜

上课时间：7.20&7.27&8.3 周三晚 19:00-20:30

- Academic Writing 学术写作
- College Preparation 大学升学准备
- SAT Test Training SAT 培训



日间课程

Biology

- Humans and the Environment **NEW!!** 人类与环境
- Truths and Lies About GMOs **NEW!!** 转基因生物的真相和谎言
- Love and Hate Between Humans and Micro-Organisms **NEW!!** 人类和微生物间的爱与恨
- The 3-D Genome and Human Disease **NEW!!** 染色体和人类疾病
- Animal Behavior: Concepts and Connections **NEW!!** 动物行为
- Microbes and the World Around Us **NEW!!** 我们周围的微生物

Cultural Anthropology

- A Global Perspective 全球视角下的广告与社会

Economics

- Game Theory 博弈论

English

- Language and Social Identity 语言与社会认同
- Classics of American Literature, 1915-1960 古典美国文学 1915-1960

Evolutionary Anthropology

- Introduction to Evolutionary Anthropology 进化人类学入门

Information Science and Information Studies

- Global Information Law & Policy 全球化信息 法律和政策

Linguistics

- Language and the Media: The New York Times to Twitter. 从纽约时报到Twitter

Philosophy

- Introduction to Philosophy 哲学入门
- Logic **NEW!!** 逻辑学

Physics

- Introductory Seminar on Big Questions in Physics 物理学揭秘

Psychology

- Adolescence **NEW!!** 青春期
- Social Psychology 社会心理学

Public Policy

- Public Speaking 公众演讲
- War, Media, and Law 战争、媒体与法律

Markets and Management Studies

- The Selling of Collegiate Athletics

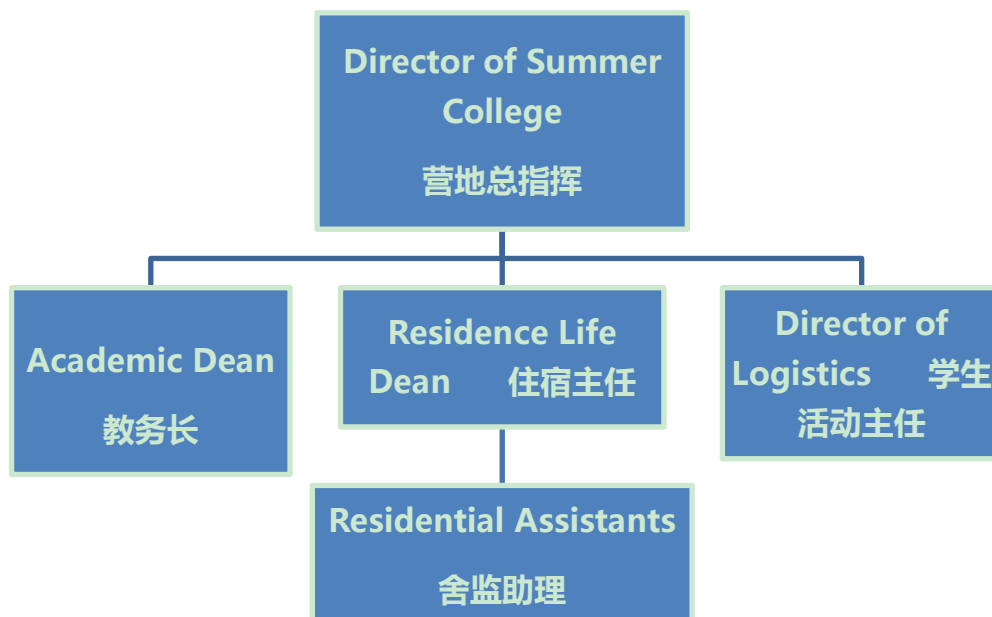
NEW! 高校体育的资金募集

Example of Academic Day

- ❖ 8:00 am – 9:45 am 自选早餐
- ❖ 10:05 am – 12:05 pm 课程学习/学术指导 (必须参加)
- ❖ 12:05 pm – 14:00 pm 午餐、午休
- ❖ 14:00 pm – 16:05 pm 课程学习/学术指导 (必须参加)
- ❖ 16:05 pm – 19:00 pm 校园生活，晚餐
- ❖ 19:00 pm – 20:30 pm 晚间活动
- ❖ 20:30 pm – 22:00 pm 校园生活；校园活动；课程复习
- ❖ 22:00 pm 当天总结会议 (必须参加)
- ❖ 23:00 pm 就寝



管理模式



项目申请准备材料

Step1: 申请资格筛选面试阶段：

- 1) 护照扫描件 (若有,如没有请于申请后 5 个工作日内去办理)
- 2) 填写预报名表

Step2:确认申请阶段：

- 1) 缴纳申请费、签署协议；(申请费：630 元)
- 2) Program Application Form 项目申请表；(组织方提供，请用蓝色笔签名)
- 3) 申请论文陈述：
 - 你为什么是该项目最合适的申请者；
 - 你选课的理由；
 - 至少提供 2 段具备说服力的陈述说明
- 4) 简历：
 - 注明学术或非学术性的经历；
 - 之前参加过的社区服务及课外活动；
 - 所获奖励；
 - 是否担任领导性角色等
- 5) 高中成绩单 (英文)
- 6) 教师推荐信 (一封英文，需强调你在学术、学科上的能力，有模板)
- 7) 语言能力证明：要求提供雅思 (7+) 或托福 (90+) 或 ITP 成绩
- 8) PSAT/SAT/ACT 成绩 (如有)



关于住宿

杜克大学学分暑期学院同学将安排住在杜克校园西校区里。同学常把西校区校园称“哥特式的乐园”。这个绰号来自于校园西区里哥特式复兴运动（兴起于 18 世纪的英格兰）时期的建筑。这些建筑大部分由 Julian Abele 设计，她是美国第一批黑人建筑师。主体的方庭属于非常朴素和早期的建筑风格，与之相对的是，学院方庭的建筑显现出了晚期的法国和意大利建筑风格的影响。

西校区可以称作是杜克大学的中心。除了所有的二年级同学住宿在西校区外，一些三年级和四年级同学也住宿在此。学校的大多数学术和管理机构都在这里。西校区的主要部分是以杜克教堂为中心，南面是住宿方庭，北面是学术方庭，图书馆和医药中心。泛指西校区还包括科学和工程楼所在的科学路。最后，大多数的餐厅和体育设施都在卡梅隆室内运动场里，这些也都位于西校区。



营地费用

日期：2016 年 7 月 10 日---2016 年 8 月 5 日

费用为：\$9770

其中包含：报名费（100 美金）、营地费、美方接送机费、SEVIS 费用（200 美金）、保险费、申请材料审核、床品租用费、材料邮寄、签证预约、签证辅导、行前辅导、与美方 24 小时的紧急沟通与联络。

费用不包含：

国际机票、签证费、个别课程的试验费、书本费、一切个人花费及上述“费用包含”中未提及的一切其它费用。

常见问题

1. Summer School 是什么？

Summer School 即是夏季课程，是一种以学为主的暑期游学方式。每年暑期 6 月下旬至 8 月底，美国许多高校为国内外高中生和本科生开设专业课或语言课程。被 Summer School 录取的同学可直接进入国外名校进行短期学习，如与哈佛、耶鲁、哥伦比亚、斯坦福等美国名校，学期根据每个学校各自的设置分别从 3 周到 8 周不等。

2. 我可以选几门课程呢？

你可以选择 1 门日常学分课程。请务必在申请表上注明你的选择，请选择 4 门并按照你的喜好进行排序。杜克会尽量根据你的要求进行课程安排。

3. 学分课程可以学习哪些科目？

可以选择科目有很多，请参照的选课课表。

4. 申请 Summer School 是否需要提供 TOEFL 成绩？

如果要报考学分课程必须提供 TOEFL 或 IELTS 成绩，杜克也会根据你提供的成绩单作为是否录取的重要参考。若无 TOEFL 或 IELTS 成绩，可参加项目办公室组织的 ITP 考试。

5. 杜克暑期学院截止日期是多少？

Summer School 每个大学所提供的截止日期是不同的，以今年为例，杜克大学官方为 4 月中，但杜克是面向全球招生，对于符合条件的同学，是以先到先得的录取原则，所以请同学们尽早申请。

6. 我参加杜克的暑期学校，是不是就可以视作杜克大学的候选者身份被录取了呢？

参加杜克大学暑期学院的经历的确可以成为大学招生官考量的因素。但是影响升学的因素有很多，招生官也会对你的综合能力进行评估。被杜克暑期学院录取并不能确保你一定会被杜克本科录取。但是所获得的学分，通常可以作为转入其它大学，所以同学可以在大学里有更多的时间去学习其它自己感兴趣的课程。

7. Summer School 是全日制上课么？

Summer School 是以学为主，以活动为辅的学习性项目。每天在课堂要学习 2 至 4 个课时，这是夏季课程的要求，所以它的本身对同学来讲更具约束力。课后也会留给同学作业在课外时间完成，比如需要花时间在图书馆查资料等。

8. Summer School 的住宿是哪种形式？

国际同学都需在校内住宿。为了让同学们更好的体验不同的文化，促进交流，住宿被打乱分配。杜克注重同学们的体验，分宿舍时会考虑将不同文化背景的同学分在一起。今年杜克为

为了满足更多同学的需要，可以在申请表上选择是否需要 single room.

9. 每个班的师生比例有多少？

根据每个班的实际安排，通常情况下，日常班规模在 10-18 人。

10. 我在杜克学习可以获得几个学分？

你将获得 1 个大学学分。在进行大学学分转换的过程中，学校会根据你实际上课的小时数，是否和本科生一起上课等进行考量。有可能在不同学校转换时，杜克的 1 个学分，可以转换为 2-3 个学分进行使用。但是，具体学分的转换要依据转入学校的标准和要求。

11. 我可以从杜克图书馆借书吗？

你可以同杜克大学本科生一样，使用学校的资源。杜克大学图书馆拥有超过 500 万卷的藏书，论其规模，排名于全美私立大学图书馆系统前三。距西校区近的图书馆是 The William R. Perkins Library，暑期学院的同学可以使用电脑，打印，复印及学习，你也可以使用你的 DUKE CARD 来借书。DUKE CARD 在你入学时会发给你。

12. 学期结束后学校是否颁发正式的成绩单？

同学在课程结束时进行考试，若成绩合格，杜克学分课程的同学可免费申请电子版（PDF）成绩单。如果需要纸质版(hard copy)成绩单，需要寄送到中国的，则需要自己支付 UPS 的费用。

13. 参加 Summer School 的同学也是 B1/B2 签证吗？

同学需持 F-1 签证进入美国参加学分项目。

14. 住宿环境是怎样的？

通常，杜克本科生住的公寓是没有空调的。但杜克暑期学院同学所居住的宿舍设施匹配齐全。

15. 如果我学习跟不上，不能毕业怎么办？

首先，杜克在进行选拔时会秉承公平的原则，并不会录取一个不能获得学业成功的同学。在杜克紧张的学习中，会配备助教及学术指导老师给予同学日常的指导，确保同学能很好的理解吸收课程。

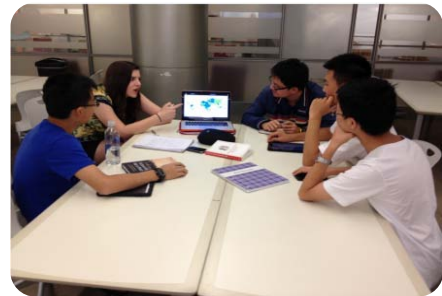
16. 我在哪里用餐？

入营后，会发给你一张 FLEX 卡，每天有固定使用的金额可用于支付校内早餐和午餐，金额不会累加，也就是说，当天未使用完的剩余金额不会累积在第二天的金额里。项目方提供免费的自助晚餐。

申请材料清单

Documentation for your application to be considered complete:

- ☐ A completed application which includes a signed and dated copy of the Duke Community Standard and a signed and dated copy of the Duke University Summer College for High School Students Participant Agreement.
- ☐ An essay stating why you are uniquely qualified for this program as well as your interest in the daytime classes for which you are applying. Two strong paragraphs are sufficient.
- ☐ A resume highlighting your academic and non-academic experiences. Please include any community service or extracurricular activities you have participated in, leadership roles you have held, and awards you have won.
- ☐ High School transcript that reflects all grades and a current GPA (an unofficial transcript is acceptable). Home schooled students are required to submit proper documentation.
- ☐ Test scores **if available**: PSAT, SAT, ACT, or standardized state tests are acceptable and are often printed on your transcript. However if the test scores are not on your transcript(s), please provide a copy of the score report.
- ☐ Teacher Recommendation Form.
- ☐ For students whose first language is not English, a language proficiency score is required (TOEFL, TOEFL IBT, IELTS or ITP)
- ☐ Payment of application fee.



日间课程

Where do college courses come from? At Duke each undergraduate course is sponsored by an academic department and approved by a committee of the faculty. Some courses are considered to be "general" offerings and typically are taught at least once a year, while other courses are "special topics" focusing upon a specific topic that may be offered only once.

We have selected a broad range of courses, including both "general" courses and "special topics," to be featured in the 2016 offerings for Summer College participants. Although some of the courses have cross-listings - that is, the courses are multi-disciplinary in both content and approach and are sponsored by one or more academic departments - we list each course only once, according to its original sponsoring department. Each listing begins with the full name of the sponsoring academic department and is followed by the designation of the department in all capital letters as it will appear on your class schedule and your Duke transcript.

Every course will meet five days a week for two hours and five minutes per class session. The last day of the term may be utilized by your instructor for a final exam, final project, or final paper. Class size is likely to range from 10 to 18 students.

Please rank your top four course choices on your application form. Be sure to read course descriptions carefully as some may contain mature content. Course content will not be modified for students under the age of 18 years old. While we will make every effort to enroll you in your first choice, in the event a class is unavailable or full, we will enroll you in an alternate course of your choosing.

Enrollment in the Duke Summer College for High School Students program begins on December 1, 2015. Course placement for daytime Duke undergraduate classes begins February 22, 2016, when pre-registration for Duke Summer Session opens.

Course Descriptions

Biology

(Biology/BIOLOGY) **Humans and the Environment.** We have an intimate relationship with the natural world because it occurs around, on, and inside us twenty-four hours a day, seven days a week. From the relationships between us and our microbes and the changes we cause in the weather, to the impact that plant and animal adaptations have on our technology and medicine, we interact with the natural world all the time without truly realizing it. Because of these constant interactions, it is critical that we understand how our actions affect the environment, and in turn how our environments shape the way we live. In this course we will explore our place in nature, focusing on key concepts in the fields of ecology and evolutionary biology along the way. Throughout the course, we will also design and perform experiments to ask how we affect nature and how nature affects us.

(Biology/BIOLOGY) **Truths and Lies About GMOs (Genetically Modified Organisms).** What are genetically modified organisms (GMOs)? Why are they hugely controversial? This course will investigate the exploding development of GMOs and the reasons for their astonishing growth in

the 21st century. We will focus especially upon the generation of transgenic plants and animals, since generation of GMOs is presumed to be critical for scientific advances in solving problems of food supply and food safety for an ever expanding world population and in the midst of changing climate patterns. We will also look at all of the steps that a GMO has to follow before it ends up in a product or as a product for purchase in our grocery stores. Finally, we will engage in the exciting debate about the pros and cons for GMOs put forth by companies and ecology groups so that we have a more comprehensive understanding about science and society and how they influence one another. If possible, we will visit a company in the Research Triangle Park (a nearby business and industrial area) that works with GMOs and also host guest speakers who will argue for the advantages and the disadvantages of GMOs. At the end of the course, where will you position yourself? Will you support or oppose the ongoing creation of genetically modified organisms?

(Biology/BIOLOGY) **Love and Hate Between Humans and Micro-Organisms.** How much do you know about microbiology? This course will provide a broad introduction to what micro-organisms are, where they usually live, and how to work with them in science. You will learn to identify general features of micro-organisms from the three branches of life (bacteria, archaea, and eukarya) and explore how micro-organisms can sometimes have negative consequences and other times be beneficial. In the course's first part you will explore how micro-organisms affect human health by means of mutualism, commensalism, parasitism, and pathogenesis. In the second part, we will examine how micro-organisms function within industry – for example, with the commercial production of bread, wine, and beer fermentations. Our third section will focus upon micro-organisms in biotechnology by examining model organisms such as *E. coli* and CRISPER from Archaea. We will conclude our survey of micro-organisms by examining bioremediation for insights regarding the ethics of applying science to address the needs of the world.

(Biology/BIOLOGY) **The 3-D Genome and Human Disease.** Genomes are highly organized inside the nuclei. Linear DNAs are folded into chromosome territories. Within the territories, individual genes occupy their special localization for proper expression. Misorganization of genomes will result in misregulation of genes and genome instability, which are linked to human diseases, such as cancer, several degenerative diseases including Huntington's disease, Alzheimer's disease, diabetes, and aging. This course will introduce concepts and models of genome organization, current technologies to study 3-D genomes, and case studies of misorganization of genomes and their related diseases – all with the goal of introducing students to the exciting inner life of genome.

(Biology/BIOLOGY) **Animal Behavior: Concepts and Connections.** Brightly-colored birds, howling wolves, giant-horned beetles – what do these vastly different creatures have in common? The 'answer' is they all are influenced by concepts of animal behavior. This course will discuss the principles, history, and extensions of animal behavior – from its Darwinian roots to its connections to economic theory. Students will explore course material through reading primary and popular literature, watching videos, and participating in active-learning based activities and discussions. In the final days of the course students will conduct their own behavioral study on

Duke's campus. Overall, the goal of this course is to expose students to, and increase their appreciation for, the influence of animal behavior in their everyday lives.

(Biology/BIOLOGY) **Microbes and the World Around Us.** The course will be a survey of microbiology, including bacteriology, virology, and immunology. The goal is to introduce a wide variety of topics to spark your interest in the microbial sciences. Topics will include human disease, ecology, and biotechnology. In addition, we will discuss current events, including antibiotic resistance, Ebola virus, and gene therapy. We will engage in hands-on "dry lab" demonstrations to explore laboratory practices and current research. Finally, you will research scientific journal articles to develop a final project/paper to be presented in class.

Cultural Anthropology

(Cultural Anthropology/CULANTH) **Advertising and Society: A Global Perspective.** In this course we will examine the history and development of commercial advertising. Specific topics to be addressed include the following: advertising as a reflector and/or creator of social and cultural values; advertisements as cultural myths; effects on children, women, and ethnic minorities; advertising and language; relation to political and economic structure; and advertising and world culture. Although the primary emphasis will be upon American society, this emphasis will be complemented by case studies of advertising in Canada, Japan, Mexico, Russia, Western Europe, and selected other countries.

Economics

(Economics/ECON) **Game Theory.** The interactions of human beings with other individuals, within groups, and with the earth lead us to ponder many questions concerning the ways in which people coordinate and structure their actions. It is to these questions that we turn, in trying to understand the strategic decisions that people make on a daily basis. Will it make a difference if I throw my candy wrapper in the street instead of waiting to find a trash can? How much should I pay for a used car? How will our family decide who cooks dinner? Is it feasible for a firm to enter the market for a new product? Under what conditions would a union go on strike during labor contract negotiations? In this course students learn the basic tools of game theory in order to analyze these various economic and social situations. We start by providing a background and introduction to both game theory and economics. We then proceed to define the terminology used in both fields. Our section on games begins with an analysis of normal form (strategic form) games in which we have a static setting and players move simultaneously. Concepts such as a player's best response, dominant strategies, and the Nash equilibrium are presented, along with various examples of applications. The three classic games of chicken (hawk-dove), coordination (battle of preferences), and the prisoners' dilemma are introduced, with an extension to the mixed strategy Nash equilibrium. Next we turn to extensive form games in order to analyze dynamic games in which players move sequentially. The notion of a sub-game perfect Nash equilibrium is discussed, and the technique of backward induction is taught. Repeated interactions between players are then considered as we discuss both infinitely repeated games and finitely repeated games. Topics in public and environmental economics are introduced in

order to apply these game theory concepts to situations pervaded by free-riding and collective action problems. Evolutionarily stable strategies are also discussed, allowing us to understand how repeated games can lead to the stability of social inequalities by class, gender, race, and ethnicity. The role of institutions (such as norms, customs, traditions, beliefs, and property rights) in maintaining these inequalities is discussed from a game theoretic standpoint. Lastly, we study situations of asymmetric information between players. We give specific references to issues of principal-agent problems, moral hazard, and adverse selection as applied to monitoring, signaling, and “lemons” markets. We will also discuss bargaining models. The course concludes with a critical analysis of the theories and assumptions used in game theory. In particular, students debate the usefulness of concepts of “rationality.”

English

(English/ENGLISH) **Classics of American Literature, 1915-1960.** This course in modern American literature will begin with the major figures of the 1920s and then move through the decades up to 1960. Most of the course will be devoted to novels, but we shall also look carefully at T.S. Eliot, the most influential poet of his time, while giving such attention as time permits to his contemporaries: Robert Frost, Wallace Stevens, William Carlos Williams, and Hart Crane. Although our primary interest will be to understand and appreciate the specific works we study, we shall also consider the larger cultural and intellectual context relevant to each writer. In addition to the poets already mentioned, this course will study works by F. Scott Fitzgerald, William Faulkner, Ernest Hemingway, Carson McCullers, Saul Bellow, Richard Wright or Toni Morrison, and John Updike.

(English/ENGLISH) **Language and Social Identity.** Whenever we hear someone speak, we inevitably make guesses about his or her gender, age, occupation, place or origin, ethnicity, sexual orientation, and religion. We also often refer explicitly to the language and identity connection. For example, we talk of expressing our identity through our choice of vocabulary, or ‘losing’ our identity along with our regional accent when we enter a new environment such as college. In this course, we will draw on examples from the media, literature, the internet, pop culture, and politics to explore how speakers portray themselves to others through the use of language. We will also consider how language is talked about, and what assumptions people make about others based on how they speak. Students will be encouraged to bring their own examples to class for discussion.

Evolutionary Anthropology

(Evolutionary Anthropology/EVANTH) **Introduction to Evolutionary Anthropology.** Have you ever wondered about human origins, anatomy, and behavior from an evolutionary perspective? This course traces the historical development of pre-Darwinian evolutionary thinking and Darwin's contribution to evolutionary theory and then moves to consider genetics, microevolution and macroevolution, and the modern synthesis framing the study of human origins and behavior in the context of modern evolutionary biology. Along the way we will consider primate behavioral ecology and evolution, primate and human paleontology, adaptation and variation, the origins of

human social organization and culture, and the impact of modern humans on biodiversity.

Information Science and Information Studies

(Information Science and Information Studies/ISIS) **Global Information Law & Policy**. This course provides an overview of the laws, policies, and business models that manage the flow and use of information worldwide. We will begin by examining the interaction of global information networks and international law with different national approaches to regulating information in the economy, national security, pop culture, and our personal lives. Topics include internet governance, telecom regulation, government and corporate transparency, privacy, cybersecurity, cryptocurrencies, news media law, social media practices, internet of things, freedom of expression, intellectual property, technical standard setting, and cyber-surveillance. In summary, this course is about the controversial rules and principles governing the information networks by which we increasingly construct our identities and share our lives. No technical background is required.

Linguistics

(Linguistics/LINGUIST) **Language and the Media: The New York Times to Twitter**. The focus of this course is upon the linguistic analysis of texts – from the past and the present, including social media – with a view to understanding how they create, sustain, or challenge "common-sense" understandings of society and politics. English first-language speakers will be equipped with the tools to understand how *their own* language works in the media; second-language (L2) speakers will learn invaluable skills in identifying and understanding idiom, nuance, and rhetoric in both academic and media texts, thus offering preparation for undergraduate classes in a range of disciplines. If possible, writers from the Duke News and Communication Office will visit class to engage students in a few intensive writing and analysis workshops. The instructor of this course has written for news outlets such as *The Huffington Post*, *The London Guardian*, *The Seattle Times*, *The Taipei Times*, and *The News and Observer* (of Raleigh, North Carolina).

Markets and Management Studies

(Markets and Management Studies/MMS) **The Selling of Collegiate Athletics**. This course will look at the ways college athletics departments raise money – through game marketing and ticket sales, advertising and sponsorships, individual and corporate giving programs, and digital marketing and technology. We will investigate how sponsorships are developed with companies in order to obtain advertising dollars and the differing ways college athletic departments obtain sponsorships including print, radio, TV, and signage. We will also look at how universities get money from national television networks as well as how fund raising offices are set up to raise money from individuals and corporations in annual giving programs as well as major gifts. The course provides research, case analysis, and other opportunities to examine the effective principles, theories, practices, and methods involved with all aspects of sports sales. You will be asked to use the internet and current publications to explore trends and issues in the sports marketing industry. Finally you will be introduced to a variety of career options within sports

marketing and discuss strategies for obtaining internships and entry level positions with athletic departments and affiliated groups.

Philosophy

(Philosophy/PHIL) **Introduction to Philosophy** (emphasis on ethics and value theory). What exactly do philosophers do? This remains a mystery to most people who envision philosophers sitting around pondering the meaning of life. So we will begin this course by clarifying what philosophy is. Next, we will study the tools that philosophers use to assess arguments. After we practice distinguishing good reasoning from bad, we will use these skills to evaluate arguments in epistemology (theory of knowledge), metaphysics, and ethics. Discussion topics will be tailored to student interest, but potential topics to be addressed include the possibility and nature of scientific progress; the nature of mind; space and time; the ethics of environmentalism, genetic engineering, immigration, and the 2008 financial crisis; and, yes, the meaning of life.

(Philosophy/PHIL) **Logic**. Are you ever puzzled by reading a paragraph that seems to make no sense or a debate that seems to go in a circle? Would you like to improve your test-taking skills for standardized admission tests? Why do pre-law advisors recommend taking a course in Logic as the best preparation for admission to law school? This course will examine the conditions of effective thinking and clear communication. To this purpose, we will look at the most fundamental principles of deductive reasoning and cover the basics of sentence and predicate logic. Some of the topics we will investigate include truth-functional connectives, quantifiers, translation, derivations, and truth trees.

Physics

(Physics/PHYSICS) **Introductory Seminar on Big Questions in Physics**. This course will provide an introduction to six major questions representing frontiers of 21st century physics, such as what are the ultimate laws of nature, how does complex structure arise, and how can physics benefit society. Individual class sessions will involve presentations by researchers and by students, discussions of journal articles, and tours of physics labs involved with related research.

Psychology

(Psychology/PSY) **Social Psychology**. Social psychology is the scientific study of how people's thoughts, feelings, and behaviors are influenced by others. The primary purpose of this course is to provide a general introduction to the theories, research methods, and major findings of social psychology. We will examine a wide variety of topics involving how we perceive and interact with other people, including person perception, the self, stereotypes and prejudice, group influences, and pro-social behavior. Some of the questions we may examine include the following: why does someone who is 'good' act in an evil fashion? why would people act in ways that are alien to their nature? why would someone who is considered intelligent do something that is irrational? Where possible, we will apply the knowledge and skills learned to examine events and situations in the real world and everyday life.

(Psychology/PSY) **Adolescence.** This course will explore adolescent development across domains of physical, cognitive, and social development. Topics will include those related to normal/typical development as well as abnormal development, particularly with regard to issues of health and mental health in this age group. Additionally, students will learn about the broader world in which adolescents live and the contexts within which development occurs – families, peer groups, schools, neighborhoods, and cultures. This course features a service learning component that allows class members to interact with adolescents in our community by means of a variety of activities on the Duke campus. This class is particularly appropriate for students interested in counseling or clinical psychology, teaching, educational policy, or medicine.

Public Policy Studies

(Public Policy Studies/PUBPOL) **Public Speaking.** This course will explore theoretical and practical elements of effective advocacy, not only as applied to public policy issues, but also as related to personal image presentation. While the focus is on efficient oral communication and effective presentation skills (both in large public speaking environments, and in smaller interactive exchanges), stress is also given to the development of compelling arguments, debate, and written expositions for presentation. Emphasis is also placed on the human dimensions of the communication process: vocal intonation, body behavior, audience evaluation, focus, control, distraction, and self-awareness. Individuals who will benefit from this course range from students entering the public arena, scholars entering the political arena, and athletes wanting to develop confidence in the presentation of their public image.

(Public Policy Studies/PUBPOL) **War, Media, and Law.** This course examines how war as a form of politics is affected by media and law, reviews the cross-cultural history of types of warfare and their relation to public information, norms and laws, and looks at the rise of Western laws of war and humanitarian law, their relation to colonialism and industrial capitalism, and the role of mass media in the emergence of nationalism and the consolidation of state power. We will also discuss twentieth century institutions aimed at governing the use of force, such as the UN system and examine how social movements and information technologies are changing ideas about legitimate warfare, and how states are adjusting their practices and laws. Finally, we will consider the ethical and policy challenges of twenty-first century defense policy, journalism, pacifism, humanitarianism, and social activism in confronting new forms of terrorism, asymmetrical warfare, and other security concerns.

晚间课程

Film Series

Our optional evening film series will meet four evenings during the program. You will select your film series topics during your residential meetings once you are on campus. You may choose from the following:

Great Documentaries

- "Underwater Dreams"
- "Next Goal Wins"
- "An Inconvenient Truth"
- "Food Inc."

NOVA

- "Rise of the Hackers"
- "Why Sharks Attack"
- "Wild Predator Invasion"
- "Forensics on Trial"

NOVA ScienceNOW

- "What Are Animals Thinking"
- "Can I Eat That?"
- "Can Science Stop Crime?"
- "Where Did We Come From?"

The Oscars

- "Casablanca"
- "Driving Miss Daisy"
- "Gandhi"
- "Oliver"
- "The Sound of Music"
- New Releases

New Releases

- To be decided on-site.

Wednesday Night Expos

These learning opportunities – see below for details – will enhance your knowledge and proficiency in the areas of academic writing, college preparation, and SAT Training. Dynamic yet practical, these classes meet on campus on three Wednesday evenings – July 20, 27, and August 3 – from 7:00 – 8:30 pm. You may only choose one program to attend and you must make your choice when you apply to the program. Spaces are limited and we will not over-enroll these programs – first come, first served!

Academic Writing. College level writing requires practice, but primarily it involves the command of certain skills that will reveal your writing style as professional, persuasive, and sophisticated. Choose this Wednesday Night Expo and learn the strategies and foundations that will contribute to your academic success. You will learn how to create a draft for a college level paper, how to use citations properly, and how to differentiate between quoting, summarizing, and paraphrasing. You will also have the opportunity to practice creating an effective argument in your paper. Finally, learn what plagiarism is, how to avoid it, and what are the typical academic and life consequences for plagiarism convictions.

College Preparation. For many high school students, applying to and succeeding in college can prove challenging without adequate preparation. Opt for this Wednesday Night Expo and get important tips on how to prepare a competitive application packet, what to expect in your freshman year at college, and how to tackle the challenges of your first year at college. We will start by exploring the college search process and identifying factors that will lead you to find the college that will be the best fit for you. We will then review the components of a college application packet and share with you strategies for writing an effective college application essay and for creating a resume and activities list that will reflect your interests and potential contributions to a college community. Finally, we will explore the opportunities and challenges of the college freshman year. We will discuss strategies for adapting to a new environment, managing your time, and staying healthy. We will provide academic and residential resources to help you successfully navigate that exciting and challenging first year of college.

SAT Test Training. The SAT is a crucial part of the college admissions process for many high school students. Select this Wednesday Night Expo to learn more about the SAT (format, scoring, and content) and practice real SAT reading, math, and writing questions. Not only will you learn key test-taking strategies, but you will also see how these strategies can help you in your high school classes. This course is hands-on, involves lots of interaction with your teacher and peers, and helps you understand more about the role of the SAT in college admissions and scholarship decision-making.