



昆山杜克大学第二校园国际化学习项目  
**Duke Kunshan University**  
**Undergraduate Global Learning Semester**

2014 年秋季学期课程介绍  
**2014 Fall Semester Course Description**

(10/28/2013)

# 目 录

1. 多学科视角下的全球健康 .....	1
2. 全球健康研究方法 .....	11
3. 全球健康：治疗与研究中的伦理问题.....	16
4. 全球健康：人口与环境 .....	20
5. 人类认知进化 .....	22
6. 能源与环境：生物能生产与二氧化碳捕捉.....	28
7. 环境研究：水资源与水污染.....	34
8. 美国史重点主题研究 .....	38
9. 历史：古希腊文明与西方哲学传统.....	46
10. 初级/中级汉语 .....	52
11. 基础英语写作（针对英语非母语者）.....	63
12. 跨文化写作 .....	70

# TABLE OF CONTENT

1. MULTIDISCIPLINARY APPROACH TO GLOBAL HEALTH.....	1
2. RESEARCH METHODS IN GLOBAL HEALTH .....	11
3. GLOBAL HEALTH ETHICS .....	16
4. POPULATION, ENVIRONMENT & HEALTH.....	20
5. HUMAN COGNITIVE EVOLUTION.....	22
6. BIOENERGY .....	28
7. WATER RESOURCES / WATER POLLUTION.....	34
8. KEY THEMES IN AMERICAN HISTORY.....	38
9. GREEK CIVILIZATION .....	46
10. MANDARIN CHINESE I & II .....	52
11. US ACADEMIC WRITING FOR EFL STUDENTS.....	63
12. WRITING ACROSS CULTURE .....	70

## 多学科视角下的全球健康

### 课程描述:

介绍评价和解决全球性、传染性、慢性和行为性健康问题的跨学科理论和技巧。从多个角度解决全球健康问题，如流行病学、生物学、工程学、环境学、商学、人权学、护理学、心理学、法学、国家政策和经济学。

### 院系:

全球健康学院

### 学科领域:

自然科学，社会科学

### 教学形式:

面授/远程教学相结合

### 教授介绍:

鲁科米尼 巴鲁 (RUKMINI BALU)

电子信箱: [rukmini.balu@duke.edu](mailto:rukmini.balu@duke.edu) 电话: +1.919.450.6860

### 工作经验

2012年-目前	杜克药物全球研究所和杜克转换药物研究所	北卡罗莱纳州达勒姆市
	<p><b>助理总监</b></p> <p>提供监督和指导，以便确定和发展杜克药物研究所与国际和美国合作伙伴的合作机会。负责市场分析、项目规划、开展运营基础工作以及保持与协作方和合作伙伴的持续关系。</p> <ul style="list-style-type: none"> <li>● 项目经理和管理委员会核心成员，承担在印度建立杜克控股的法律实体的任务，以便促进杜克在该国开展研究、教学和其他活动。</li> <li>● 对杜克在中国、印度、印尼和哈萨克斯坦的战略同盟及项目的持续参与开展尽职调查。</li> </ul>	
2009年-2012年	<p><b>业务战略经理</b></p> <p>负责全球战略规划，并与业界、监管机构和其他学术机构建立同盟。应用科学的业务决策方法和分析，包括产品战略和开发。与法律、财务、运营和合同团队就项目规划和执行进行接洽。从事全球业务开发和宣传活动。医院管理咨询、临床研究、教育和培训等领域多项计划的项目管理。</p>	
2005年-2007年	格兰素史克公司	北卡罗莱纳州三角研究园区
	<p><b>首席临床开发科学家</b></p> <p>研究、设计和执行针对批准的 HIV 药物的数据分析。担任由 15 名成员组织的管理委员会成员，确定对基因研究和个性化药物的公司地位和战略。</p>	
教育背景	哈佛商学院	马萨诸塞州波士顿

	工商管理硕士；BCG 创新研究员 撰写了 HBS 案例#309-112（基因序列的专利性）	
	<b>查珀尔 希尔北卡罗莱纳州立大学</b>	北卡罗莱纳州 查珀尔 希尔
	流行病学博士 公共健康学院兼职助理教授（2002 年-目前）	
	<b>贾瓦哈拉尔 尼赫鲁大学</b>	印度新德里
	生命科学（免疫学）理学硕士	
	<b>德里大学</b>	印度新德里
	动物学荣誉理学士	
<b>出版物</b>	Pozen R、 <b>Balu R</b> 。急救诊断机会。HBS 案例编号 309-112。 2009 年 5 月 Saag M、 <b>Balu R</b> 、Phillips E 等。人类白血球 B 抗原*5701 作为从免疫学上确认白种人和黑种人患者阿巴卡韦过敏反应标志物的高灵敏性。临床感染性疾病。2008 年 4 月	

Dates / contact hours: same as equivalent Duke Course

Academic Credit: 3

Areas of Knowledge: NS and SS

Modes of Inquiry: distance / blended format

### **Instructor's Information**

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**RUKMINI BALU**

Email: [rukmini.balu@duke.edu](mailto:rukmini.balu@duke.edu)

Phone: +1.919.450.6860

### **Prerequisite(s), if applicable**

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N/A

### **Course Description**

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#### **Class 1: Introductions and Discussion**

Why interested in Global Health?

#### **Class 2: Principles of Global Health**

- ❖ *Essentials of Global Health*, Ch 1--Principles of Global Health
- ❖ Become familiar with the Millennium Development Goals. You do not need to read them all, just become familiar with the summary. Available at <http://www.un.org/millenniumgoals/>
- ❖ Watch the following presentation on the web, to stretch your imagination about global health and how you present information about global health:  
<http://www.ted.com/index.php/talks/view/id/92>

#### **Class 3: Dr. Michael Merson, Current Issues in Global Health**

Director, Duke Global Health Institute, Vice-Chancellor for Duke-NUS Affairs, Interim Leader of Global Programs at Duke

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#### **Class 4: Health Determinants, Measurements, and Trends**

- ❖ *Essentials of Global Health*, Ch 2: Health Determinants, Measurements, and Trends
  - What are the determinants of health
  - How do we measure health status?
  - What are some of the key risk factors for health?
  - What are key health gap and health expectancy measures?
  - What is the demographic transition?

#### **Class 5: Health, Education, Poverty and the Economy**

Michael Russell & Lysa MacKeen, Global Health Certificate & Fieldwork programs

- ❖ *Essentials of Global Health*, Ch 3: Health, Education, Poverty and the Economy
- ❖ Sachs, *The End of Poverty* Chapters 1-4
- ❖ Group Presentations:
  - Debate: Are Sweat Shops Good or Bad?
  - Determinants of Health Maps

**Class 6: Jeff Baker, MD, PhD History of Global Health**

**Class 7: Why are people poor?**

- ❖ Sachs, *The End of Poverty* Chapters 5 – 10

[http://www.economist.com/displaystory.cfm?story\\_id=14302837](http://www.economist.com/displaystory.cfm?story_id=14302837)

**Class 8: What can we do about poverty? What is our responsibility?**

- ❖ Sachs, *The End of Poverty* Chapters 11 – 18

**Class 9: Kathryn Whetten – Role of Public Health and Public Policy in Global Health**

DISEASE REPORT ASSIGNMENTS WILL BE ISSUED THIS WEEK

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**Class 10: Local is Global**

- ❖ Whetten, *You're The First One I've Told* Chapters 1-5

**Class 11: Life course influences on Health and Wellbeing**

- ❖ Whetten, *You're The First One I've Told* Chapters 6-11

**Class 12: Jen'nan Read, Sociology – Health of Migrants and Women**

**Class 13: The Role of Engineering**

**Medical Device Innovation for Resource Poor Setting – Robert Malkin**

*Essentials of Global Health*, Ch 16: Science and Technology

- How have science and technology advanced global health?
- Key scientific gaps in dealing with global health issues
- How might science and technology improve global health today?
- The markets for products to serve the poor
- Enhancing markets for global health

Videos:

- Watch “Vaccines and How They Work” & “Antibiotics and Pneumonia in Honduras”:  
<http://www.pbs.org/wgbh/rxforsurvival/series/video/index.html>

**Class 14: Sherryl Broverman, Biology – Role of Biology in Malaria Reduction**

DISEASE REPORTS TO BE POSTED BY FRIDAY SEPT 30 MIDNIGHT

## **Class 15: Culture and Health**

- ❖ *Essentials of Global Health*, Ch 6: Culture and Health
  - The links between culture and perceptions of health
  - The links between culture and health behaviors
  - The links between culture and health practices
  - The concept of “social capital” and its links with health
  - Some of the other links between health, culture, and development
  - What are the links between the culturally important aspects of the book?

## **Class 16: Encouraging Drug and Vaccine Innovation**

**David Ridley**

### **Videos:**

Watch “Global Network for Neglected Tropical Diseases – The impact of NTDs”:

[http://gnntdc.sabin.org/flash\\_pop.php](http://gnntdc.sabin.org/flash_pop.php)

Watch “Preventing River Blindness, Parts I&II”:

<http://www.pbs.org/wgbh/rxforsurvival/series/video/index.html>

## **Class 17: David Boyd, Global Health -- Intersection of Traditional and Western/Northern Medicine**

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## **Class 18: Health Systems**

**Frontline: Sick Around the World**

- ❖ *Essentials of Global Health*, Ch 5: Health Systems

- What is a health system?
- The functions of a health system
- The development of health systems historically in selected countries
- The roles of different actors in the health system
- How health systems are organized and managed
- Key health system issues
- How those issues might be addressed in cost-effective ways

Readings:

- Read the Executive Summary of “The world health report 2000 - Health systems: improving performance.” Available at: <http://www.who.int/whr/2000/en/>

Videos:

- Watch “Aravind Eye Care System” in India (Brief Video):  
[http://www.kaisernetwork.org/health\\_cast/hcast\\_index.cfm?display=detail&hc=2815](http://www.kaisernetwork.org/health_cast/hcast_index.cfm?display=detail&hc=2815)

## **Class 19: Donald Taylor, Public Policy – Comparative Health Care Systems**

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**Class 20: Pathologies of Power**

**Class 21: Pathologies of Power**

**Class 22: Bei Wu, Nursing -- Dementia and Long-term care in China**

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### **Class 23: Communicable Diseases and Behavior**

- ❖ *Essentials of Global Health*, Ch 11: Communicable Diseases

### **Class 24: Non-communicable Diseases**

- ❖ *Essentials of Global Health*, Ch 12: Non-communicable Diseases

The growing importance of non-communicable disease  
The most important types of non-communicable diseases  
The burden of non-communicable diseases  
Key risk factors  
The costs of NCDs  
Addressing NCDs in cost-effective ways

Readings:

- Read textbook – Chapter 12

Read the main text of *Public Policy and the Challenge of the Chronic Non-Communicable Diseases*, by Adeyi, Smith and Robles, published by the World Bank in 2007 –

<http://siteresources.worldbank.org/INTPH/Resources/PublicPolicyandNCDsWorldBank2007FullReport.pdf> Tobacco related:

- Review: USAID 2007 Mini-University Presentation 6 on NCDs; Prabhat Jha Presentation on the Economics of Tobacco from the World Bank at:  
<http://www1.worldbank.org/tobacco/Presentations/Presentation2/slide1.htm>
- Joy de Beyer Presentation on Tobacco Taxes from the World Bank:  
[www1.worldbank.org/tobacco/Presentations/Presentation3/slide2.ppt](http://www1.worldbank.org/tobacco/Presentations/Presentation3/slide2.ppt)

### **Class 25: Anthony So, Public Policy -- Enabling Tobacco Control in Developing Countries**

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### **Class 26: Environment and Health**

- ❖ *Essentials of Global Health*, Ch 7 – The Environment and Health

- The concept of “environmental health”
- The impact of water and sanitation and indoor and outdoor air pollution on the burden of disease in the developing world
- The costs and consequences of environmental health issues on people and on societies
- Addressing key environmental health issues in cost-effective ways

Videos:

- Watch “Population, Health and Environment”: <http://www.youtube.com/watch?v=TGUtXzU-xb8>
- Watch “Aceh ‘superhero’ promotes hygiene and sanitation”:  
[http://www.unicef.org/media/video\\_42267.html](http://www.unicef.org/media/video_42267.html)

**Students present on work that they have done with EWH**

### **Class 27: Environment and Health Con't**

**Class 28: Marc Jeuland, Environment, international water and conflict, or a big picture piece on global trends in water and sanitation coverage, mortality and economic implications**

<http://globalhealth.duke.edu/research/project/Malaria-Decision-Analysis-Support-Tool-MDAST>

## **Class 29: Women's Health**

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- ❖ *Essentials of Global Health*, Ch 9: Women's Health
  - The importance of women's health
  - The burden of disease for females
  - The costs and consequences of that burden
  - Addressing key women's health issues

### Videos:

- Watch "My Sister, My Self" from White Ribbon Alliance:  
<http://www.whiteribbonalliance.org/MYSISTERMYSELF/default.cfm>
- Watch Maternal Mortality GapCast:  
<http://www.gapminder.org/video/gap-cast/gapcast-7---maternal-mortality.html>

## **Class 30: Women's Health**

## **Class 31: Randall Krammer, Environmental Health and the Malaria Decision Analysis Support Tool**

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## **Class 32: Ethical and Human Rights Concerns**

- ❖ *Essentials of Global Health*, Ch 4: Ethical and Human Rights Concerns
  - The human rights approach to health
  - Critical ethical issues in global health
  - Ethics and human subjects research
  - The ethics of investment choices

## **Class 33: Ethical and Human Rights Concerns**

## **Class 34: Carolyn McAllaster, Law School, HIV and the Law**

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## **November 21, Monday: Complex Humanitarian Emergencies and Natural Disasters**

- ❖ *Essentials of Global Health*, Ch 14

- Definitions and characteristics of complex emergencies and natural disasters
- The nature and magnitude of some of these emergencies
- The burden of disease from CHEs and natural disasters
- The costs and consequences of CHEs and natural disasters
- Dealing with CHEs and natural disasters in cost-effective ways

### Videos:

- Watch "In Myanmar, the disaster of surviving the disaster" (UNICEF):  
[http://www.youtube.com/watch?v=DacPJ4A\\_KrY&feature=related](http://www.youtube.com/watch?v=DacPJ4A_KrY&feature=related)

## **Class 35: Children's Health**

*Essentials of Global Health*, Ch 10: Children's Health

### Readings:

- Read the executive summary of The Lancet series on neonatal health:  
Available at: [http://www.who.int/child-adolescent-health/publications/NEONATAL/Lancet\\_NSS.htm](http://www.who.int/child-adolescent-health/publications/NEONATAL/Lancet_NSS.htm)

- Read the five articles on child survival from The Lancet series on child health: Available at: [http://www.who.int/child-adolescent-health/publications/CHILD\\_HEALTH/Lancet\\_CS.htm](http://www.who.int/child-adolescent-health/publications/CHILD_HEALTH/Lancet_CS.htm)
- <http://www.cnn.com/2010/LIVING/04/29/cnnheroes.koirala.nepal/>
- Key child health concerns
- The importance of child health in global health
- The burden of disease among children
- Key measures for improving child health

In Class Videos:

- Watch “Breastfeeding is promoted in Indonesia” (UNICEF): <http://youtube.com/watch?v=AESxB7UG1Eg>

### **Class 36: Children’s Health**

### **Class 37: Coleen Cunningham, Pediatrics Needs and Global Health**

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### **Class 38: Unintentional Injuries**

*Essentials of Global Health*, Ch 13 -- Unintentional Injuries

- Key types of unintentional injuries
- The unrecognized importance of unintentional injuries in low- and middle-income countries
- The burden of these injuries
- The costs of unintentional injuries
- Addressing injuries in cost-effective ways

Read

The main text of *Policy and the Challenge of the Chronic Non-Communicable Diseases*, by Adeyi, Smith and Robles, published by the World Bank in 2007 –

<http://siteresources.worldbank.org/INTPH/Resources/PublicPolicyandNCDsWorldBank2007FullReport.pdf>

### **Class 39: Last Class Wrap-up**

**Watch in class:**

<http://www.youtube.com/watch?v=RjGJPn70s1k>

### **Class 40: Gary Bennett, Psychology, Obesity**

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## **Recommended Global Health Books and movies:**

### **Favela Rising**

2005 **NR** 80 minutes

Co-directors Jeff Zimbalist and Matt Mochary's acclaimed documentary charts the growth of Rio de Janeiro's AfroReggae movement, a grassroots effort to combat the soul-crushing oppression of the city's most notorious slum. Led by former street thug Anderson Sa, the nonviolent program celebrates Afro-Brazilian culture, drawing on hip-hop music and dance to unite the impoverished neighborhood against the ubiquitous drug pushers and corrupt cops.

### **HALF THE SKY**

#### **Turning Oppression Into Opportunity For Women Worldwide**

By Nicholas D. Kristof and Sheryl WuDunn

An ancient Chinese proverb goes that women hold up half the sky. Nicholas D. Kristof and Sheryl WuDunn want that to be appreciated — on the ground. In the opening pages of this gripping call to conscience, the husband-and-wife team come out swinging: “Gendercide,” the daily slaughter of girls in the developing world, steals more lives in any given decade “than all the genocides of the 20th century.” No wonder Kristof and WuDunn, whose coverage of China for The New York Times won them a [Pulitzer Prize](#), declare the global struggle for women’s equality “the paramount moral challenge” of our era.

Their stories in “Half the Sky” bear witness to that bold claim. Kristof and WuDunn describe Dalit women, Indian untouchables, who swarmed, stabbed and emasculated a serial torturer and murderer — in a courtroom. Further north, [Mukhtar Mai](#), the victim of a Pakistani gang-rape, did the unthinkable for a Muslim village woman. Not only did she expose her assailants, but she incurred the wrath of her country’s president, [Pervez Musharraf](#), endured abduction by his henchmen, started a school and even made an ally of her resentful older brother.

“Half the Sky” tackles atrocities and indignities from sex trafficking to maternal mortality, from obstetric fistulas to acid attacks, and absorbing the fusillade of horrors can feel like an assault of its own. But the poignant portraits of survivors humanize the issues, divulging facts that moral outrage might otherwise eclipse.

Men, for example, aren’t always the culprits. “In Meena’s brothel,” Kristof and WuDunn report of an Indian girl forced into prostitution, “the tyrant was the family matriarch, Ainul Bibi. Sometimes Ainul would beat the girls herself, and sometimes she would delegate the task to her daughter-in-law or to her sons.” The narratives respect nuance, revealing both the range of barriers and the possibility for solutions.

Throughout, Kristof and WuDunn show faith in the capacity of ordinary citizens, including Americans, to initiate change — gutsy at a time when many Westerners who voice concern are ritually accused of interfering. Mingling tales of woe with testimonials to people power, the authors explain how tragedy can spawn opportunity. Their hope: “To recruit you to join an incipient movement to emancipate women.”

Little-known Westerners — doctors, teachers and students — serve as role models. Harper McConnell is a [University of Minnesota](#) graduate. Fresh out of college, she broke up with her boyfriend and entered the dating desert of Congo to oversee her church’s relationship with a hospital for women. “At the age of 23, Harper became the principal of her own school,” Kristof and WuDunn write about this young American who “jabbars away in Swahili.”

But “Half the Sky” prescribes some tough medicine: To be effective on behalf of invisible women overseas, Americans must “bridge the God Gulf.” That is, secular humanists will have to forge common cause with religious believers, emulating an era “when liberal deists and conservative evangelicals joined forces to overthrow slavery.”

Kristof and WuDunn repeatedly invoke the abolitionist project. Besides stirring emotions, the antislavery lens permits Americans to see an urgent obligation. When the West cares as much about sex slavery as it does about pirated DVDs, India “will dispatch people to the borders to stop

traffickers,” they predict. “We single out the West because, even though we’re peripheral to the slavery, our action is necessary to overcome a horrific evil.” As proof, they detail how American diplomats and Congress spurred the Cambodian police to crack down on brothel owners. “Simply asking questions put the issue on the agenda.”

So it comes as a disappointment when Kristof and WuDunn seem to cut short their own questions. They entitle one of their chapters “Is Islam Misogynistic?” Their answer: Because ultraconservative Saudi Arabia has outlawed slaves, the Koran must be open to progressive interpretations on other human rights issues, like women’s equality.

The trouble is, laws ring hollow if they’re not enforced, something Kristof and WuDunn robustly recognize about [female genital mutilation](#) in Africa. Why not acknowledge the same about Saudi Arabia’s often appalling treatment of female domestic workers, whose condition [Human Rights Watch](#) has deemed “slavery-like”? Could their silence be traced to the “scolding” that Kristof received from a group of Muslim women in Riyadh?

One of them insists to him that Saudi Arabia’s ban on female drivers, and the related effects of a profoundly patriarchal culture, “are our problems, not yours.” Kristof doesn’t appear to question her. Yet later, he and WuDunn link “the boom in Muslim terrorists” to “the broader marginalization of women,” recalling that the ringleader of the 9/11 hijackers cited a teaching about well-endowed virgins awaiting male martyrs in heaven.

Clearly, a connection can be drawn between global security and certain cultural customs in the Middle East. In that case, Muslim women’s problems are everyone’s problems. Despite all their reminders of our interdependence as humans, Kristof and WuDunn miss an excellent chance to help fellow progressives build backbone.

Perhaps a different encounter should be arranged for the two authors — with a Muslim woman in Sweden who hides immigrant Arab girls threatened by honor killings. She told me that many Western feminists condemn her because, she believes, they care more about looking tolerant than about saving lives. In confronting the failings of multiculturalism, secularists could move forward with evangelicals, as abolitionists did almost 200 years ago. Imagine the potential for progress.

*Irshad Manji, a scholar with the Robert F. Wagner School of Public Service at New York University, is the author of “The Trouble With Islam Today: A Muslim’s Call for Reform in Her Faith.”*

## 全球健康研究方法

### 课程描述:

介绍全球健康学研究所用的方法技术，包括定性现场工作、定量调查、实验设计、干预性试验和方案评估。讲授每种方法的优点和缺点，以及如何确定特定研究问题的最合适的方法。采用以问题为导向的方法，强调全球健康学研究的跨学科性质。关注如何评估已发表和未发表的研究，以及如何设计全球健康研究计划。技能包括：全球健康问题的确定、研究问题的概念化、设计研究性学习方案并阐释结果。

### 课程目标和目的:

1. 帮助您熟悉并自如运用科学研究的基本元素以及常用的方法技巧类型。
2. 帮助您了解全球健康学研究所需的跨学科方法，了解方法为：(A) 阅读和讨论能够解决基本行为健康问题的一系列社会科学学科的文章，(B) 创造性地思考不同行为原则在全球健康学疾病负担、健康行为或卫生政策方面的应用。
3. 给您机会使用并练习以科学方法探讨关于健康行为、决策、干预及改善的理论和主题。

### 院系:

全球健康学院

### 学科领域:

自然科学，社会科学

### 授课方式:

课堂讲解、课堂讨论、视频播放

### 教授介绍:

基思 迪尔 (KEITH DEAR)

副教授 文科硕士、理科硕士、博士

出生日期: 1958年7月21日, 英格兰  
公民身份: 英国和澳大利亚  
办公地址: 全国流行病和人口健康中心  
澳大利亚国立大学 Building  
62, Acton ACT 0200 电话: 02  
6125 4865  
传真: 02 6125 0740  
[keith.dear@anu.edu.au](mailto:keith.dear@anu.edu.au)

### 教育背景

1987 博士 (应用统计学), 英国雷丁  
1982 理学硕士 (生物统计学), 英国雷丁  
1979 文科硕士 (自然科学), 英国剑桥

### 工作经验

2005 – 2008 澳大利亚国立大学医学院副教授 (20%)  
1999 – 澳大利亚国立大学高级研究员  
1998 – 1999 纽卡斯尔大学统计系

- 副教授兼系主任  
1992 – 1997 新南威尔士纽卡斯尔大学统计学高级讲师  
1990 – 1991 波士顿哈佛公共健康学院暨达纳法柏癌症中心生物统计系助理教授

### 教学和教育活动

- 2010- *生物统计学基础* (四天短期课程): 小组讲师。  
2002-2009 *生物统计学的数学背景* (硕士水平的学期课程, 澳大利亚的生物统计协作)  
1999-2000 *生物统计 II* (针对研究生的课程单元)  
1998-1999 *研究方法* (两周课程, 国际腹泻疾病研究中心, 孟加拉国)。本人单独负责讲授生物统计学。  
1995-1999 *Surfstat* (<http://surfstat.anu.edu.au>); 首席作者、团队经理兼技术设计师 (参见下面的教学发展补助)。  
1992-1999 *分类数据方法; 统计咨询; 元分析; 教育统计和全面质量管理* (纽卡斯尔大学研究生课程)  
1992-1999 *统计学入门; 数学统计入门; 统计推断* (纽卡斯尔大学研究生课程)

Dates / contact hours: same as equivalent Duke course

Academic Credit: 3

Areas of Knowledge: NS and SS

Modes of Inquiry: lecture, in-class discussion, video presentations

### **Instructor's Information**

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**KEITH DEAR**

Phone: 02 6125 4865

Fax: 02 6125 0740

Email: [keith.dear@anu.edu.au](mailto:keith.dear@anu.edu.au)

### **Prerequisite(s), if applicable**

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N/A

### **Course Description**

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This class has three main goals:

1. To help you become familiar and comfortable with the fundamental elements of scientific research and the types of methodological techniques that are often used.
2. To help you understand the multidisciplinary approach global health research requires by (A) reading and discussing articles from a variety of social science disciplines that tackle basic behavioral health issues and by (B) thinking creatively about the application of different behavioral principles to GH disease burden, health behavior or health policy.
3. To give you opportunities to critically consume and practice applying scientific methods to theories and topics dealing with health behavior, decisions, interventions, and promotion

### **Course Skills and Outcomes**

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By end of the class you should be able to:

- Apply important social science concepts and behavioral principles to a range of health issues and practices
- Understand common research designs used in behavioral science and their application to various GH questions
- Read, critique, and analyze primary scientific articles, Develop ideas and questions of interest to GH issues and translate into testable hypotheses
- Show familiarity with and practice using different data collection techniques
- Demonstrate knowledge of and practice with at least 4 common research strategies: Descriptive, Experimental, Correlational, Quasi-Exp

- Use library resources effectively, conduct a literature search, and present research ideas clearly and concisely
- Explain ethical issues related to research with human subjects

### Required and Supplementary Readings

1. Leary, M.R. (2008). Introduction to Behavioral Research Methods (5<sup>th</sup> Edition). Boston: Pearson Ed. Inc. Available at the Duke bookstore

2. A number of journal articles are posted on the Blackboard site for each topic that we will be reading and discussing. You will be expected to read some of these articles and critique and present one over the course of the semester.

3. In addition, each topic has a number of spotlight articles associated with the application of the theoretical health principles being discussed to current global events. These are for your interest and benefit in understanding and applying class concepts to real life.

### Duke Honor Code

<http://www.integrity.duke.edu/ugrad/> <http://www.integrity.duke.edu/new.html>

Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Citizens of this community commit to reflect upon and uphold these principles in all academic and non-academic endeavors, and to protect and promote a culture of integrity.

To uphold the Duke Community Standard: \* I will not lie, cheat, or steal in my academic endeavors;

\* I will conduct myself honorably in all my endeavors; and \* I will act if the Standard is compromised.

### Class Schedule, Assignments, and Grading

Time and Place: Tuesdays and Thursdays, 10:05-11:20am, Link Rm 2-087 – Link Classroom 3  
Class Content and Deliverables

- **Class Lecture:** Each class meeting will be spent discussing basic research on various GH topics, presenting ideas on health applications and using the principles to study and learn a specific methods topic. Students are expected actively participate in class discussions, provide feedback to their classmates on their ideas and presentations and be prepared to think critically and creatively. **Class Attendance and Participation (5%)**
- **In-Class Team work:** Your task (in groups) will be to practice applying the methods topic to the basic research discussed for each class and turn-in required assignments, either in class or the next class session. **Team Work (7%)**
- **Tests:** There will be a series of 3 concept check tests after every 2-3 topics covered in class. **Tests (15% each)**
- **Individual HW:** Over the course of the semester you will be reading research papers and answering questions related to the methods topic being discussed. You will also be turning in individual HW assignments related to the team assignments given in class. **Individual HW (8%)**

- **Research Proposal interim tasks:** You will turn in a few sections of the research proposal at interim periods throughout the semester as a way to prepare and develop your proposal theme and study design.
  - Research topic, aims/hypothesis (3%)
  - Annotated Bibliography (3%)
  - Research Design (4%)
  
- **Final Research Proposal:** Write in pairs a (10-12 page double spaced) research proposal on a question or problem of personal interest, using one of the theories/topics discussed in class or other GH topic/problem. Students will present (12 min) a concise but comprehensive summary of their proposal the last few days of class. The final proposal can be submitted on day of the presentation or exam day. Final Proposal components should include:
  - Abstract (paragraph or two)
  - Specific Aims/Goals/Hypotheses (1/2-1 page)
  - Background Context/Significance (2-3 pages)
  - Research Methods: Design, Participants, Measures, Procedure(s) and Rationale, Planned Analyses (4-5 pages)
  - Conceptual Model or study diagram as appropriate (1/2 page)
  - Discussion: Expected Finding, Strengths/Weaknesses/Ethical issues, Impact and Implications (1-2 pages)
  - Bibliography/Reference List, APA style (Unlimited)
  - Attach 1-2 page annotated Bibliography **Proposal Presentation (5%); Final Proposal (20%)**

## 全球健康：治疗与研究中的伦理问题

### 课程描述：

如何理解和参与伦理健康服务、干预、研究和教育牵涉到一些极为吸引人也极为重要的问题。在本课程中，学生将接触与全球健康学相关的伦理和人权概念，并探索如何理解和参与伦理健康服务、干预、研究和教育。本课程将为学生介绍健康伦理方面目前遇到的问题，并要求他们分析和评价个人、政策制定者和医务工作者必须做出的伦理选择。学生将以创新思维思考伦理和健康之间的关系，探索不同伦理状况的解决方案并分析解决方案在世界背景下的应用。

本课程满足 GLHLTH（全球健康伦理学）证书要求和现场调查前的伦理学要求，并有服务性学习的学分。

### 课程目标和目的：

- 掌握重要伦理和人权概念，因为这些概念与健康以及部分健康伦理学关注点的关键历史、文化和政治起源相关。
- 熟悉全球健康伦理学目前的问题和全球健康学员所面临的伦理困境。
- 练习分析伦理问题并构想出合理的伦理论点
- 能够批判性的思考伦理状况并分析解决方案。

### 院系：

全球健康学院

### 学科领域：

自然科学，社会科学

### 授课方式：

课堂讲解、案例分析、服务研习

### 教授介绍：

杰弗里 L 莫伊（Jeffrey L. Moe）博士  
副教授

### 资格

学位：博士。查珀尔 希尔北卡罗莱纳州大学，1981 年  
西北大学高级管理人员发展计划，1997 年  
查珀尔 希尔北卡罗莱纳州大学教育硕士，1976 年  
查珀尔 希尔北卡罗莱纳州大学学士，1973 年

学术职务：2002 年一至今：杜克大学富科商学院常驻和兼职副教授；2010 年一至今：南非约翰内斯堡金山大学健康科学学院公共健康学校客座讲师

### 工作经验

2002 年 6 月一至今 常任和兼职副教授  
健康行业管理

富科商学院

2008 年 6 月–2010 年 首席执行官  
全球疾病药物研究所  
[www.instgdm.com](http://www.instgdm.com)

1986 年 10 月–2001 年 5 月 在 Glaxo 公司（后来改为 GlaxoWellcome，然后改称 GlaxoSmithKline）任职期间，从事业务开发、市场经济、公司战略工作以及增加公司覆盖面和影响力的其他角色；包括战略研究总监（1996 年–1999 年）、在市场经济分公司负责提供背景分析，支持“定价委员会”发布产品和市场中产品定价；担任仅次于南非约翰内斯堡的 GlaxoWellcome 公司的管理关怀策略师（1997 年）

1981 年 5 月–1986 年 9 月 北卡罗莱纳州夏洛特市 LEAD Associates 合伙人  
为国家航空和空间管理局在美国之外聘用的“东部测试范围”人员提供国际咨询；美国国内客户包括卫生保健、金融服务和能源行业的财富 500 强公司，提供管理、领导力、质量改进和变革管理领域的服务。

Dates / contact hours: same as equivalent Duke Course

Academic Credit: 3

Areas of Knowledge: NS and SS

Modes of Inquiry: lectures, case studies, service learning

### **Instructor's Information**

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JEFFREY L. MOE

Adjunct Associate Professor, Duke University

Expert in research and development incentives for neglected tropical and infectious disease research; identification, scaling and replication of global health care delivery innovation and health care financing and payment reforms

### **Prerequisite(s), if applicable**

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N/A

### **Course Description**

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#### **Overview**

How to understand and engage in ethical health service, intervention, research and education involves questions of great interest and importance. In this course, students will be exposed to ethical and human rights concepts as they relate to global health and explore how to understand and engage in ethical health service, intervention, research and education. The course will introduce students to current issues encountered in health ethics and require them to analyze and critique the ethical choices individuals, policy makers and health workers are required to make. Students will think creatively about the relationship between ethics and health, explore solutions to different ethical situations and analyze the application of solutions to the world context.

This course fulfills the GLHLTH certificate and pre-fieldwork ethics requirement, and provides service-learning credit.

#### **Course goals and objectives:**

1. Knowledge of important ethical and human rights concepts as they relate to health and to some of the key historical, cultural and political origins of concerns in health ethics.
2. Familiarity with current issues in global health ethics and ethical dilemmas faced by global health trainees.
3. Practice analyzing ethical issues and formulating well reasoned ethical arguments
4. Ability to think critically about difficult ethical situations and analyze solutions.

#### **Class Schedule, Assignments, and Grading**

Time and Place: Tuesdays and Thursdays, 10:05-11:20am, Trent rm 124

Class Content and Deliverables

- **Class Participation:** Each class meeting will be spent introducing important concepts and ideas related to each topic, reviewing critical information provided in the readings and case studies, and discussing implications. Students are expected to come to each lecture prepared to discuss the readings, to analyze the key issues addressed, and to think creatively about applications. You will be graded on the quality of your in-class participation, ideas and comments, and reasoned analysis. **Class Participation (10%)**
- **Case study presentations:** In groups of 2, you will sign-up to prepare and present a brief case-study illustrating any of the themes and issues being discussed at that point in the semester. Sample case studies can be supplied on request. You will need to develop a case scenario relevant to GH work, and can use experiences you have encountered in the field or other areas of health engagement, locally, nationally or internationally. Each case study presentation should be accompanied with a 1-2 page simple handout outlining: your scenario, relevance to topic at hand, questions for discussion/key issues to consider, any ethical frameworks or philosophies that could be applied, & important concepts for consideration when applying a solution. **Case-study presentations (15%)**
- **Service Learning:** This class has a service learning label and you must work with one of the following organizations an average of at least 20 hours over the course of the semester and fulfill the deliverable and assignments identified by the organization in a professional and thorough manner. Through engaging in concrete service activities during this course, you should reflect on needs in the local and international community and how ethical principles can be applied in civic, professional and personal contexts. Grades on your service learning engagement will include professional and dedicated engagement with your community partner, commitment to the clients and purpose being served and the thoroughness and quality of your deliverable. **Service learning work (20%)**
- **Short Reflection Papers/Judgment calls:** Over the course of the semester you will turn in a series of short 1-3 page double-spaced reflection papers related to your service learning work or topics being studied in class. You will reflect on assumptions you have about the topic or service work, connections with global health issues, key ethical arguments involved, and if appropriate your particular stance. You will be graded on the depth of reflection, clarity of your arguments and writing, and thoroughness of the analysis. You may be asked to present some of these assignments briefly in class as part of group discussion. **Judgment call/reflection papers (15%)**
- **Topic Positions/Debates:** In teams of 3-4, you will sign-up to outline the ethical arguments on a particular topic and present your group's stance on how it should be handled. Topics may be oriented as a debate or position on an ethical stance. Student teams will outline the critical issues in question, engage in active discussion around the concepts, and present the required deliverable. For presentations, each group should prepare up-to 6 slides outlining the main arguments, critiques, and implications. **Topic Positions/Debates (15%)**
- **Final Paper and Presentations:** Write a 8-10 page proposal, developing a GH service or research project you will be engaging in or would like to engage in, discuss the ethical challenges that could arise, the difficult trade-offs, choices or dilemmas that come into play, the ethical frameworks that can be used to analyze the issues, and how you would address the issues in question. You will also be doing a 10-15 min team presentation on your final SL project and a 5-10 min presentation on your final GH ethics proposal. **Final Paper (20%); Final Presentations (5%)**

## 全球健康：人口与环境

### 课程描述：

本课程调查人口、健康和环境 (PHE) 动态，并集中探讨这几个因素在发展中或转型经济体国家中发生的互相影响。学生将掌握从跨学科（包括地理、公共健康/传染病学、人口统计学和经济学）角度，管理 PHE 动态的理论和实践方法方面的知识。学生还将获得设计和分析 PHE 研究以及病媒传染疾病、慢性病和肠道感染等方面的经验。

### 课程目标和目的：

学习本课程的整体目标和所获技能如下：

从理论和实践的角度，更好地了解 PHE 因素如何相互影响，并集中探讨土地使用、气候和水质/水文变化如何影响人口参数（如迁移、生育能力、家庭结构）和传染病的传播；

能够描述、解释和分析从公共健康/传染病研究中获得的数据，并探索将这些数据与人口和环境结果相联系的方法。过程中会用到研究设计、随机取样和推理、数据分析、生态谬误和可变区域单元问题等概念；

同样，还要了解人口统计学和全球人口数据来源的基本概念。介绍综合不同数据来源（如环境信息、人口统计信息、非人类或无脊椎动物信息、健康状态）的实际应用以及为 PHE 风险建模的统计方法。本课程将为学生介绍 GIS、空间统计、时间序列、多层次模型和贝叶斯分析等概念。

### 院系：

全球健康学院

### 学科领域：

自然科学，社会科学

### 授课方式：

课堂讲解、讨论、数据分析

### 教授介绍：

威廉 潘广遥 (WILLIAM KUANG-YAO PAN)

副教授

### 教育和培训

博士/2003 年 查珀尔 希尔北卡罗莱纳州大学，生物统计学和人口统计学

导师：R.E. Bilborrow 和 C.M. Suchindran

“多级空间和统计分析以例证人口和环境之间的关系：厄瓜多尔亚马逊案例研究”

理科硕士/1999 年 查珀尔 希尔北卡罗莱纳州大学，生物统计学

导师：C.M. Suchindran

“全国人口预测方法：比较和对比”

公共卫生学硕士/1997 年 艾莫利大学罗林斯公共健康学院，国际健康学

导师：R. Houston

“贫困评估和营养监测系统”

学士/1994 年 波士顿学院，数学和计算机科学

*博士后培训*

2003-2004 查珀尔·希尔北卡罗莱纳州大学卡罗莱纳人口中心。  
P.I.'s: Richard E. Bilborrow 和 Stephen J. Walsh

2004-2005 约翰·霍普金斯大学国际健康系，  
布隆伯格公共健康学院  
P.I.: 劳伦斯 H 莫尔顿

**工作经验**

2011 年 6 月一至今：**全球环境健康助理教授**。北卡罗莱纳州达勒姆市杜克大学尼古拉斯环境学院环境科学与政策分院。

2011 年 6 月一至今：**副教授**。北卡罗莱纳州达勒姆市杜克大学杜克全球健康研究所。

2011 年一至今：**副教授**。北卡罗莱纳州达勒姆市杜克大学杜克人口研究所。

2011 年一至今：**兼职助理教授**。马里兰州巴尔的摩市约翰·霍普金斯大学布隆伯格公共健康学院国际健康系。

2008 年—2012 年：**副教授**。马里兰州巴尔的摩市约翰·霍普金斯大学布隆伯格公共健康学院霍普金斯人口中心。

2007 年—2011 年：**助理教授**。马里兰州巴尔的摩市约翰·霍普金斯大学布隆伯格公共健康学院国际健康系。

2010 年 7 月—2011 年 6 月：**兼职助理教授**。北卡罗莱纳州达勒姆市杜克大学尼古拉斯环境学院环境科学与政策分院。

2005 年 5 月—2007 年 6 月：**助理科学家**。马里兰州巴尔的摩市约翰·霍普金斯大学布隆伯格公共健康学院国际健康系。

NIH、盖茨基金会、NSF、NASA 和 CDC 资助的研究项目的首席和支持统计学家。

## 人类认知进化

### 课程描述:

本课程将研究各种方法和理论，目的在于描绘什么是认知力（认知是人类特有的）。课程开始时，学生将探索大脑科学，他们将会发现不同的研究领域一直以不同的方式探索人类认知的难题。学生们会发现要全面理解人类认知的发展历程必须综合采用现有的方法。通过调查以下现象，他们将会探索最新的研究成果：1)发育正常和发育不正常的儿童的认知能力，2)大脑受损的患者；3)大猩猩的认知能力和其他非人类动物的认知能力，4)现代人类的出现以及古人类学上的人类文化工艺品，5)人类认知的文化差异和性别差异。通过整合不同来源的最新研究成果，学生们将会发现使人类有别于动物的微妙的心理社会系统、促进人类进化的各种条件以及以人类认知发展的为基础发展起来的神经生物学。另外，他们将会了解到现有最新的技术开始探索大脑的工作原理。

### 课程目的/目标:

1. 学习生物进化的基本原理
2. 学习本领域的重要方法以研究人类行为的生物学基础（比较心理学、灵长类动物学、认知神经科学、考古学、人类行为生态学、行为经济学）
3. 学习如何开展文献研究并写一篇科学论文

### 院系:

进化人类学

### 学科领域:

自然科学，社会科学

### 授课方式:

面授

### 教授介绍:

布莱恩 哈瑞 (Brian Hare)  
Sofja Kovalevskaja Awardee

### 教育背景

哈佛大学

生物人类学博士，2004年1月。

博士生导师：理查德·兰厄姆博士

课题：利用灵长类和犬科动物的社会认知比较研究建立第三纪中新世思想的模型。

人类学文科硕士，2000年。

埃默里大学

人类学和心理学学士（优等生），1998年。

选修人类和自然生态学，1998年。

### **工作经历**

杜克大学人类进化学和认知神经科学中心副教授，2012年-至今

杜克大学人类进化学和认知神经科学中心助理教授，2008年-2011年

马克斯·普朗克人类进化研究所人科心理学研究小组主任，2005年-2007年。

马克斯·普朗克人类进化研究所科研人员兼博士后副研究员，2004年-2005

Dates / contact hours: same as equivalent course at Duke

Academic Credit: 3

Areas of Knowledge: NS and SS

Modes of Inquiry: STS, CCI, EI

Course format: four lectures/week

### **Instructor's Information**

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Brian Hare, associate professor of Evolutionary Anthropology and Center for Cognitive Neuroscience, [b.hare@duke.edu](mailto:b.hare@duke.edu)

Jingzhi Tan, post-doctoral researcher (to defend Mar 2013), Department of Evolutionary Anthropology, [jingzhi.tan@duke.edu](mailto:jingzhi.tan@duke.edu)

### **Prerequisite(s), if applicable**

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N/A

### **Course Description**

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This lecture course will survey the various approaches and theories that seek to map out what it is about our cognition that makes us human. Students start by exploring the history of the science of mind and will discover how disparate fields of research have long been exploring the question of human cognitive evolution in a fragmented fashion. They will then see how the integration of all available methods will be necessary to fully understand the evolution of our species cognition. In doing so they will explore recent research investigating 1) the development of cognition in normally and abnormally developing children, 2) the impairments of brain damage patients 3) the cognitive abilities of great apes and other nonhumans 4) the appearance of modern humans and the spread of cultural artifacts in the paleoanthropological record and 5) the existence of cross-cultural and sex differences in human cognition. By synthesizing the most recent findings from a variety of sources, they will discover precise psychological systems that differ between humans and non-humans, conditions that may have favored their evolution, and the underlying neurobiology that support them. In addition, they will learn how the newest technologies available are beginning to uncover how our genes work together to make the brain that houses our human mind.

### **Course Goals / Objectives**

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1. Learn basic principles of biological evolution

2. Learn the major approaches in the field to study the biological basis of human behavior (comparative psychology, primatology, cognitive neuroscience, developmental psychology, archeology, human behavioral ecology, behavioral economics)
3. Learn how to conduct literature research and write a scientific paper

### Required Text(s)/Resources

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Lectures will be presented using PowerPoint. Most Lecture slides will be posted on Blackboard the week after they were presented in class. We will also use Sakai to post updates, weekly readings, and exam grades.

### Recommended Text(s)/Resources

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Readings are all available on Sakai – there is no text book. Readings will be labelled for which week and lecture they are assigned.

### Additional Materials (optional)

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Projector, computer connected to project, speaker

### Course Requirements / Key Evidences

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Final score = Essay 1 (15%) + Exam 1 (35%) + Essay 2 (10%) + Exam 2 (40%).

[Two Essays]

Both essays should be 4-5 pages double-spaced (12 point Times Roman) and will be graded pass / fail. Both essays are intended to be a fun opportunity for you to challenge yourself to think critically about issues we discuss during the semester. They are pass / fail to take off the pressure that comes with writing essays normally. We are less worried about essays that are grammatically perfect and more interested in seeing you have some fun thinking about something you find fascinating. You will definitely fail if you do not turn in your paper on time, you plagiarize, you clearly did not make a serious attempt to complete the assignment. Absolutely no excuse will be accepted for late papers, but you are welcome to turn them in early. You will need to turn your Essays in via Sakai.

[Two Exams]

Two exams will be given during regular class times on the assigned days. The second exam will be cumulative and will be given during the last regular class session of the semester. Both exams will consist of multiple-choice & true-false questions. The exams will cover material from lectures, films, and readings. Everything is fair game but use the lectures to guide you through your readings and the films when studying. Be aware you may need to read the course readings multiple times to gain a full appreciation of the material.

### Technology Considerations, if applicable

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Lectures will be delivered via PowerPoint slides. Students will need regular access to online resources of academic journal articles, and an online teaching platform (e.g. Sakai) for students to access announcements and reading assignments.

### Assessment Information / Grading Procedures

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See Course Requirements

## Diversity and Intercultural Learning (see Principles of DKU Liberal Arts Education)

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The seminar will help break cultural barriers since we focus on the biological basis of human cognition that unites all humans while explaining the origins of cultural differences.

## Course Policies and Guidelines

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In order to do well in this class, you must keep up with the readings and attend all lectures. If you miss class due to illness, etc., it is your responsibility to obtain class notes from a fellow student. Any information posted on Sakai is intended to supplement (not replace) your class notes. Please do not hesitate to ask questions or make comments. Be engaged, but respectful. Coming to class late, leaving early, or having extended conversations with your neighbors are not acceptable behavior. Please ensure that your cell phones are turned off prior to class. I maintain the right throughout the semester to excuse any individual from class who is disturbing myself or the other students. In addition, anyone leaving a mess (food wrappers, etc.) in class repeatedly will be penalized. Finally, the current Duke University standard for academic integrity can be found at <http://www.integrity.duke.edu>. You are expected to follow this standard at all times.

## Tentative Course Outline or Schedule

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### I. INTRODUCTORY LECTURES:

Lecture 1: Human Cognitive Evolution

Lecture 2: Evolutionary Theory

### II. THE HUMAN PUZZLE:

Lecture 3: The Evolution of Cognitive Theory

Lecture 4: Constraints & Selection during Human Evolution

Lecture 5: Humans as Hunter-Gatherers

Lecture 6: Phylogenetics and behavior of apes

### III. HUMAN UNIQUENESS:

Lecture 7: Comparative neurophysiology of apes

Lecture 8: Human Cognitive Development

Lecture 9: Social Intelligence Hypothesis

Lecture 10: Evolution of Theory of Mind

Lecture 11: Evolution of Cooperation

Lecture 14: Evolution of Culture

Lecture 15: Evolution of Language

### IV. MID-TERM EXAM

### V. EVOLUTIONARY PROCESSES

Lecture 16: Domesticated Cognition and Convergent Evolution

Lecture 17: Comparing Bonobo and Chimpanzee Emotions

Lecture 18: Behavioral Ecology of Humans

Lecture 19: Human Evolutionary Psychology and Modularity

Lecture 20: Cultural Evolution from Africa and Beyond

Lecture 21: Cultural Evolution and Cognition

Lecture 22: The Ethics of Animal Research

Lecture 24: Movie Day

## **VI. FINAL EXAM**

### **Bibliography (optional)**

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## 能源与环境：生物能生产与二氧化碳捕捉

### 课程描述：

概括了解以生物方法为基础的生物燃料生产、能源生产和二氧化碳减排的过程。具体包括基本原理、考察最新的能源技术、设计和经济学，以及能源部门当前和正在兴起的生物方法为基础的加工方法。这包括生物酒精、生物电系统、甲烷和氢气生产、微藻类、生物燃料合成和以生物学方法为基础的二氧化碳减排。

### 课程目的/目标：

本课程的目标旨在培养学生以下能力：

将基本的生物学原理融入到生物能过程中能够整合多学科的知识开发、评价生物能设计方案，领会这些方案造成的环境影响。通过实地考察和案例研究，学生在强化理解课堂上理论概念的同时还亲自体验了生物能系统，实现理论与实践的结合。

### 院系：

普拉特工程学院

### 学科领域：

自然科学

### 授课方式：

课堂讲解、课中练习、实地考察和实验室试验

### 教授介绍：

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**马克·A·德斯乌斯 (Marc A. Deshusses)**，博士、AAAS 研究员  
土木和环境工程系 电话：(919) 660-5480 (919) 660-5219 传  
127C Hudson Hall; Box 90287 真：  
杜克大学 电子信箱：[marc.deshusses@duke.edu](mailto:marc.deshusses@duke.edu)  
北卡罗莱纳州达勒姆市 27708-0287 <http://www.deshusses.pratt.duke.edu/>

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### 研究兴趣

德斯乌斯博士拥有广泛的研究兴趣，这些研究兴趣涉及治理发展中国家和地区受污染的空气、水、沉淀物和土壤、厌氧分解和卫生技术等工艺的设计、分析和应用。当前的研究重点是用于空气、水和土壤垃圾处理的新型反应器和工艺。应用包括处理气味和空气毒物、沼气生产以及新型卫生和治理技术。研究兴趣包括生物能源和垃圾到能源工艺、生物膜、生物分子技术（监测复杂的混合培养物中的微生物和室内空气质量）、用于环境治理的纳米材料、基于功能化纳米材料的气相传感器、低温等离子体和高级氧化工艺以及环境生物工艺的数学建模。

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### 职业经历

杜克大学  
土木和环境工程系  
**教授**  
加州大学河滨分校  
化学和环境工程系

2008 – 至今

客座教授	2008 - 2011
教授兼系主任	2004 - 2008
副教授	2001 - 2004
助理教授	1994 - 2001
环境科学研究生课程教员	2000 - 2008
微生物学研究生课程教员	1997 - 2008
环境毒理学研究生课程教员	1996 - 2008

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## 教育背景

瑞士苏黎世联邦理工学院 - ETHZ	
博士后研究 (生物化学)	1994 年 5 月-7 月
(配合 G 西门扎教授)	
瑞士苏黎世联邦理工学院 - ETHZ	
技术科学哲学博士	1990 年 10 月-1994 年 4 月
主要领域: 化学工程 (环境生物技术)	
(配合 G 哈默教授, 1990/1992 年 EAWAG, I.J 邓恩、J 伯恩 1992/1994 年 ETH Zentrum)	
瑞士洛桑联邦理工学院 - ETHL	
化学工程学位	1985 年 10 月-1990 年 1 月
主要领域: 化学工程其他学位: 专业从事辐射防护	
(配合 A 仁肯教授工作)	

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Dates / same as for Duke semester course

Academic Credit: 3

Areas of Knowledge: Quantitative Studies

Modes of Inquiry: STS

Course format: lecture (some sessions may be short labs or hands-on activities, see text for details)

### **Instructor's Information**

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Marc Deshusses, Professor and Director of the Energy Engineering Program, Dept. of Civil and Environmental Engineering, 127C Hudson Hall; Box 90287, Duke University, Durham, NC 27708. (919) 660-5480; (919) 660-5219 FAX. [marc.deshusses@duke.edu](mailto:marc.deshusses@duke.edu)

### **Prerequisite(s), if applicable**

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BIOLOGY 201L, MATH 216 or consent of instructor (Basic biology, Math through differential equations are required).

### **Course Description**

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Overview of biologically-based processes for biofuel production, energy production and CO<sub>2</sub> capture. Includes fundamental principles, review of the state of the art, design and economics, and future perspectives of current and emerging biologically-based processes in the energy sector. This includes bioethanol, bioelectrical systems, methane and hydrogen production, microalgae, biofuel synthesis and bio-based processes for CO<sub>2</sub> capture.

### **Course Goals / Objectives**

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The objectives of this course are to develop students' ability to:

- integrate fundamental biology principles into bioenergy processes
- to demonstrate competence in synthesizing knowledge from multiple disciplines,
- to develop and evaluate bioenergy design solutions and understand their environmental impacts.

Through field trips and case studies, students will acquire critical experience in bioenergy systems, while reinforcing theoretical concepts learned during formal lectures.

### **Required Text(s)/Resources**

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Biomass to Renewable Energy Processes, by J. J. Cheng, CRC Press, 2009 (ISBN

978-1420095173)

### **Recommended Text(s)/Resources**

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Optional texts:

Environmental Biotechnology: Principles and Applications, by Bruce Rittmann and Perry McCarty, McGraw-Hill, 2000 (ISBN: 0-07-118184-9)

and

Biofuels Engineering Process Technology, by Caye Drapcho, John Nghiem and Terry Walker, McGraw-Hill, 2008 (ISBN 978-0071487498)

### **Additional Materials (optional)**

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None

### **Course Requirements / Key Evidences**

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Students will reach course objectives by attending lectures, conducting in class exercises, both individual and in groups (e.g., practice problem solving), reading assignments and homework. The course includes one mid-term exam, one final exam, and tentatively two field trips (tentatively ~1/2 day each field trip). Depending on local constraints, the course will include 1-3 laboratory or hands-on activities related to the class subject.

### **Technology Considerations, if applicable**

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Some lectures will involve basic AV (projector). If available, Sakai or a similar platform will be used to distribute handouts, post assignments and solutions, email students, etc. Selected assignment will require computer use (e.g., for spreadsheet, or specific calculations).

### **Assessment Information / Grading Procedures**

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Grading will be as follows:

Assignments: 20%

Mid-term: 20%

Laboratory exercises, mini project: 20%

Final: 40%

### **Diversity and Intercultural Learning (see Principles of DKU Liberal Arts Education)**

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The course is technical in nature and is not focused on addressing the cultural diversity of students or fostering intercultural learning. Team-based exercises and interactive activities will promote communication and exchanges among all participants.

### **Course Policies and Guidelines**

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- Academic integrity: follow Duke University procedures
- Attendance: required
- Attention to assignment deadlines: late homework not accepted
- Make-up work: to be discussed on case to case basis
- Appropriate or inappropriate use of cell phone, laptop, or other technology during class: no phone, laptop accepted for class use only

## **Tentative Course Outline or Schedule**

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### **Course outline (tentative number of lectures)**

1. Basic microbiology, stoichiometry and thermodynamics of biotransformation (2)
2. Broad overview of bioenergy techniques, legal and political issues, environmental implications (2)
3. Bioethanol (4)
  - basic principles, biological kinetics and yields
  - design, life cycle analysis and environmental implications
  - feedstocks, crop improvements
  - high value-added co-products and downstream processes for product recovery
  - state of the art and emerging applications
4. Bioelectrical systems (microbial fuel cells, microbial electrolysis cells, other bioelectrical) (2-3)
  - basic principles
  - state of the art
  - design, life cycle analysis and environmental implications
  - emerging bioelectrical systems
5. Anaerobic digestion and biomethanation (2)
  - basic principles and applications, biological kinetics and yields
  - state of the art, performance, limits, and emerging applications
  - design, economics and performance
6. Biohydrogen (2)
  - basic principles, biological kinetics and yields
  - state of the art, cell engineering and emerging applications
  - design, life cycle analysis and environmental implications
7. Algae, microalgae and photosynthetic systems for biofuel production and CO<sub>2</sub> capture (2-3)
  - basic principles, biological kinetics and yields
  - state of the art and emerging applications
  - design, life cycle analysis and environmental implications
8. Hybrid biobased-thermochemical systems (1-3)

### **Notes**

- Tentatively, Dr. Deshusses will team-teach the course with one of his postdoctoral fellow (Jiele Xu) (e.g., 4 weeks by Deshusses 3 weeks by Xu).
- The course content and topics will be adapted to the audience (more or less technical depending on audience).
- There are no special requirements besides usual AV. As indicated above, perhaps one hands-on simple experiment (simple lab) will be included, which will depend on availability of simple materials and suitable space for such experiment.
- It is proposed to include two field trips. The first one to a waste to energy plant (yet to be located). The second will include a case study and field trip to a pig waste to biogas facility currently being

developed by Dr. Deshusses and his postdoctoral fellow Jiele Xu in collaboration with the Shanghai Academy for Environmental Sciences (SAES).

-The course would be nicely paired with a course in climate changes, environmental pollution, or alike.

## 环境研究：水资源与水污染

### 课程描述：

课程第一部分集中在全球水危机的基本概念、全球水需求和可用性、水管理、水质和健康问题。本部分将重点关注人类活动（例如水资源网络）、水荒、水质恶化、水质恢复技术（例如水质淡化）和生态。课程描述：本课程分为两个部分授课。课程第一部分授课内容为水资源、水质与健康的关系，第二部分授课内容为水污染。

### 课程目的/目标：

学生能够理解水资源和水污染领域的基本概念；阅读、理解和评价基本的科学文献；实现不同的文献来源的资料整合，做到系统思考；以口头或书面形式清晰展现材料；分组学习；通过Skype问答的方式与科学家有效交流。

### 院系：

尼古拉斯环境学院

### 学科领域：

自然科学

### 授课方式：

面授

### 教授介绍：

尼古拉斯·卡萨（NICOLAS CASSAR）

杜克大学尼古拉斯环境学院地球与海洋科学分部

nicolas.cassar@duke.edu

#### A. 职业准备

2004年-2007年：普林斯顿大学地球科学博士后（导师：迈克尔·本德）1998年-2003年：夏威夷大学海洋学博士（导师：爱德华·洛兹）  
1994年-1997年：麦吉尔大学理学士

#### B. 任职情况

2010年-至今：杜克大学助理教授  
2007年-2009年：普林斯顿大学副研究学者  
2004年-2007年：普林斯顿大学博士后研究助理 2001年-2003年：夏威夷大学研究生助教 1998年-2003年：夏威夷大学研究生研究助理 1997年-1998年：尼斯·索非亚·安提波利斯大学研究助理

Dates / contact hours: (Same as equivalent course offered at Duke)

Academic Credit: 3

Areas of Knowledge: NS (Natural Sciences--Water resources /Water pollution)

Modes of Inquiry: STS (Science, Technology, & Society)

Course format: Lectures and Discussions

### **Instructor's Information**

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**Nicolas Cassar**

(919-681-8865, [nc56@duke.edu](mailto:nc56@duke.edu))

&

**Avner Vengosh**

(919-681-8050, [Vengosh@duke.edu](mailto:Vengosh@duke.edu))

Division of Earth and Ocean Sciences  
Nicholas School of the Environment  
Duke University

### **Prerequisite(s), if applicable**

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No prerequisite (background in science preferred or consent of instructor)

### **Course Description**

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This course will be divided into two sections. One half will be presented by Prof. Vengosh on Water Resources and the links between water quality and health, the other half by Prof. Cassar on Water Pollution. Prof. Vengosh would probably be on the DKU campus for approximately 3 weeks and Prof. Cassar for 5-7 weeks. Material would be integrated and there would be overlap in the physical presence of the two instructors.

The first half (Vengosh) is focused on basic concepts of the global water crisis, global water demands and availability, water management, water quality and health issues. This section will highlight the relationships between human activities (e.g., the water-energy nexus), water scarcity, water quality degradation, remediation technologies (e.g., desalinization), and ecological and health consequences. The course will also address some policy implications related to international conflicts over water resources and the impact of energy production on water resources.

The second half (Cassar) is designed to present students with a comprehensive introduction to the sources and impacts of pollution in marine and freshwater environments. Fundamental concepts and principles of aquatic biogeochemistry will first be introduced: marine and freshwater chemistry, primary production and food webs. Topics to be covered include biological (e.g. pathogens, invasive species), physical (e.g. thermal, plastics), and chemical (e.g. nutrient loading, oil, pesticides, metals) pollutants.

## Course Goals / Objectives

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Students should be able to understand basic concepts in the areas of water resources and water pollution; read, comprehend, and evaluate primary scientific literature; integrate material from different sources and think synthetically; present material clearly in oral and written formats; work in groups; interact productively with research scientists during a Skype Q&A session.

## Required Text(s)/Resources

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**Aquatic Pollution: An Introductory Text.** 3<sup>rd</sup> Edition (2000), by Edward A. Laws, John Wiley and Sons, Inc. NY ISBN 0-471-34875-9. We may not cover all the chapters. A vote will be taken at the beginning of the semester to determine which topics are of most interest to the students (<http://www.questia.com/library/117484491/aquatic-pollution-an-introductory-text>)

## Recommended Text(s)/Resources

## Additional Materials (optional)

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Notebook

## Course Requirements / Key Evidences

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Exercises will generally be given on a weekly basis. Unless stated otherwise, assignments will be due a week later at the beginning of the class. Oral presentation will consist of a lecture given by students working in groups on a particular bio-geo-chemical aspect of water management, aquatic pollution and a synthetic and critical review of a scientific paper (not review paper) published in the last 10 years followed by a 20-25min Skype discussion with the lead author of the paper. The presentation should be ~30 minutes (lecture and presentation of papers) and will be followed by Skyping™ of the lead author of the paper. The students presenting are responsible for finding the articles and making sure that the lead authors are willing to Skype us during class. Students should submit to the TA their presentation topic, scientific paper to be reviewed, and should have contacted the lead author of the paper to make sure they are available for a videoconference call on the date of the presentation.

## Technology Considerations, if applicable

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Sakai will be used for communications with students, uploading scientific papers and lectures, and assignments. Skype will be used to contact world experts on the various topics

## Assessment Information / Grading Procedures

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Grade in the course is based on assignments (25%), midterm (25%), final exam (cumulative; 35%), oral presentation (10%) and level of participation (5%).

## Diversity and Intercultural Learning (see Principles of DKU Liberal Arts Education)

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The course will accommodate students from a variety of background and expertise and will provide a common ground for engaging students from both physical and social sciences background. The course will provide the students with opportunity to discuss scientific published papers and will explore the students' own interests in detailed evaluating topics that are close to them. Special attention will be given to the international aspects of the course.

### Course Policies and Guidelines

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Level of participation during these discussions and throughout the lectures is very important and will be evaluated. Material presented by students may be on exams. All students are responsible for reading the article chosen by the student presenters and writing a short review on this article (due before the student's presentation). Reviews will be graded as part of the assignment grade.

Duke University holds its students to the highest standards of academic integrity and honesty. Academic dishonesty of any kind is not tolerated and might result in failure of the assignment, and/or course, and/or expulsion from the university. Plagiarism on written assignments will result in a zero for the assignment and might result in further disciplinary action through the university. As a Duke student you pledge to uphold the Duke Community Standard:

- I will not lie, cheat, or steal in my academic endeavors;
- I will conduct myself honorably in all my endeavors; and
- I will act if the Standard is compromised.

For more information on academic integrity and the Duke Community Standard see:  
[http://judicial.studentaffairs.duke.edu/resources/community\\_standard/cs\\_more.html](http://judicial.studentaffairs.duke.edu/resources/community_standard/cs_more.html)

### Tentative Course Outline or Schedule

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Schedule for the semester: Introduction, Course Objectives, Global hydrology and climate change, Hydrogeology, Water quality, Water contamination processes, Global salinization, Concepts of transboundary rivers and aquifers, technical solutions, desalinization, International law, Photosynthesis / Primary Production, Nutrient/Light limitation, Controls on primary production, Eutrophication, Non-point source pollution and urban runoff, Case studies, Sewage Treatment Plant Design, Pathogens, Oil pollution, Toxicology, Ocean Acidification, Pesticides, Thermal/Metal pollution, Groundwater pollution, Acid rain, Industrial pollution, Plastic pollution, Radioactive pollution and toxicology. We may be able to visit the Sewage Treatment Plant and Water Quality Labs.

### Bibliography (optional)

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## 美国史重点主题研究

### 课程介绍:

本课程计划用一个学期的时间向学生介绍美国历史（从美国建国到最近时期）。由于时间有限这门课程不可能展现美国历史的全貌，因而本课程集中在美国历史上的一系列重要主题之上，通过案例法教学深入探究主题。本课程覆盖的部分主题包括：自由的内涵、民主、政治体制的发展；种族、种族意识形态、种族关系；扩张、帝国主义、国际战争；经济增长、发展、转型；改革与进步；军事、战争与美国社会。课程阅读材料包括一手资料和二手资料，覆盖多个角度，但重点关注社会史与政治史。以现有知识为基础，通俗易懂地展现并讨论美国公民、冲突、经济、社会、文化和理性的发展。本课程将美国历史视为史诗性舞台剧，不仅有胜利和成功，也包含了悲剧、磨难和未实现的梦想。尤其是，本课程能够让学生评价美国政治、社会和文化的起源、发展和历史事件。最后一周的课程（最后四次研讨会）将集中讨论学生特别关注的焦点问题（这些问题课程大纲并没有明确提及）。学期之初，学生将共同指定四个主题/话题用于以后的讨论和分析。指导老师将会挑选有关阅读材料并作为学生课外作业进行阅读，在学期末就这些话题制定教学方案。

### 课程目的/目标:

- 学生能够识别美国历史（从18世纪到现在）的重要主题，并能够解释美国不同种族的人民如何经过这些历史阶段，当时的人们如何思考这些主题。
- 学生能够描述当下正在发生的重大政治、社会、经济和军事、教育和文化发展。
- 学生将重新审视他们对美国历史的理解，并丰富自己的美国历史知识。
- 学生将学习像历史学家一样思考和写作。他们将历练具有说服力的口头和书面论证构思技巧、强化批判式思维、学习从一手材料和二手材料中得出结论并为自己的观点进行辩护。

### 院系:

历史系

### 授课方式:

讲座、课堂讨论

### 学科领域:

社会科学

### 教授介绍:

安德鲁-拜尔斯（Andrew Byers）

### 教育背景

杜克大学，历史系，博士

杜克大学，历史系，硕士

乔治城大学，国家安全研究，硕士

弗吉尼亚理工学院暨州立大学，历史和政治科学，学士

### 工作经历

2012-至今 访问助理教授，历史系，杜克大学

2006-2012 研究生导师，历史系，杜克大学

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Dates / contact hours: Seven-week course, meeting four times per week for seventy-five minutes per session

Academic Credit: 3

Areas of Knowledge: CZ, SS

Modes of Inquiry: CCI, EI

Course format: lecture, with in-class discussion

### **Instructor's Information**

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Andrew Byers

[jab63@duke.edu](mailto:jab63@duke.edu)

### **Prerequisite(s), if applicable**

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None.

### **Course Description**

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This course is designed as a one-semester introduction to U.S. history, from the founding of the nation to the recent past. Because it is not possible to cover the entirety of American history in a meaningful way in such a short period of time, this course will focus on a set of key themes from American history, using a case study-based approach to delve more deeply into each. Some of the key themes that will be covered in the course include: notions of freedom, democracy, and the development of political institutions; race, racial ideologies, and race relations; expansion, imperialism, and the international encounters; economic growth, development, and transformations; reform and progress; the military, war, and American society. Course readings will include a mix of primary and secondary sources, covering a variety of approaches, but will emphasize social and political history. The people, conflicts, economics, society, culture, and intellectual developments of the period will be presented and discussed in an accessible way based on current scholarship. This course will take into consideration that U.S. history is an epic drama full not merely of victories and triumphs but also of many tragedies, hardships, and unfulfilled dreams. In particular, the course will offer students an appraisal of the origins, development, and historical antecedents of contemporary American politics, society, and culture. The final week of classes (last four sessions) will focus on issues of particular interest to the students not explicitly covered elsewhere in the course syllabus. Early in the semester, the students will collectively nominate four topics/themes for later discussion and analysis. The instructor will select and assign relevant readings and develop lesson plans for these topics at the end of the semester.

### **Course Goals / Objectives**

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- Students will be able to identify the key themes of American history from the eighteenth century to the present and will be able to explain how diverse groups experienced key events and debates in those eras.
- Students will be able to describe the major political, social, economic, and military, intellectual, and cultural developments of the period under consideration.
- Students will reconsider what they know about American history and will add to their knowledge of the American experience.
- Students will learn to think and write like historians. They will hone their skills in crafting persuasive oral and written arguments, sharpen their critical thinking skills, and learn to draw and defend conclusions using evidence from primary and secondary documents.

### Required Text(s)/Resources

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All required readings for the course will be made available electronically via the course Sakai site (see below for proposed readings).

### Recommended Text(s)/Resources

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All recommended readings for the course will be made available electronically via the course Sakai site.

### Additional Materials (optional)

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**Computer Access:** All students should have the ability to electronically access the course Sakai site and readings posted there. Readings will be in PDF format (requiring Adobe Reader software). Students will be required to submit written assignments electronically via the Sakai Drop Box. Written assignments should be saved as .DOC or .RTF files (requiring word processing software). Students can take notes on the reading assignments, lectures, and class discussions either on paper or via laptops (student's preference). Students should be able to send and receive email from the instructor.

### Course Requirements / Key Evidences

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Students will be expected to do all reading assignments and attend all class sessions prepared to actively engage in class discussions (student participation in class discussions will be assessed). They will write two papers over the course of the semester and will write a final exam (take-home, due a few days after the last day of class) consisting of several short essays. Students will be able to select from a menu of options for essay topics on the final exam.

### Technology Considerations, if applicable

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The instructor will use a laptop and projector (assuming projector is made available) to provide some visual materials for students via PowerPoint slideshows. Some or all of these PowerPoint files may be made available to students via the course Sakai site. At DKU, the

instructor will require access to the Internet and electronic Duke Library resources (including Sakai), as well as a photocopier. The instructor will use a personal laptop for computing needs.

## Assessment Information / Grading Procedures

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**Class Participation:** Students are expected to attend all class sessions, do the assigned reading for each session, and participate actively in class. The instructor will take attendance at each class meeting and evaluate student participation, assigning daily participation grades. If students have an unexcused absence from class, or if they miss more than ten minutes of class for any reason, they will receive a zero on that day's participation grade. (25% of final grade)

**Secondary Source Analysis Paper:** Students will write a paper of 1500-2000 words analyzing the secondary sources we read on one of the course's key themes (see below; students may not select a topic from the final four student-selected set of themes). The paper is due at the start of class on the day the readings are discussed in class. (25% of final grade)

**Primary Source Analysis Paper:** Students will identify, select, and analyze 2-4 thematically-related primary sources on some aspect of American history (exact topic and primary sources should be developed in consultation with instructor) in a paper of 1500-2000 words. (25% of final grade)

**Final Exam:** Students will select several short essay assignments from a menu of essay options. Students should plan to spend 500-1,000 words on each essay response. While the essay prompts will be broad, student essays should not be. They should use specifics from our discussions and the course readings to illustrate their essays. Student arguments should be supported with specific examples and details. (25% of final grade)

Please note that the two paper assignments are subject to change before Fall 2014.

### Grading Scale:

A	93 – 100
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
C-	70 – 72
D+	67 – 69
D	63 – 66
D-	60 – 62
F	59 or below

## Diversity and Intercultural Learning (see Principles of DKU Liberal Arts Education)

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The instructor will work closely with all students to foster intercultural learning, taking into account the cultural diversity of students, as well as the diversity in student prior knowledge of course materials, language abilities, and other factors unique to each student. The instructor will strive to foster a friendly, welcoming atmosphere in the classroom. Because the course is designed to promote student participation in class discussion and provide intensive feedback on student writing and other assignments, it will work best with an enrollment cap of 20-25 students.

## Course Policies and Guidelines

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- **Academic Integrity:** Students are expected to adhere to the Duke University Community Standard at all times. Students will receive a zero on any exam or paper assignment in which cheating or plagiarism has occurred. Violators will also be referred to the Office of Student Conduct as applicable.
- **Attention to Assignment Deadlines:** Barring an unforeseen emergency, students are expected to turn in all assignments on time. Unexcused late assignments will be penalized by ten points for each day (or fraction of a day) they are late, with no exceptions.
- **Make-up Work:** In the event of a personal emergency, the student may, at the instructor's discretion, permit the student to make-up missed assignments with no penalty.
- **Attendance:** Attendance at all class sessions is mandatory because students will be assessed on their participation in class and engagement with readings and other course materials. Students may notify the instructor of personal emergencies (sickness, family emergencies, etc.) that will preclude their attendance prior to class; such absences may be excused with no penalty at instructor's discretion.
- **Student Use of Technology in the Classroom:** Students will be permitted to use laptops to access course readings and take notes during class but should not use their cell phones or other technologies during class, nor should they use laptops for non-course-related activities during class.

## Tentative Course Outline or Schedule

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Session	Topics	Readings
1	Course Introduction	None
2	Founding and Settlement	George C. Herring, <i>From Colony to Superpower: U.S. Foreign Relations Since 1776</i> (Oxford and New York: Oxford University Press, 2008), 11-55.
3	Revolution and Ideals	The Declaration of Independence. Excerpts from <i>The Federalist Papers</i> . Excerpts from Thomas Paine, <i>Common Sense</i> .
4	Founding Principles	Bradford Perkins, <i>The Creation of a Republican Empire, 1776-1865</i> (Cambridge: Cambridge University Press, 2008), 17-53. The Articles of Confederation. The Constitution of the United States of America.
5	Expansion and Manifest Destiny	William Earl Weeks, <i>Building the Continental Empire: American Expansion from the Revolution to the Civil War</i> (Chicago: Ivan R. Dee, 1996), 3-29. Anders Stephanson, <i>Manifest Destiny: American Expansionism and the Empire of Right</i> (New York: Hill and Wang, 1996), 28-65. John L. O'Sullivan's Proclamation of American Manifest Destiny.
6	The Slavery Debate	James McPherson, <i>Battle Cry of Freedom: The Civil War Era</i> (New York: Oxford University Press, 2003), 117-201. John Brown, Speech, November 2, 1859.
7	Civil War	James M. McPherson, <i>For Cause and Comrades: Why Men Fought in the Civil War</i> (New York: Oxford University Press, 1997), 14-45. Gerald F. Linderman, <i>Embattled Courage: The Experience of Combat in the American Civil War</i> (New York: The Free Press, 1987), 7-33. The Emancipation Proclamation. The Gettysburg Address.
8	Immigration and Nativism	Matthew Frye Jacobson, <i>Whiteness of a Different Color: European Immigrants and the Alchemy of Race</i> (Cambridge: Harvard University Press, 1998), 39-136.
9	Urbanization and Industrialization	Matthew Frye Jacobson, <i>Barbarian Virtues: The United States Encounters Foreign Peoples at Home and Abroad, 1876-1917</i> (New York: Hill and Wang, 2000), 59-104. Paul S. Boyer, <i>Urban Masses and Moral Order in America, 1820-1920</i> (Cambridge: Harvard University Press, 1978), 123-142.
10	Imperialism	George C. Herring, <i>From Colony to Superpower: U.S. Foreign Relations Since 1776</i> (Oxford and New York: Oxford University Press, 2008), 299-377.
11	Progress and Reform	Nancy K. Bristow, <i>Making Men Moral: Social Engineering during the Great War</i> (New York/London, 1996), 91-135. Excerpt from Richard Hofstadter, <i>The Age of Reform: From Bryan to F.D.R.</i>
12	World War I	Thomas J. Knock, <i>To End All Wars: Woodrow Wilson and the Quest for</i>

		<i>a New World Order</i> (New York: Oxford University Press, 1992), 123-193. Ross A. Kennedy, <i>The Will to Believe: Woodrow Wilson, World War I, and America's Strategy for Peace and Security</i> (Kent: Kent State University Press, 2009), 43-64. Justus D. Doenecke, <i>Nothing Less Than War: A New History of America's Entry into World War I</i> (Lexington: University Press of Kentucky, 2011), 1-18.
13	Internationalism, Intervention, and Isolation	George C. Herring, <i>From Colony to Superpower: U.S. Foreign Relations Since 1776</i> (Oxford and New York: Oxford University Press, 2008), 436-483. Wilson's Fourteen Point Declaration of U.S. War Aims. League of Nations Covenant, Articles 10-16.
14	World War II – Abroad	Evan Mawdsley, <i>World War II: A New History</i> (Cambridge, 2009), 12-26, 198-213, 366-377, 408-431.
15	World War II – At Home	Dennis Showalter, “Global Yet Not Total: The U.S. War Effort and Its Consequences,” in <i>A World at Total War: Global Conflict and the Politics of Destruction, 1937-1945</i> , eds. Roger Chickering, Stig Förster and Bernd Greiner (Cambridge, 2005), 109-133. Bernd Greiner, “The Spirit of St. Louis: Mobilizing American Politics and Society, 1937-1945,” in <i>A World at Total War: Global Conflict and the Politics of Destruction, 1937-1945</i> , eds. Roger Chickering, Stig Förster and Bernd Greiner (Cambridge, 2005), 245-257.
16	The Cold War – Abroad	Walter LaFeber, <i>America, Russia, and the Cold War, 1945-2006</i> , 10th ed. (Boston: McGraw-Hill, 2008), Chapters 4 and 11. Truman Doctrine. Marshall Plan. George Kennan's "Long Telegram." National Security Council Paper No. 68 (NSC-68).
17	The Cold War – At Home	Laura McEnaney, <i>Civil Defense Begins at Home: Militarization Meets Everyday Life in the Fifties</i> (Princeton: Princeton University Press, 2000), 3-10, 68-87. Excerpt from David Caute, <i>The Great Fear, The Anti-Communist Purge under Truman and Eisenhower</i> . Eisenhower's Farewell Address.
18	Civil Rights	Excerpt from Richard Kluger, <i>Simple Justice</i> . Excerpt from Anthony Lewis, <i>Portrait of a Decade</i> .
19	Women's Rights and Roles	Excerpt from Sara Evans, <i>Personal Politics</i> . Excerpt from William Chafe, <i>Women and Equality</i> .
20	Individualism and American Exceptionalism	Excerpt from Andrew J. Bacevich, <i>The Limits of Power: The End of American Exceptionalism</i> . Steven Brooks, <i>American Exceptionalism in the Age of Obama</i> (New York: Routledge, 2013), 1-17.
21	Capitalism, Free Trade, and Globalization	Leo Panitch and Sam Gindin, <i>The Making of Global Capitalism: The Political Economy of American Empire</i> (London and New York: Verso, 2012), 89-132. Frank J. Lechner and John Boli, eds. <i>The Globalization Reader</i> , Fourth Edition (Chichester and Malden:

	n	Wiley-Blackwell, 2012), 6-44, 88-94.
22	The Military, War, and Society	Michael Sherry, <i>In the Shadow of War: The United States Since the 1930s</i> (New Haven: Yale University Press, 1995), 1-11. Anna Kasten Nelson, "The Evolution of the National Security State: Ubiquitous and Endless," in <i>The Long War: A New History of U.S. National Security Policy Since World War II</i> , ed. Andrew J. Bacevich (New York: Columbia University Press, 2007), 265-301.
23	Power and Protest	Robert Mann, <i>Wartime Dissent in America: A History and Anthology</i> (New York: Palgrave Macmillan, 2010), 127-138. Simon Hall, <i>Rethinking the American Anti-War Movement</i> (New York: Routledge, 2012), 1-53.
24	Sino-American Relations	Excerpt from Warren I. Cohen, <i>America's Response to China: a History of Sino-American Relations</i> , Fifth Edition (New York: Columbia University Press, 2010). David Shambaugh, "Tangled Titans: Conceptualizing the U.S.-China Relationship" in David Shambaugh, ed. <i>Tangled Titans: The United States and China</i> (Lanham: Rowman & Littlefield, 2013).
25	Students' Choice	To be determined by instructor after topic selected
26	Students' Choice	To be determined by instructor after topic selected
27	Students' Choice	To be determined by instructor after topic selected
28	Students' Choice	To be determined by instructor after topic selected

### **Proposed Course Schedule**

Please note: The suggested course topics and readings are tentative and will continue to evolve over the course of the next eighteen months. They should be taken as suggestive rather than definitive at this point (March 1, 2013).

### **Bibliography (optional)**

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See tentative readings noted above. Students will not be required to purchase any books. Readings will be a mix of primary and secondary sources and will be made available electronically via the course Sakai site.

## 历史：古希腊文明与西方哲学传统

### 课程描述：

课程描述：在西方文明的历程中，古希腊拥有一系列令人自豪的“第一”，包括希腊字母表、西方的“历史”意识（史料编纂）、形式逻辑与哲学、舞台戏剧（悲剧与喜剧）、民主、“现实主义”雕塑以及其他。文学、艺术、高超的建筑也源于古希腊，影响深远。

本课程实行主题式研讨教学，教学任务集中在课本阅读（牛津大学出版社出版的西方文明标准读本）、重要文献（荷马、希罗多德、修西得底斯、萨福克里斯、欧里庇得斯）以及视觉资源（艺术和考古）。还有简短的书面作业、两次期中考试，一次期末考试。

### 课程目的/目标：

本课程主要目标：(1)基础性介绍古希腊的文学、历史和物质文化，(2)以批判性、系统性的研究方法解读西方古代文化艺术品，(3)思考成为西方文化“起源”的典型叙事方法。

### 院系：

古典研究

### 授课方式：

小规模研讨会

### 学科领域：

社会科学

### 教授介绍：

威廉姆 A 约翰逊 (William A. Johnson)

### 职业经历

- 2010 年一至今：杜克大学古典文学研究教授
- 1999 年-2009 年：辛辛那提大学系主任（2004 年代理、2005 年—2009 年正式）；副教授（2003 年-2009 年）；助理教授（1999 年-2003 年）
- 1997 年-1999 年：巴克内尔大学助理教授
- 1996 年-1997 年：俄亥俄大学雅典校区助理教授
- 1993 年-1995 年：加州大学欧文分校 Thesaurus Linguae Graecae 项目研究主任兼助理主任（同时从事古典文学的教学工作）
- 1981 年-1992 年期间，本人担任 TLG 项目、PHI 拉丁数据库、杜克纪录片数据库的系统设计师和顾问、伊比库斯公司（副总裁，1984 年—1987 年）以及 TLG 希腊作家和作品集（TLG Canon of Greek Authors and Works）的技术编辑（牛津大学出版社：1986 年，1990 年第二版）。

### 教育背景

- 耶鲁大学古典哲学博士（1992 年）
- 查珀尔 希尔北卡罗莱纳州大学希腊文学文科硕士（1981 年）

- 欧柏林大学英国文学和拉丁文学学士（1978年）
- 杜克大学博士，正在攻读）教授

Dates / contact hours:

Academic Credit: 3

Areas of Knowledge: **CZ**

Modes of Inquiry: **CCI**

Course format: (e.g. lecture, lecture + discussion sections, lecture + lab, seminar) seminar

### **Instructor's Information**

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William A. Johnson, [william.johnson@duke.edu](mailto:william.johnson@duke.edu), 919-684-2082

### **Prerequisite(s), if applicable**

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None

### **Course Description**

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Ancient Greece boasts a breathtaking array of "beginnings" in the course of western civilization, including the alphabet, the western ideas of "history" (historiography), formal logic and philosophy, staged drama (tragedy and comedy), democracy, "realistic" sculpture—and much else. From Greece there also derives literature, art, and architecture of exceptional quality and influence.

The principal goals of the course are: (1) a foundational introduction to the literature, history, and material culture of ancient Greece, (2) a critical and systematic exploration of strategies for interpreting the cultural artefacts of western antiquity, (3) thoughtful interrogation of the narratives that inform typical ways of constructing cultural "beginnings" in the West.

The course is taught topically and as a seminar, rotating among assignments that focus on the textbook narrative (from a standard western civilization textbook by OUP), primary texts (Homer, Herodotus, Thucydides, Sophocles, Euripides), and visual resources focusing on art and archaeology. There are routine brief written assignments, two mid-term exams, and a final.

See full syllabus: [http:// people.duke.edu/~wj25/Greek\\_Civilization/Syllabus.html](http://people.duke.edu/~wj25/Greek_Civilization/Syllabus.html)

## Course Goals / Objectives

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The principal goals of the course are: (1) a foundational introduction to the literature, history, and material culture of ancient Greece, (2) a critical and systematic exploration of strategies for interpreting the cultural artefacts of western antiquity, (3) thoughtful interrogation of the narratives that inform typical ways of constructing cultural "beginnings" in the West.

## Required Text(s)/Resources

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- S. Pomeroy et al. *A Brief History of Ancient Greece: Politics, Society, and Culture*. Oxford University Press. ISBN 978-0195372359
- Robert Fagles, trans. *Homer, The Iliad*. Penguin Classic. ISBN 978-0140275360
- M. I. Finley, *The Portable Greek Historians*. Viking. ISBN 978-0140150650
- D. Grene, R. Lattimore, trans. *Greek Tragedies vol. 1*. University of Chicago Press. ISBN 978-0226307909
- B. Jowett, trans. rev. H. Pelliccia. *Selected Dialogues of Plato*. Modern Library. ISBN 9780375758409

Visuals, maps, study guides provided online:  
[http://people.duke.edu/~wj25/Greek\\_Civilization](http://people.duke.edu/~wj25/Greek_Civilization)

## Recommended Text(s)/Resources

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None

## Additional Materials (optional)

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None

## Course Requirements / Key Evidences

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**Course requirements:** There will be routine, brief written and/or oral assignments by way of summing up or exploring further, roughly every week or two. Classroom discussion will be thoughtful, respectable, vigorous, exciting. There will be two one-hour examinations, and a final exam that includes as a take-home component a substantial essay. Examinations will test your command of factual information, your knowledge of the primary texts we read in translation, and your ability to put these materials together into an informed narrative or analytic essay. You are expected to come to every class, and to come well prepared; this is a

seminar in which your daily contribution is an essential component of our learning and your grade.

**Graded material** will be weighted as follows:

Class work, short papers, presentations	30%
One-hour examinations (2)	40%
Final examination	30%

### **Technology Considerations, if applicable**

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Necessary equipment are a seminar room and an overhead digital projector.

### **Assessment Information / Grading Procedures**

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Exams will be evaluated both for factual content, knowledge of primary texts and objects, and the ability to deploy factual content in an analytic capacity. Written assignments will be evaluated for writing competence as well as for knowledge-set and creative or analytic content.

### **Diversity and Intercultural Learning (see Principles of DKU Liberal Arts Education)**

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This course will be of particular interest to Chinese and other international students for at least two reasons: (1) it is broadly informative about early cultural traditions widely taken as formative in the West; (2) it implicitly invites comparison with early cultural traditions in the East, and will raise interesting discussion and interrogation of western narratives having to do with the "origins" of various components of western intellectual thought, literature, art, politics, and social formation. (Wherever possible, this implicit comparison between "East" and "West" will be exposed in group discussion.)

### **Course Policies and Guidelines**

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Students are expected to come to every class; this is a seminar in which each student's daily contribution is an essential component of our learning and your grade. The Duke Academic Integrity Policy of course applies in every particular: see <http://trinity.duke.edu/academic-requirements?p=academic-integrity>.

### **Tentative Course Outline or Schedule**

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See full schedule of assignments:

[http://people.duke.edu/~wj25/Greek\\_Civilization/Assignments.html](http://people.duke.edu/~wj25/Greek_Civilization/Assignments.html)

*Course Outline*

I. Homer and Prehistory: Origins and Identity of the Greeks

- ❖ The Bronze Age
- ❖ The Dark Age. Homeric Chieftains
- ❖ The Iliad as a poetic text
- ❖ The Iliad and Personal Identity, Greek Identity
- ❖ The Iliad and the Meaning of Life

II. The Making of History

- ❖ Archaic to Classical: Man is the Measure
- ❖ What is “History”?

III. Pericles, Athens, Democracy, and Empire

- ❖ Democracy, Empire, and War
- ❖ Art, Intellectualism, and Empire
- ❖ Limits of Empire; Victims of War

V. The Birth of Drama

- ❖ Tragedy and the Polis
- ❖ Elites and Intellectuals

VI. Socrates and the Origins of Western Philosophy

- ❖ The Idea of Philosophy

**Bibliography (optional)**

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## 初级/中级汉语

### 课程描述:

初级中文针对的是基本不会普通话或者普通话不熟练的学生。本课程强调在形成听说读写能力的同时形成文化意识。由于发音对于普通话的其他方面至关重要（包括文章理解、说话、阅读能力、习语和实际运用能力），中文101 & 102 课程 将以基础性训练（汉语拼音方案）系统地帮助学生培养发音和声调，并在日常交流中形成听说技能。每周有四天的授课和讨论会，周五进行个别辅导，目的在于帮助学生掌握中文普通话基础知识的同时也为交流能力打下坚实的基础。为中文读写能力和熟练掌握中文打下坚实的基础，将向学生介绍繁体字和简体字的语源。研究偏旁部首入手研究汉字的演变，同时解释汉字的本意和结构，学生将会学到汉字的基本构造原理，并能学到词汇记忆方法。另外还介绍中国书法美学。

作为一门交流性课程，中文101 & 102 课程综合采用任务型教学、真实的教具、个性化辅导和语言伙伴学习项目等方法，为学生提供了语言学习和语言运用的机会。学生对经验丰富的中文教授、语言娴熟的中国同学，有时还接触当地的居民，能够使得课堂教学获得的知识和经验在实践中得到强化。中文学习机会从包含授课和讨论的课堂教学通过语言伙伴项目延伸到大学校园，又通过任务型活动延伸到昆山市社区。课程的每一构成部分的功能和宗旨都在在详尽的周教学进度下得到指导和协调，这些周教学进度是建立积极的学习习惯（每天预习、复习教材）、确保合作型学习团队的坚固基石。

学习中国文化是 初级中文课程（中文101 & 102 课程）的重要内容。在校期间，学生将通过中国地图、中国菜系的不同风格和社会文化风俗学习了解掌握中国文化，以上内容安排在不同的教学周次。。初级中文课程具有一定深度，学习过程有趣，从而为学生提供了有效学习中文和掌握中国文化的机会。每个学生将会与指导老师（讨论会组织者或助教）见面练习中文听说，每周见面一次，练习时间为半个小时。当学生回顾课堂上学到的中文知识、概念的时候对学习给予个别关注，必要的时候个别纠正他们的发音、语言形式和语言内容的错误。学生上课出勤和参与活动作为课堂表现的一部分。

昆山杜克大学的语言伙伴项目为学生提供在课外与中国学生练习中文和交流学习方法的机会。语言合作伙伴将从本校中国学生中招募，招募方式为问卷调查和面对面访谈。项目开始前，语言合作伙伴要进行适应性训练。与语言合作伙伴会面交流分为两个部分。第一部分（30 分钟），学习 中文101/102 课程的学生应使用中文参与对话，对话内容为当周学到的课堂知识。第二部分（30 分钟），学生使用英语与语言合作伙伴自由交流，话题可以具有多样性，这将让学生比较不同文化的异同，有利于深入了解对方。与语言合作伙伴交流的时候，学习初级中文的学生应尝试表达自己的想法、表达感情和情绪、给出并获取语言信息。

初级中文的基本目标是使得学生学习中文书面语、口语的知识，同时理解中国文化、社会和中国人。由于中文101 & 102 不同的课程构成，学生积极参与每一次学习活动后将会成功实现以上学习目标。课堂上积极参与、充分准备能确保学习目标的实现。

### 课程目的/目标:

- 培养和形成熟练的听说能力，能够进行日常交流。
- 掌握中文初级读写的写作方法。
- 形成功能性认知能力要求的读写能力。

学习 中文101 课程中的简单句子和简短段落的基础语法，学习 中文102 课程中的复杂句子和短文写作方法。

在不同的文化背景下参与日常活动时，使用适当、得体的语言和非语言交流方式。

了解不同风俗习惯之间的文化差异，并以开放的心态对比不同的文化。

在这一学期，学生将学会用中文打招呼、自我介绍、电话交流、应对基本的社交情景、问路、指路、谈论自己的兴趣、需求和爱好以及共同感兴趣的其他话题。角色扮演和问题解决练习将培养学生的交流能力。学生将参与结对练习、小组活动和班级整体活动，重点练习中文的语言形式和中文意义表达。丰富多彩的语言学习活动旨在帮助学生培养语言的熟练度和准确度，并形成文化概念、社会风俗、信仰的异同意识以及了解其他文化的价值观。

**院系：**

亚洲与中东研究

**学科领域：**

语言

**授课方式：**

课堂讲解、讨论、指导

**教授介绍：**

卡洛琳·昆山·李（Carolyn Kun-Shan Lee）

**学术职务：**

- 2003 年 9 月一至今：杜克大学亚洲和中东研究系（前身为亚洲及非洲语言和文学系或 AALL）中国实务副教授
- 2007 年一至今：杜克大学亚洲和中东研究系中国课题主任
- 2002 年一至今：杜克大学杜克中国课题研究（DSIC）主任；1997 年一至今：DSIC 委员会成员
- 2006 年、2009 年、2010 年夏季：担任北京杜克中国课题研究(DSIC)本地总监，录取学生 65—80 名；2000 年、2001 年、2002 年：担任夏季 DSIC 副总监
- 1996 年—2003 年：杜克大学亚洲及非洲语言和文学（AALL）系实务助理教授
- 1998 年夏季：杜克大学人才识别和预科课程（TIP）讲师
- 1995 年秋季—1996 年：北卡罗莱纳州达勒姆市杜克大学亚洲及非洲语言和文学讲师
- 1992 年、1994 年、1996 年和 1997 年夏季：佛蒙特州米德尔伯里市明德学院高强度中国暑期学校讲师
- 1993 年 8 月—1995 年 8 月：佛蒙特州明德学院中文系讲师

**教育背景：**

- 1993 年，爱荷华州爱荷华市爱荷华大学亚洲语言和文学系艺术硕士，讲授第二语言汉语。论文：“视频教学模块和外国语言课程的融合”

- 1992 年，爱荷华州爱荷华市爱荷华大学艺术和艺术历史系艺术硕士。论文：“两幅杰克逊·波特拉克壁画的表现手法和重新诠释”
- 1989 年，爱荷华州爱荷华市爱荷华大学沟通研究学士，主修电影
- 1985 年，国立台湾艺术学院艺术文凭，主修电影制作

FALL, 2014

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**Dates / contact hours:** In each week there will be four one hour lectures and four one hour discussion sessions. In addition, each student will have a 30-minute individualized tutorial session. Total contact hours over seven weeks will be 59.5 hours and equivalent to 70 contact hours on Duke campus. CHN101 will be offered in the first half of the semester followed by CHN102 in the second half in Fall 2014. The curriculum structure and contact hours for CHN102 are in conformity with that of CHN101.

**Academic Credit:** 1 for each term

**Areas of Knowledge:** Foreign language

**Modes of Inquiry:** FL

**Course format:** lecture + discussion sections

#### [Instructor's Information](#)

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Carolyn Lee

Office on Duke Campus: 919-681-2684

Email: kslee@duke.edu

#### [Prerequisite\(s\), if applicable](#)

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Pre-arrival language proficiency questionnaires and placement tests during academic orientation

#### [Course Description](#)

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First Year Chinese is designed for students with little to no proficiency in Mandarin Chinese. The curriculum emphasizes the development of cultural awareness in concert with a competency in listening, speaking, reading and writing. As pronunciation is essential to later progress in all other aspects of Mandarin Chinese (including discourse comprehension, proficiency in speaking, reading, idioms and pragmatics) CHN101 & 102 will systematically help students to develop the linguistic competency on sounds and tones of Mandarin by focusing on foundational work (a standard system of Romanization known as 'pinyin' and tones) as well developing oral and aural proficiency to function in daily communication situations. The combination of lecture and discussion sessions four days a week and the individualized tutorial sessions on Friday aim at helping students

develop a solid grounding in communicative competence while acquiring knowledge and perception of Basic Mandarin Chinese.

To build a strong foundation for literacy and fluency in Mandarin Chinese, students will be introduced to Chinese etymology in both full (‘fǎn-tǐ-zì’) and simplified (‘jiǎn-tǐ-zì’) forms. By studying the evolution of the character from its original form in the most commonly used radicals (bùshǒu), with an explanation of its original meaning and an interpretation of form, students will learn the construction principles of Chinese characters (or h ànzi) and learning strategies for remembering them. Chinese calligraphy aesthetics will also be introduced.

The learning opportunities and the opportunities for language use are facilitated through incorporating task-based instruction, authentic materials, individualized tutorial sessions, and a language partner program into the communicative-based curriculum of CHN101 & 102. Knowledge and experience gained from classroom instruction is consistently reinforced and practiced as students are exposed to a variety of structured curricular contexts which involve their highly experienced Chinese language professors, peers who are native Chinese speakers at DKU and local residents. The learning opportunity extends from classroom instruction consisting of a lecture and a discussion session, the community on DKU campus through language partner program, to the community in Kunshan city via task-based activities. The function and purpose of each of these curricular components is guided and coordinated through a detailed weekly schedule which also serves as a building block for establishing constructive learning habits on daily preview and review of the materials and insuring a collaborative and conducive learning community.

Learning Chinese culture is an integral component of First Year Chinese CHN101 & 102. Students will learn some cultural facts through the map of China, different styles of Chinese cuisines and social-cultural etiquette in different weeks while at the DKU campus. The intensive and immersive curriculum of First Year Chinese provides learners an opportunity to experience an effective linguistic development and cultural competence in Chinese.

#### IndividualizedTutorialSessions:

Each student will meet an instructor (discussion session leader or teaching assistant) once a week for thirty minutes to practice listening and speaking outside of class. Individual attention is given to learners when they recap information, concepts and ideas on what they have learned in class in the week while they are also given individual attention to rectify errors in pronunciation, language forms and content. Attendance and participation are considered as part of performance in the class.

### Languagepartnerprogram:

The language partner program at DKU provides students an out-of-class opportunity to practice Chinese and exchange ideas with peers who are Chinese native speakers. The language partners will be recruited from DKU Chinese students and selected through a questionnaire and face-to-face interviews. Language partners will attend an orientation before the program starts. The meeting with the language partner is divided into two parts. In the first half of the meeting (30 minutes), students from CHN101/102 are encouraged to engage in conversation only in Chinese on topics related to what they learn in the week from the class. In the second half of the meeting (30 minutes), whereas, students are free to converse with the language partner on a variety of topics in English, which allow them to compare the similarities and differences between their cultures of their own and get to know each other in more depth. They are encouraged to negotiate meaning, express feelings and emotions, and provide and obtain information when communicating with the language partners.

### CourseGoals/Objectives

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The primary goal of First Year Chinese is to help students acquire knowledge of spoken and written Chinese as well as to gain understanding of Chinese culture, society and people. Through the different curricular components in CHN101 &102 at DKU, students will successfully achieve the learning goals by actively participating in every learning opportunity. Showing up and prepared will insure success to achieve the learning objectives in this class.

### Learningobjectives:

- Develop and attain oral and aural proficiency to function in daily communication situations.

- Master the Chinese writing system for rudimentary reading and writing.

- Develop reading and writing skills for functional literacy.

- Learn foundational grammar for simple sentence and short paragraph building in CHN101 and for complex sentence and short discourse buildup in CHN102.

- Use appropriate verbal and nonverbal communication demonstrating proper etiquette for daily activities in a variety of cultural contexts.

- Be aware of the cultural differences ranging from everyday customs and habits and make cultural comparisons with an open mind.

During the semester, students will learn to greet others in Chinese, introduce themselves, converse on the telephone, handle basic social situations, inquire and give directions, and

talk about themselves, their interests, needs and preferences, and a variety of topics of common interest. Role-playing and problem-solving exercises will foster students' communicative competencies. Students will participate in pairs, and in small-group and whole class activities that focus on form and meaning. The variety of learning activities are designed to facilitate the development of language proficiency and accuracy as well as raise awareness of the similarities and differences in cultural perceptions, social customs, beliefs and values of another culture.

#### RequiredText(s)/Resources

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1. Integrated Chinese, Level one Part I, 3rd Edition (Simplified), by Yuehua Liu et al.: Textbook (ISBN: 9780887276385), workbook (ISBN: 9780887276408), and character workbook (ISBN:9780887276484)
2. Integrated Chinese supplementary materials at <http://eastasia.hawaii.edu/yao/icusers/Default.htm>
3. Supplementary materials and assignments on CHN 101 Sakai site

#### RecommendedText(s)/Resources

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1. What Chinese Want: Culture, Communism and the Modern Chinese Consumer by Tom Doctoroff. Palgrave Macmillan. ISBN 13: 9780230340305
2. Using Food to Teach about Chinese Culture at [http://www.asian-studies.org/ea/Hauf\\_16-3.pdf](http://www.asian-studies.org/ea/Hauf_16-3.pdf)
3. The Nations Online Project (including the map of China, the most populated cities in China, and the list of country names in Chinese) at [http://www.nationsonline.org/oneworld/china\\_administrative\\_map.htm](http://www.nationsonline.org/oneworld/china_administrative_map.htm)

#### CourseRequirements/KeyEvidences

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Quizzes are given daily. A Unit test is given once a week and each unit test is comprehensive. Quizzes and review tests cannot be made up unless prior arrangements have been made with the instructor. There is a mid-term oral presentation and a final oral interview in each seven-week semester. The oral presentation

is to present the outcome of a task-based project in real life situation. The task is designed based on lessons learned in the 5th and 6th weeks of the term, with a warm-up activity,

built-in scaffolding process, classroom instruction and individualized tutorial sessions. When working on the task, students will collect information by interviewing the local residents, taking notes and interpreting the obtained information. Finally, students will present their findings to the class with a power point presentation. The final oral face- to-face interview is 20-30 minutes long. Students are assessed on interpersonal aural and oral skills, content, responses to questions and pragmatics. The use of linguistic elements, i.e., pronunciation, grammar and vocabulary, is an essential part of every assessment.

In addition to the regular homework assignment for each unit, students will reflect on the content of the meetings with the language partners by writing a bi-weekly composition in Chinese. The complexity of the writing assignment is gradually increased as your knowledge of the language progresses.

**Learning Portfolio in the course Sakai:** To document and assess individual progress in this course, each student will create a portfolio via Drop-box in Sakai. Every composition (including drafts and revisions), recording exercises, and power-point-presentations, should all be placed in the individual's Dropbox. Students are encouraged to periodically review the documents in the portfolio to reflect on their learning progress and objectives. The portfolio will be assessed on the diversity of content, organization, knowledge growth and progress at the middle and the end of the term.

#### Technology Considerations, if applicable

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1. Sakai class site
2. Remote access over VPN to internet
3. Projection of PowerPoint and video clips

#### Assessment Information/Grading Procedures

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Daily attendance is essential to students' success in learning Chinese. Participation in class not only insures the value of learning in terms of listening comprehension, speaking fluency, understanding of the content and usage of phrases and speech patterns, but also fulfills responsibility to build a constructive and motivated learning community with fellow students. Class participation and performance in every curricular component will be considered in borderline grade decisions. For example, if a student misses the class more than twice without a legitimate excuse, the final course grade will be lowered a full letter grade for each absence.

#### **The weighting of points is given below:**

Quizzes 25%

Review tests and final written test 32%

Midterm and final oral exam 12%, Assignments 12%

Attendance/Participation/Individual Sessions 15%

Language partner program 4%

**GradingScale:**

A----Excellent, exceptional quality

A- = 90-93      A = 94-97      A+=98-100

B---- Superior work

B- = 80-83      B = 84-86      B+ = 87-89

C---- Satisfactory, average

C- = 70-73      C = 74-76      C+ = 77-79

D---- Low pass

D+ 67-69, D 64-66, and D-60-63

F = Below 59

Note: More details on assessment are described in the section of “Course Policies and Guidelines” in this syllabus.

[DiversityandIntercultural Learning \(see Principles of DKU Liberal Arts Education\)](#)

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While learning cultural facts through the map of China, different styles of Chinese cuisines and social- cultural etiquettes in different weeks, students in DKU CHN101 &102 will be provided with ample opportunities to learn about each other’s culture when they share ideas, perspectives and perceptions on those topics between the culture of their own and that of China. A series of task-based activities coupled with the language partner program will enable students’ interaction with Chinese native speakers of different ages and social-economic backgrounds and allow them to experience cross-cultural communication in the global setting.

[Course Policies and Guidelines](#)

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Course Policy:

1. Preview and Review: Habitual preview and review of the materials assigned to the class each day is essential to the success of learning in DKU CHN101 &102. Students are expected to preview the material before coming to class. Lectures and discussions are not designed to repeat exactly what is mentioned in the textbooks but to reinforce the content, grammatical structure and speech patterns introduced in each lesson, and to clarify questions and practice the material. Students are also expected to review materials learned in class and listen to the audio files for each lesson every day for a few hours rather than study long hours two or three times a week. The results of these two different study behaviors usually reflect upon your performance in class. The homework assignments and content covered in each class are described in the weekly schedule: It is useful to consult

the content for daily preview and review.

2. Audio files in the course Sakai: Students are encouraged to listen to the audio files on Sakai as often as they can. Instructors can tell the difference between students who listen to the recording often and those who don't. The reward for working hard will be realized in a positive assessment of your performance in the oral exams, quizzes, and each review test. For problems accessing Sakai, please get in touch with the computer specialist or the office of Instructional Technology at the DKU campus.

3. Total immersion: Students are encouraged to only speak Chinese in the classroom. You should always try to express yourself in Chinese. The instructor might have to use English to explain the material only when necessary. However, thinking in Chinese, talking, listening, and writing Chinese are the goals you should strive for. It is the best way to achieve your goal in learning a foreign language.

4. Class etiquette: To build a respectful and conducive learning environment, please turn off cell-phones. Do not email, text, chew gum or eat food when in class or individualized tutorial sessions.

5. The Duke online short-term illness notification can be accepted up to two times, and the notification should be sent to the instructor in advance of the class. Without any notification in advance of class, the student cannot make up any graded work, quizzes or tests. After two short-term illness notifications, the student will be required to provide a Dean's excuse or Doctor's note. Please use the short-term illness excuse with caution and in accordance with the Duke Community Standard of Academic Integrity (<http://www.integrity.duke.edu/ugrad/student.html>).

6. A make-up quiz or test has to be taken the day after the illness notification is submitted, otherwise a

10% deduction will be applied to the score.

7. An unexcused absence will lower your final grade by 0.5%. Two instances of tardiness (5-10 minutes late) are counted as one absence. The student is responsible for the material and assignments from a missed session.

8. Missed graded work: No late assignments will be accepted unless a formal excuse is submitted in advance (see the policies described in "Daily attendance and participation"). "Incomplete" is not allowed because progress is evaluated through a process of frequent and continuous assessment and class participation, which cannot be made up out of the class context later.

9. You are expected to strictly abide by the Duke Community Standard (For details see <http://honorcouncil.groups.duke.edu/communitystandard.html>) and Academic Integrity. If you have any questions, please consult the principle instructor. Any violation will be pursued according to the judicial policies described in <http://www.integrity.duke.edu/ugrad/>.

10. Accommodation: If you feel you need an accommodation based on the impact of a learning disability, please contact your dean at DKU.

Tentative Course Outline or Schedule

	Monday		Tuesday		Wednesday		Thursday		Friday
60 minute	Lecture		Lecture		Lecture		Lecture		Individualized Tutorial sessions (30 minutes/session)
60 minute	Disc. 1	Disc. 2	Disc. 1	Disc. 2	Disc. 1	Disc. 2	Disc. 1	Disc. 2	

## 基础英语写作（针对英语非母语者）

### 课程描述:

介绍美国的学术写作文化，为学生在美国的学术环境下通过写作进行有效交流初步提供平台。

### 课程目的/目标:

本课程的目标是让学生熟练掌握、分析美国各种学术类型特点。

本课程将在美国学术环境下通过口头讲课的方式进行。研讨会以主题为基础。

为帮助学生“跨文化写作”和/或本校的其他课程，本课程除了具有专门针对英语作为外语的学生的特色内容外，还包括了重要“思考习惯”这一特色内容（这是美国学术写作的特点）：求知欲、毅力、开放、责任、参与、灵活、创新、认知。

这些写作思考经验旨在帮助学生培养修辞知识、批判思维，帮助学生熟悉写作流程、了解文化传统以在美国学术环境下成功进行学术写作。

在昆山杜克大学，本课程将针对以英语作为外语的学生具体需要进行授课。

### 院系:

汤姆森写作项目

### 授课方式:

小规模研讨会、每周课中写作、与写作指导员会面、经常性的反馈

### 教授介绍:

丹尼斯·肯德尔·卡墨（**Denise Kendall Comer**）

### 工作经验

2004 年-至今： 杜克大学汤普森写作课程、第 10 写作课程主任；第一年写作课程主任、助理教授。

### 教育背景

英语博士，1999 年8 月，南卡罗莱纳大学

主修学科：十九世纪英国文学

辅修学科：写作技巧

英语硕士，1995 年，马里兰大学

英语学士，1993 年，弗吉尼亚理工学院暨州立大学

Dates / contact hours: Class meets four times a week for seven weeks. 38 contact hours.

Academic Credit: 3

Areas of Knowledge:

Modes of Inquiry: W, CCI

Course format: seminar

### **Instructor's Information**

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Thompson Writing Program EFL/ESL Specialist

### **Prerequisite(s), if applicable**

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Writing test administered on-site for English language learner students for placement into this course or, if eligible, the more advanced "Writing Across Cultures" course.

### **Course Description**

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An introduction to academic writing culture in the U.S. and an initial platform for students to learn to communicate effectively through their writing in a U.S. academic environment.

### **Course Goals / Objectives**

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The goals of the seminar are for students to gain practice, proficiency, and fluency in utilizing and analyzing formal U.S. academic features across a variety of academic genres. The course will also offer experience in oral presentations characteristic of U.S. academic environments. Seminars will be theme based.

To help prepare students to take "Writing Across Cultures" and/or other courses at DKU, this course will, among other things specific to English Foreign Language students, consider the following key "habits of mind" ("Framework for Success in Postsecondary Writing," Writing Program Administrators, <http://wpacouncil.org/framework>) characteristic of U.S. academic writing:

Curiosity	Persistence
Openness	Responsibility
Engagement	Flexibility
Creativity	Metacognition

These experiences aim to develop students' rhetorical knowledge, critical thinking, writing processes, knowledge of conventions, and activities to compose in U.S. academic environments. At DKU, the course will address the specific needs of EFL students.

## Required Text(s)/Resources

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*They Say, I Say: The Moves That Matter in Academic Writing* by Gerald Graff and Cathy Birkenstein

Selected articles and handouts available electronically. Handouts such as the ones listed below, for example, are available on the Duke Writing Studio web site (<http://twp.duke.edu/writing-studio>)

1. Thesis statements
2. Effective conclusions
3. Cohesion, concision, coherence
4. Improving word choice: (COCA) /usage, grammar, and vocabulary
5. Oral presentations
6. Sentence structure
7. Summarizing, paraphrasing, using sources/quotations/citations, avoiding plagiarism
8. Entering Classroom Discussions

## Recommended Text(s)/Resources

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How Writing Leads to Thinking (And not the other way around):  
<http://www.historians.org/perspectives/issues/2010/1002/1002art1.cfm>

Influences of Chinese Culture and Mode of Thinking on English Writing (abstract):  
<http://connection.ebscohost.com/c/articles/32525900/influences-chinese-culture-mode-thinking-english-writing>

Contrastive Rhetoric and the University Classroom:  
<http://www.yorku.ca/yorkint/global/archive/conference/canada/papers/Linda-Steinman.pdf>

Body Ritual Among the Nacirema:  
<https://www.msu.edu/~jdowell/miner.html?pagewanted=all>

The Model Minority Myth Continues:  
<http://diverseeducation.com/article/48038/>

Painted Nails and Personal Narratives: An exploration of Creative Non-Fiction in Medicine:  
[www.twp.duke.edu/uploads/assets/Streid\(1\).pdf](http://www.twp.duke.edu/uploads/assets/Streid(1).pdf)

## Additional Materials (optional)

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<http://www.hackettpublishing.com/student-writing-guides/the-nuts-and-bolts-of-college-writing>

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## Course Requirements / Key Evidences

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Frequent short writing and reading assignments and oral presentations

## Technology Considerations, if applicable

Laptops and Internet Access

## Assessment Information / Grading Procedures

Short writing assignments: 50% / Final project: 25% / Other (blog, Sakai postings, and oral presentations, etc.): 25%

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More than three class absences will affect the final grade

## Diversity and Intercultural Learning (see Principles of DKU Liberal Arts Education)

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Through reading, writing, and critical analysis experiences, these English as a Foreign Language students will develop an ability to compose in multiple environments, including in a U.S. style classroom setting. The oral communication skills component of the class will help develop them the skills and strategies necessary to be active and confident participants in a multi-cultural academic culture.

Students will gain experience in (written and spoken) intercultural communication through/by interacting with native speakers of English in the United States through such mechanisms as blog posts and responses, Skype tutoring, and email.

## Course Policies and Guidelines

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### ACADEMIC INTEGRITY

We are members of an academic community, and academic intellectual integrity is essential. Please familiarize yourself with Duke's web materials on plagiarism to ensure that you are aware of the academic conventions for crediting the sources you use. Plagiarism is defined here, and various possible misuses of source material are analyzed for their errors. The penalty for plagiarism is failure of the course and/or judicial sanctions. (See <http://library.duke.edu/research/plagiarism>).

Maintain your academic integrity and avoid plagiarism by (a) taking careful notes to help you distinguish between your own ideas and language and those you have borrowed from sources,

(b) attempting to cite all sources correctly even in first drafts, (c) mastering citation conventions and citing all sources correctly in all final drafts, and (d) never attempting to disguise another's work as your own, never purchasing essays online, and never engaging in any other act of academic dishonesty. New ideas only come about because we are all constantly borrowing ideas and sharing our work with others; be generous about attributing and citing those whose work has influenced your own.

### **ABSENCES AND TARDIES**

Situations may arise that necessitate your missing class. You are permitted to miss a total of *three* class meetings over the course of the term without penalty. Any absences beyond this limit will result in your final course grade being lowered a full letter grade for each additional day missed. (In other words, a grade of B- would become a C-.)

I expect you to arrive to class on time, ready to engage in the day's work. I permit you *three* tardies (5-10 minutes late) without penalty over the course of the semester. If you are tardy beyond this limit, your final course grade will be lowered a half grade for each tardiness beyond the limit of three. (In other words, a grade of B would become a B-.)

### **THE WRITING STUDIO: WORKING WITH A TUTOR**

During the semester, you will meet regularly with a Writing Studio tutor based at Duke University in Durham, NC via Skype or Adobe Connect. The tutor will strategize with you about how to revise your work, taking up concerns about analysis, argument, and structural strategies, as well as word choice and grammar concerns. You will be able to schedule regular individual tutoring sessions. E-Tutoring sessions will also be available, where you can fill out a detailed submission form and submit a draft for feedback electronically.

## **Tentative Course Outline**

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### **Unit 1: Introduction to U.S. Classroom Culture: Academic Communication in a Foreign Language**

#### **KEY CONCEPTS**

- Eight “habits of mind” essential for academic success in the U.S. classroom: curiosity, openness, engagement, creativity, persistence, responsibility, flexibility, and metacognition. (See “Framework for Success in Postsecondary Writing” (<http://wpacouncil.org/framework>))
- Participation: What does it mean to be a fully engaged and contributing participant in the U.S. classroom, including accepted and effective behaviors and communicating with classmates and faculty?
- Academic Integrity: Being a part of the academic conversation and crediting fellow scholars
- Formality: Recognizing that communication falls along a informal/formal continuum. Assignments progress from informal to the more formal and offer practice in both.

#### **PRACTICE**

- In-class writing, short responses
- Emails

- Blogging

#### ORAL PRESENTATION COMPONENT

Introductions: Students practice introducing themselves in collegiate and professional situations. Students can record and/or Skype a short introduction to their Duke blogging partners.

#### **UNIT 2: Joining the Academic Conversation**

##### KEY CONCEPTS

- linear essay structure
- sentence structure, old to new
- paragraph structure, broad – specific – broad
- flow /cohesion/organization of ideas
- transitions to lead the reader through the writer’s logical flow

##### PRACTICE

Narrative essay

#### ORAL PRESENTATION COMPONENT

Cover elements of oral presentations: introduction, body, conclusion (with helpful oral phrasing and vocabulary)

Create a short presentation based on student’s narrative essay incorporating effective oral presentation components.

#### **UNIT 3: Recognizing Cultural Stereotypes and Discussing Educational Norms**

##### KEY CONCEPTS

- learning to express an opinion
- critiquing other’s ideas
- hedging/qualifying language
- positioning yourself
- maintaining credibility
- summary
- paraphrasing
- quoting

##### PRACTICE

- Researched, argumentative short essay
- Short responses to readings
- Blog posts

#### ORAL PRESENTATION COMPONENT

- Visuals
- Audience rapport, responding to the audience (nonverbal communication, language for responding to questions)
- Students create a presentation based on the assignment text that incorporates a visual and has a question and answer element

## **UNIT 4: Moving Forward: Focus on Communicating in the DKU Academic Community**

### KEY CONCEPTS

- Making Texts Public
- The DKU Academic Community

### PRACTICE

Oral presentation that extends either Unit 2 or Unit 3, with visual component such as Prezi, Powerpoint, or Poster.

### ORAL PRESENTATION COMPONENT

Students present their final projects, inviting the DKU community to attend.

### **Bibliography (optional)**

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## 跨文化写作

### 课程描述:

写作练习，通过主题研讨（例如身体与疾病、地方社区、艺术与舞蹈、民间故事与儿童文学、摄影等）培养写作技能。课程板块包括写作跨文化调查，重点在于作品发表。另外还对以英语作为外语的学生进行一对一辅导。语言视觉修辞和读写能力如果在文化多元化背景下的社交媒体平台上发挥作用？（社交媒体包括iPad、手机、狗仔队拍摄的名人照片、谷歌图片、脸谱等）视觉以什么形式具有独立于文化常模的独特语言和文字生命？公布某些图片可能对道德产生什么影响？这种影响会由于地理位置和场所不同而有不同吗？得体的图片如何体现恰当运用图片的个人和社会责任？

为了尊重课堂内主体的多样性，学生首先介绍自己的文化结构和写作经历。从不同的文化视角专门分析摄影文字，学生籍此能够培养批判型、思索型和推理型论证方法。我们首先着重于学术写作的策略与技巧——包括精读、研究、总结与分析、写作构思、起草和写作修改策略。继而，我们利用这些策略与技巧来分析人物肖像类摄影作品（例如胜利日之吻、世贸废墟和硫磺岛升旗、迁徙中的母亲、阿富汗女孩和切格瓦拉等）。实地考察可能包括参观当地摄影展。最终的课程研究项目是一篇照片解读随笔，活动方法是个体学生或学生小组精心选取一个人物肖像摄影作品，并对比其他摄影作品进行评论、分析。团队的力量大于每个成员力量之和，因此，学生们将合成一张新照片，并对之进行分析。

### 课程目的/目标:

本课程的中心目标是对以英语为母语的学生和英语学习者进行指导性练习，在上学期期间能够阅读其他课程的资料，毕业后无论在中国还是其他地方工作生活的时候能够，学生能够具备阅读和写作能力。学术写作通常具有以下特征：

- 经过对某一主题的思考确定具体写作项目
- 充分利用他人作品
- 富有见地地提出理由支持自己的中心观点
- 识别导向性假设和成果的各种可能
- 逐渐关注全球化背景如何塑造、反映修辞传统、价值观和信念。

尽管“视觉修辞与摄影文字语言”这门课程关注词语与肖像照片的复杂关系，学生对照片和阅读材料进行的推理、写作、修改等活动与其以前的学习获得的分析能力密切相关。

### 院系:

汤姆森写作项目

### 授课方式:

小规模研讨会；与写作指导老师每周进行一次交流

### 教授介绍:

维姬·罗素 (Vicki G. Russell)

### 现任职位

杜克大学汤普森写作课程写作室主任

### **教育背景**

1968 年获得塔夫斯大学英语学士

1972 年获得乔治亚大学英语硕士

### **管理经验**

2000 年—至今：杜克大学写作室主任

1996 年—至今：杜克大学汤普森写作课程高级讲师

1998 年—2000 年：杜克大学跨文化写作助理主任

1985 年—1996 年：加州大学欧文分校写作课程主任兼讲师

1985 年前：在各类机构的中学、社区学院和大学教学

Dates / contact hours: Four meetings a week for seven weeks / 38 contact hours

Academic Credit: 3

Areas of Knowledge:

Modes of Inquiry: W, CCI

Course format: seminar

### **Instructor's Information**

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Vicki Russell

Durham office: 919 668-0900

Mobile: 919 260-1271

Email: vgr@duke.edu

### **Prerequisite(s), if applicable**

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For Duke undergraduates, completion of Writing 101

### **Course Description**

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#### **Writing Across Cultures**

Writing experience and training through theme-based seminars on topics such as body and illness, local communities, art and dance, folktales and children's literature, photography. Course component includes cross-cultural inquiry within writing, as well as an emphasis on making texts public. Additional one-on-one tutoring for EFL (English as a Foreign Language) students.

#### **Course theme for first seven-week block in Fall 2014:**

Visual Rhetoric and the Language of Photographic Texts

How does the language of visual rhetoric and literacy operate in a multi-cultural social media world of iPads and cell phones, celebrity paparazzi photos, Google image, and Facebook? In what ways does the visual have a language and textual life of its own separate from cultural norms? What are the possible ethical implications of making certain images public and does this change according to geographical location and venue? To what degree does appropriating images involve individual and social responsibility for how these images are used?

To honor the diversity within the DKU classroom, students will start by first sharing their personal and culturally constructed personal writing backgrounds. By completing a series of projects that specifically analyze photographic texts from different cultural perspectives, students will then develop strategies for critical, thoughtful, and reasoned arguments. We will first focus on academic writing strategies and techniques – including close reading, research,

summary and analysis, prewriting, drafting, and revision strategies. We will, in turn, use these strategies and techniques to analyze iconic photographic images; for example, the Times Square kiss, the raising of the flag at Iwo Jima and at Ground Zero, the migrant mother of the Great Depression, the Afghan Girl, and Che Guevara. Field trips might include local photography exhibits. The final research project will be an annotated photo essay, where individual students or small groups of students will carefully select a single iconic photograph to comment on and analyze in relation to several other images. Thus, the whole becomes greater than the sum of its parts, with students creating and analyzing a new composite image. The actual labor of producing a written academic argument usually involves taking a text through several drafts. In developing their work-in-progress, students are offered practice in:

1. *Researching.* Students critically read scholarly work about their topics of interest. This research may include locating sources, questioning methodology, examining evidence, identifying social or political contexts, or considering the implications of an academic work.
2. *Workshopping.* Academic writers reread their own writing and share work-in-progress with colleagues in order to reconsider their own arguments. Students learn how to become critical readers of their own prose through responding to one another in classroom workshops, seminar discussions, and individual teacher/student conferences.
3. *Revising.* Students are asked to rethink their work-in-progress in ways that go beyond simply fixing errors or polishing sentences in order to extend, refine, and reshape what they have to say and how to say it.
4. *Editing.* As a final step in preparing documents for specific audiences, students learn how to edit and proofread.

One additional step will be for students to make their texts public, such as through the Thompson Writing Program website, or a student gallery display at Duke and/or DKU.

## Course Goals / Objectives

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### GOALS OF THE COURSE

The central goal of the course is to give guided practice to native English speakers and English language learners in intellectual reading and writing of the sort expected in other courses across the academy and in civic and professional life beyond the university, whether in China or elsewhere. Intellectual writing typically includes certain features:

- locates the project within the context of previous thinking on the subject
- responds to and makes use of the work of others
- judiciously offers reasons in support of its central claim
- recognizes the guiding assumptions and contingencies of the findings
- cultivates an attentiveness to how global contexts can shape and reflect rhetorical traditions, values, and beliefs.

Although the “Visual Rhetoric and the Language of Photographic Texts” course focuses on the complex relationships between words and iconic images, the reasoning, writing, and revising students will do in response to photographs and readings is akin to the scholarly

analyses they will take up elsewhere in their studies.

### **LEARNING OBJECTIVES FOR “WRITING ACROSS CULTURES” COURSE**

For this pilot fall semester this course is designed and taught by a scholar trained in the humanities. Future courses could be taught by scholars from the natural sciences and social sciences as well. Thus, although future individual sections might focus on different topics and readings, every section will emphasize writing as a social process and a commitment to helping students generate effective academic arguments.

Students will learn to:

1. *Engage with the work of others.* In pursuing a line of inquiry of research, scholars need to identify and engage with what others have communicated.
2. *Consider cross-cultural perspectives:* In an increasingly multi-cultural world, scholars need to cultivate a more in-depth understanding of cultural differences in academic writing and scholarly practices.
3. *Articulate a position.* The point of engaging with the work of others is to move beyond what has been said before. Scholars respond to gaps, inconsistencies, or complexities in the relevant literature, anticipate possible counterarguments or contradictory evidence, provide new evidence or interpretations, and advance clear and interesting positions.
4. *Situate writing for a multi-cultural audience.* In order to best contribute to their fields of inquiry, scholarly writers need to develop an awareness of the expectations and concerns of their intended readers. These expectations include not only appropriate and effective support for arguments, but also differing cultural conventions of acknowledgement, citation, document design, and presentation of evidence.
5. *Transfer writing knowledge into situations beyond the “Writing Across Cultures” course.* Even as scholarly writers situate their writing for specific audiences, they also need to transfer knowledge and practices across cultures, disciplines, and contexts.

As my former colleague Professor Van Hillard of Davidson College states,

No one is born an intellectual writer. Instead, intellectual writers acquire certain language behaviors through guided practice. Part of my job is to demystify and to explain the nature of academic reasoning, writing, and revising, and to suggest how you might strengthen your work and make it more effective and readable. The course challenges you to take on new and sophisticated analytic tasks and to construct a committed intellectual persona both on the page and in the seminar. You will need to analyze complex issues that have no single correct interpretation and advocate for what seems to you the best interpretations in the face of reasonable disagreements with colleagues.

### **SERVICE-TO-COMMUNITY COMPONENT**

A service to community component is central to this class. By signing up for this class, students agree to be available several hours a week to work in partnership with local children

in Kunshan. They will be paired with several classmates (a fluent Mandarin speaker in each group), and their commitment will be to mentor a group of children once a week. The program's activities will involve storytelling and photography and culminate in a "Take a Picture, Tell a Story" final project that will be part of a public exhibit at the end of the semester.

### **THE PUBLIC SPACE OF THE SEMINAR**

Our seminar class size permits us to engage in productive dialogue about texts and ideas. In order to assess their contribution to the in-class discussion, they should ask themselves these questions:

1. What observations or questions did I offer in response to the day's work?
2. How did I respond to my colleagues' observations and questions?
3. Did I treat my classmates and their comments with dignity and respect and respect any cultural differences?
4. What connections did I make between elements of the day's discussion and earlier class discussions?

### **Required Text(s)/Resources**

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*50 Photos You Should Know* by Brad Finger / Prestel Publishing / ISBN-10: 3791346113

### **Course Requirements / Key Evidences**

There are several writing projects in the course, with an increasing degree of complexity as the term progresses. We will start by examining a single image, then a single image and text, then two images and several texts and, finally, for the final project and public exhibit a montage of images with your own explanatory text. Dispersed among these major projects will be postings on Sakai in response to questions posed regarding the readings for a particular class. In addition is the service-to-community component of the course, with various directed reflections during the course of the semester. Field trips to local photography exhibits are also possible.

Prewriting exercises, drafting, and revising are integral to a student's success as a writer. Feedback will take a variety of forms - audio, written, and audio/written combination – from a variety of sources such as peers, teacher, and tutors.

### **Technology Considerations**

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1. Access to Adobe Illustrator software for the final project
2. Laptops for internet access to images
3. Sakai class site
4. Projection in class of images, and PowerPoint, Brainshark, and Prezi presentations

### **Assessment Information / Grading Procedures**

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Although I will comment extensively on your drafts, I will not assign final grades on your major assignments until the end of the semester. To assess your progress in the course, you will need to keep a portfolio of your work that includes both drafts and revisions of the major written assignments. I will also keep a file that includes your drafts (with my comments) and essay revisions and will evaluate your portfolio mid-way through and again at the end of the course. I will ask you to review your own progress as a writer mid-semester and at the end of the course.

I will calculate your grade for the course in the following ways

Final Portfolio of Four Essays .....	50%
Other as detailed in signed contract.....	50%

**GRADING CONTRACT NON-PORTFOLIO PART: 50 % OF THE FINAL COURSE GRADE**

\*To earn an A for the non-portfolio part of this course, which will count for 50% of your final grade, you must:

1. Engage actively during every class period, and always use classroom time productively. Everyone has an off day from time to time, but for nearly every class meeting your brain should be working the entire class time.
2. Participate actively during every in class workshop, and push yourself to provide your classmates with consistently thorough, thoughtful, helpful feedback. You should help your classmates to become better writers throughout the semester. Taking their work seriously enough to think hard about how it can be improved is crucial for your success, and theirs, in this course.
3. Use the feedback provided by your instructor and your classmates to improve your writing. You do not have to make every change suggested by your readers, of course, as readers will sometimes disagree. But you must take all feedback seriously, and your drafts should show evidence of your careful consideration of your readers' suggestions.
4. Work with your classmates to complete any group assignments to the satisfaction of everyone in the group. Divide group assignments fairly and complete, on time, all the work you agree to take on for your group.
5. Produce complete, thoughtful drafts of every assignment, and turn all work in on time. Post every assignment to Sakai by the deadline, and bring a complete, printed draft to every writing workshop.
6. Revise thoroughly and thoughtfully. Revision means substantially clarifying your ideas, reorganizing your argument, rethinking your claims, strengthening your evidence, deepening your research, adjusting your style, and/or reimagining your relationship to your audience. Make substantial revisions before submitting the final draft.
7. Proofread final drafts to eliminate distracting surface errors and typos. Final drafts do not have to be perfect, but you should learn any grammar rules that consistently cause you trouble, by talking with a classmate, using a handbook or online resources, and/or meeting with me.
8. Attend all scheduled conferences with me and with and come prepared to use the conference time productively. If I indicate on a draft that I would like you to schedule an appointment to talk with me, do so within the week.
9. Maintain your academic integrity and avoid plagiarism by (a) taking careful notes to help you distinguish between your own ideas and language and those you have borrowed from

sources, (b) attempting to cite all sources correctly even in first drafts, (c) mastering citation conventions and citing all sources correctly in all final drafts, and (d) never attempting to disguise another's work as your own, never purchasing essays online, and never engaging in any other act of academic dishonesty. New ideas only come about because we are all constantly borrowing ideas and sharing our work with others; be generous about attributing and citing those whose work has influenced your own.

10. Show respect for your classmates and your instructor. This includes using respectful language, taking each other's ideas seriously, and refraining from distracting behaviors, such as checking email, surfing the Web, or texting during class. Check that your cell phone is never on during class.

11. Be on time for class consistently, and be absent very rarely. Two tardies equal one absence. Being more than 10 minutes late for class counts as an absence. More than one absence, except for illness or other emergencies, throughout the semester will break the contract and affect the contract grade.

12. Be prepared for class. Complete the required reading, print any required handouts, and bring your laptop and whatever drafts, revisions, or research I've required.

**If you break the contract, your contracted grade for the course will be lowered as follows:**

For minor breaches, I will permit you a limited number of "Mulligans"—occasional minor missteps that will not break the contract. Several such breaches, however, will lower your contract grade to below an "A."

For major breaches (failing to participate actively in a group activity, failing to turn in or revise an assignment, having more than one unexcused absence, etc.): no Mulligans; your contract grade will immediately be lowered to an A- after the first major breach, B+ after the second, and so on.

You are responsible for being aware of and following the contract stipulations. I will help you remain aware by notifying you of excessive minor breaches and any major breaches of the contract.

**GRADING CONTRACT PORTFOLIO PART: 50% OF THE FINAL COURSE GRADE**

Essays 1, 2, and 3 will receive a composite, non-weighted final grade when you turn in all both at the end of the semester as part of your final portfolio. Late portfolios will NOT be accepted.

Once you submit your working drafts, you will receive detailed feedback from both peers and me. After submitting your final drafts you will receive feedback from me, and you will continue to revise until you submit your portfolio at the very end of the semester. We will also have writing workshops the last week, to give you a chance to work on revising for the portfolio. I will grade the portfolio as a whole and award one grade that will count for 50% of your final semester course grade.

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By signing below, I indicate that I have read and understood the course policies and contract requirements. I agree to abide by these policies and requirements.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Diversity and Intercultural Learning

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The thematic choice for the pilot semester of “Writing Across Cultures” is visual rhetoric/iconic photography, which lends itself to equal access by a diverse group of students to the materials being analyzed. Drawing from the diverse demographic of the students enrolled in the class, we will consider the impact of changing multicultural social, political, and economic forces on academic writing/critical thinking.

Writing workshops in class will illustrate the expectations of different cultures regarding both form and content, in comparison to the conventions and expectations of American academic. The combination of the visual and the written will provide a fertile ground for collaborative learning. In addition will be a greater inter-cultural understanding of the challenges of writing in a language other than one’s mother tongue, for both English language learners and native English speakers. A service-to-community program, with students interacting with children in the local community on a project that involves photography (“Take a Picture, Tell a Story”) will build on the multi-cultural backgrounds of the students and provide a shared experience.

## Course Policies and Guidelines

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### **ACADEMIC INTEGRITY**

We are members of an academic community, and academic intellectual integrity is essential. Please familiarize yourself with Duke’s web materials on plagiarism to ensure that you are aware of the academic conventions for crediting the sources you use. Plagiarism is defined here, and various possible misuses of source material are analyzed for their errors. The penalty for plagiarism is failure of the course and/or judicial sanctions. (See <http://library.duke.edu/research/plagiarism>).

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During the semester, you will meet regularly with a Writing Studio tutor based at Duke University in Durham, NC via Skype, Google Hangout, or Adobe Connect. The tutor will strategize with you about how to revise your work, taking up concerns about analysis, argument, and structural strategies. You will be able to schedule regular individual tutoring sessions. E-Tutoring sessions will also be available, where you can fill out a detailed

submission form and submit a draft for feedback electronically.

## Tentative Course Outline

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### **UNIT 1: Overview of “Writing Across Cultures” Course, Visual Rhetoric, and Iconic Photography**

Selected Readings: Errol Morris (*Liar, Liar*), Susan Sontag (*On Photography*), John Berger (*Ways of Seeing*)

Writing Workshop: Invention and brainstorming

Essay: Personal multi-cultural writing history

### **UNIT 2: Inquiry into Multicultural Writing Practices**

Selected Readings: *Chronicle of Higher Education*, *3 C's*, *College English*, etc. articles

Writing Workshop: Drafting and revising

Essay: Selected single image and text

### **UNIT 3: Case Studies of Iconic Photographs: Multicultural Perspectives**

Images: Times Square Kiss, Afghan Girl, Che Guevera, Iwo Jima, etc.

Selected Readings: John Lucaites (*No Caption Needed*)

Writing Workshop: Final editing and proofreading

Essay: Selected multiple images and texts

### **UNIT 4: Annotated Photo Essay Project and Final Exhibit**

“Take a Picture, Tell a Story” service-to-community final exhibit

Writing Workshop: portfolio revision

Essay: Exhibit quality photo essay