

常青藤夏校系列 之



Duke Summer College for
High School Students program

杜克大学学分暑期学院

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...



学生感言

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学生将被遴选到杜克学分暑期学院进行交流和学习。

这些学生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，提前体验大学生活。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。

申请学生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，杜克大学也为学生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，周末也会有学生的郊游和社会活动等。

为什么要参加杜克大学学分暑期学院

- ❖ 官方授予学分
- ❖ 高标准的学术要求
- ❖ 与杜克大学生共同上课
- ❖ 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学生需要从 16 门学科里列出自己感兴趣的 2 门课程，杜克会参照学生的排序和实际选课情况为你落实 1 门课程深入学习，英文课程内容详见 APPENDIX C

晚间课堂（非学分课程）

主要有 2 项学习内容，需要学生在填写申请表时选出自己感兴趣的 2 项，杜克会参照学生的排序和实际选课情况为你落实 1 门课程进行学习。

a) Film Series

视频系列教学/每周三次

Great Documentaries

- "If You Build It"
- "Underwater Dreams"
- "Next Goal Wins"
- "Breaking Vegas"
- Documentary: The True Story of the MIT Blackjack Team"
- "Supersize Me"
- "An Inconvenient Truth"
- "Food Inc."
- "Roger and Me"

NOVA

- "Rise of the Hackers"
- "Vaccines"
- "Escape from Nazi Alcatraz"
- "Why Sharks Attack"
- "Wild Predator Invasion"
- "Roman Catacomb Mystery"

- "Alien Planets Revealed"

- "Forensics on Trial"

NOVA ScienceNOW

- "What Will the Future Be Like"
- "What Are Animals Thinking"
- "Can I Eat That?"
- "Can Science Stop Crime?"
- "What's the Next Big Thing?"
- "Where Did We Come From?"
- "Can we live forever?"
- "Diamond Factory, Anthrax Investigation"

TEDtalks

- "Put the Financial Aid in the Bag"
- "The Technology of Touch"
- "Why Videos Go Viral"

- "Working Backwards to Solve a Problem"
- "Rapid Prototyping Google Glass"
- "Curiosity, Discovery and Gecko Feet"
- "A Call to Invention"

The Oscars

- "In the Heat of the Night"
- "Dances with Wolves"
- "Casablanca"
- "The King's Speech"
- "Chicago"
- "Beasts of the Southern Wild"
- "The Artist"
- "The Sting"

b) Wednesday Night Expos

上课时间：7.15&7.22&7.29 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

- Genetics, Genomics, and Society: Implications for the 21st Century 遗传、基因与社会：对 21 世纪的影响

Cultural Anthropology

- Introduction to Cultural Anthropology 文化人类学入门
- A Global Perspective 全球视角下的广告与社会

Documentary Studies

- Children's Self-Expression: Literacy through Photography 儿童的自我表现：通过摄影图像的学习

Economics

- Game Theory 博弈论

English

- Classics of American Literature, 1915-1960 古典美国文学（1915-1960）
- Language and Social Identity 语言与社会认同
- **Evolutionary Anthropology**
- Introduction to Evolutionary Anthropology 进化人类学入门
- Primate Field Biology 灵长类生物学

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

Physics

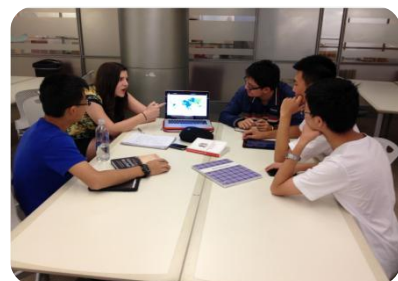
- Introductory Seminar on Big Questions in Physics 物理学揭秘

Psychology

The Psychology of Gender 性别心理学

Public Policy

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

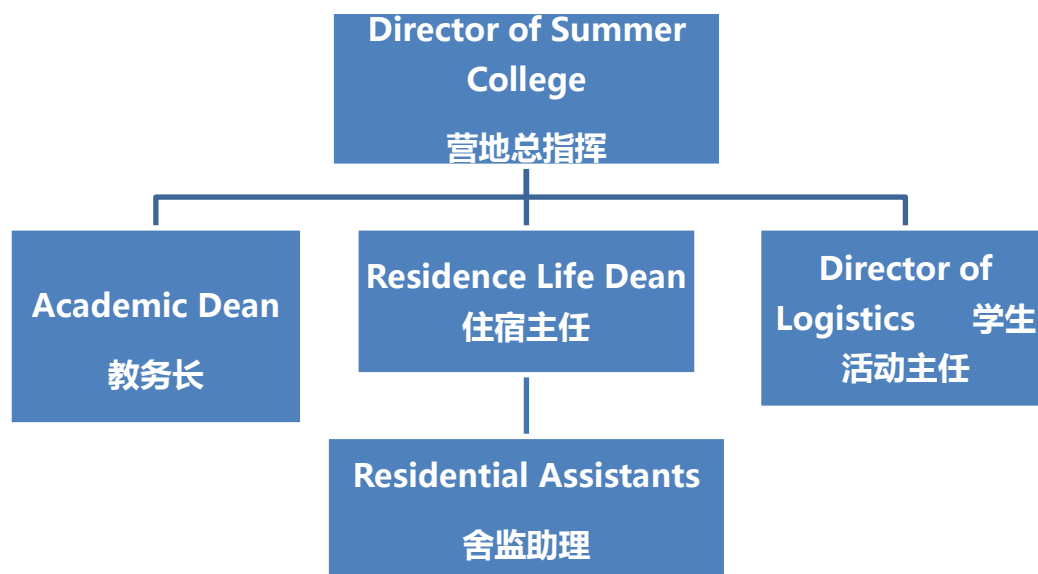


Example of Academic Day

- ❖ 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) 学生证扫描件
- 2) 身份证扫描件
- 3) 护照扫描件 (若有,如没有请于申请后 5 个工作日内去办理)
- 4) 填写预报名表

Step2:确认申请阶段：

- 1) 缴纳申请费 (100USD 或 620 元 RMB) 签署协议；
- 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: 要求提供雅思或托福成绩
- 8) PSAT/SAT/ACT 成绩 (如有)



关于住宿

杜克大学学分暑期学院学生将安排住在杜克校园西校区里。学生常把西校区校园称“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。除了所有的二年级学生住宿在西校区外, 一些三年级和四年级学生也住宿在此。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：2015 年 7 月 5 日---2015 年 7 月 31 日
费用为：\$9530
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、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

APPENDIX A

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 录取的学生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。

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，对于符合条件的学生，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，所以学生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，所以它的本身对学生来讲更具约束力。课后也会留给学生在课外时间完成，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？

国际学生都需在校内住宿。为了让学生们更好的体验不同的文化，促进交流，住宿被打乱分配。杜克注重一个独立的学生体验，分宿舍时会考虑将不同文化背景的学生分在一起。

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，暑期学院的学生可以使用电脑，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？

学生在课程结束时进行考试，若成绩合格，杜克学分课程的学生可免费申请成绩单。

13. 参加 Summer School 的学生也是 B1/B2 签证吗？

学生需持 F-1 签证进入美国参加学分项目。

14. 被杜克暑期学院录取是否有一个官方的最低标准？

杜克并不设立最低标准。杜克会根据学生的综合能力，多方面考量学生是否可以成功的完成杜克暑期学院的课程学习并不只单方面考虑某项材料。

16. 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。

17. 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学生。在杜克紧张的学习中，会配备助教及学术指导老师给予学生日常的指导，确保学生能很好的理解吸收课程。

18. 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，金额不会累家，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。

18 我什么时候知道我被杜克暑期学院录取了呢？

通常，提交全部材料后的 3 周内，你将收到杜克的录取决定以及关于晚间选课的征询，确定是否被杜克暑期学院录取。

The Checklist for Applications

APPENDIX B

Documentation for your application to be considered complete:

- ☐ A signed and dated copy of the Duke Community Standard.
- ☐ 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.

Daytime Duke Courses

APPENDIX C

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 2015 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.

Course Descriptions

Biology

(Biology/BIOLOGY) **Genetics, Genomics, and Society: Implications for the 21st Century.** This course is an introduction to the foundation of genomic sciences with an emphasis on recent advances and their social, ethical, and policy implications. Foundational topics - including DNA, proteins, genome organization, gene expression, and genetic variation - will be interwoven with contemporary issues emanating from the genome revolution such as pharmacogenetics, genetic discrimination, genomics of race, genetically modified crops, and genomic testing. We will also consider genomic sciences and policy science as applied to present and future societal, and particularly ethical, concerns related to genomics.

Cultural Anthropology

(Cultural Anthropology/CULANTH) **Introduction to Cultural Anthropology.** This course provides an introduction to the field of cultural anthropology where our goal is to better understand the dynamics of the group behavior we often call “culture.” In doing so we will examine theories of how individual cultures develop and change just as we will explore the consequences – both benefits and tragedies – of overlapping and conflicting cultures. Throughout we will be particularly attentive to questions about power, race, gender, and class as they intersect with the particular topics at hand, incorporating aspects of linguistics, law, history, economics, and politics, among others. At the same time we will combine a focus on global and local issues, so that the course is as much about learning to understand others as it is about learning to understand ourselves.

(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.

Documentary Studies

(Documentary Studies/DOCST) **Children’s Self-Expression: Literacy Through Photography.** This course explores the Literacy Through Photography (LTP) arts education methodology by which children are encouraged to explore their world as they photograph scenes from their own lives and then use their photographic images as catalysts for verbal and written expression. Framed around universal themes such as self-portrait, community, family, and dreams, LTP provides children and teachers with the expressive and investigative tools of photography and writing for use in the classroom. In this course class members train in LTP’s methodology by studying how-to guides, discussing LTP examples from around the world, reading reflections on LTP projects (many written by Duke students), and by engaging in LTP collaborations with Durham, NC, youth. We consider LTP within a wider context with readings and discussions that address teaching and learning, the creative process, language and literacy, and

contemporary social issues facing today's schools. In written responses and in seminar discussions, students reflect upon the course readings and their LTP collaborations. This course encourages participants to see through the eyes of others – to understand LTP writings and photographs as expressions of young people's culture and time. Class meetings will involve lectures and presentations, class discussions, as well as hands-on Literacy Through Photography activities with classmates and collaborating youth.

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 will 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.

(Evolutionary Anthropology/EVANTH) **Primate Field Biology.** This course focuses on the study of primate behavior and the methods by which animal behavior is observed and documented. Students will be introduced to various observational techniques and then get hands-on experience in using these methods with the animal groups at the Duke Lemur Center (DLC), the largest collection of lemurs outside their native Madagascar and numbering approximately 250 animals of 23 different species. During this four week, intensive course we will design research questions, collect behavioral data through a variety of techniques, analyze that data, and present the results in formal scientific papers. The goals of the course are for students to get to know the lemurs from a field biologist's perspective and gain hands-on experience with the scientific process. This class provides a unique opportunity to observe strepsirrhine primates up close in a semi-natural habitat. If you like the outdoors, have an interest in animal behavior and the natural world, and are not afraid of hard work (including library research and writing scientific reports and short scientific papers), then this class is for you. Prerequisite: Two years or more of high school biology.

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).

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.

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) **The Psychology of Gender.** This course investigates the psychology of gender as investigated especially through research conducted in the U.S. Topics include sex differences, separation and individuation, and achievement; sexuality; sex-roles; mental health problems particularly salient to genders; and cultural influences on gender development and views within the field of psychology of gender.

Public Policy

(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.

Evening Academics

Film Series

Our evening film series will meet three times a week, starting the second week of the program. Please select two choices in the event that your first choice has filled.

Great Documentaries

- "If You Build It"
- "Underwater Dreams"
- "Next Goal Wins"
- "Breaking Vegas Documentary: The True Story of the MIT Blackjack Team"
- "Supersize Me"
- "An Inconvenient Truth"
- "Food Inc."
- "Roger and Me"

NOVA

- "Rise of the Hackers"
- "Vaccines"

- "Escape from Nazi Alcatraz"
- "Why Sharks Attack"
- "Wild Predator Invasion"
- "Roman Catacomb Mystery"
- "Alien Planets Revealed"
- "Forensics on Trial"

NOVA ScienceNOW

- "What Will the Future Be Like"
- "What Are Animals Thinking"
- "Can I Eat That?"
- "Can Science Stop Crime?"
- "What's the Next Big Thing?"



- *"Where Did We Come From?"*
- *"Can We Live Forever?"*
- *"Diamond Factory, Anthrax Investigation"*

TEDtalks

- *"Put the Financial Aid in the Bag"*
- *"The Technology of Touch"*
- *"Why Videos Go Viral"*
- *"Working Backwards to Solve a Problem"*
- *"Rapid Prototyping Google Glass"*
- *"Curiosity, Discovery and Gecko Feet"*
- *"A Call to Invention"*



- *"Gaming Can Make a Better World"*

The Oscars

- *"In the Heat of the Night"*
- *"Dances with Wolves"*
- *"Casablanca"*
- *"The King's Speech"*
- *"Chicago"*
- *"Beasts of the Southern Wild"*
- *"The Artist"*
- *"The Sting"*

Wednesday Night Expos

These new 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 15, 22, and 29 – 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 Scholastic Aptitude Test (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.