

卓越少年成长计划之



Duke Summer College for
High School Students program

杜克大学学分暑期学院

HANDBOOK

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欢迎加入我们

Welcome to Join Us

亲爱的同学们，在杜克大学学习的经历一定成为你人生中非常重要的经历，相信你一定会为踏上这段旅程而激动雀跃。但同时你也要意识到，中美文化的差异，学习的难度和强度也同样会使你备受挑战，生活上也会遭遇一些难题。但请把此看作是你开阔国际视野，包容文化差异，结交新朋友的宝贵机会。虽然只有一个短短的暑假，你也必将收获良多。

这个夏天，因你而精彩！



项目简介

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

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

❖ 时长：4 周

❖ 学分：1 个大学学分

时间：2014 年 6 月 28 日-2014 年 7 月 25 日

为什么要参加杜克大学学分暑期学院

❖ 官方授予学分

- 获取高分，叩开名校的敲门砖

❖ 高标准的学术要求

- 迎接学术挑战，体验作为一名杜克学生的自豪

❖ 与杜克大学生共同上课

- 结识杜克校友，互相切磋，听取杜克前辈申请名校的宝贵建议

❖ 强大学术指导阵容和居住体验

- 杜克大学-营地总指挥，教务长，住宿主任，学生活动主任，舍监助理辅导员五位一体的管理模式，照顾到你学习生活的方方面面。

❖ 同世界精英赛跑

- 与来自世界各地的精英共同上课，不断挑战自我

❖ 扩展精英人脉

- 合理的时间安排和丰富的课余活动让你充分的融入校园环境，使你有更多的机会结交各地好

❖ 使用杜克绝佳的教学设备和资源

❖ 杜克名师授课

- 互动启发式的教学，汲取课程精华



杜克大学简介

成立时间：1838 年

类型：私立综合研究型大学

所属地区：北卡罗来纳州 达勒姆市

大学排名： 美国大学综合排名第 8

学校简介：杜克大学的特别之处不仅 在于对学术优异的追求，更包含体育和其它相关领域。杜克大学历史上曾有过 “南方哈佛” 之称。其学费之昂贵与哈佛平分秋色，但杜克绝佳的设备、小班制、个别关照、城乡并重，及文武合一的观念，是其他大学极为称羨的杜克大学不但是一流学术殿堂，更是修身养性、术德兼修的好地方。杜克大学的特别之处不仅在于对学术优异的追求，更包含体育和其它相关领域。杜克大学历史上曾有过 “南方哈佛” 之称。

气候和地理位置：美国东南部地域广阔，气候温暖而舒适。杜克花园风景优美，是远近闻名的景点。她坐落在北卡州 Durham 市，与人杰地灵的教堂山 Chapel Hill 及首府 Raleigh 市，正好鼎足而立，共同构成人文与地理上著名的“北卡三角区”。达勒姆气候宜人、人口多元化、经济发展迅速，处于美国国家级的高科技产业区。达勒姆市曾多次荣膺美国最适合居住的城市。

- ❖ 杜克的本科排名名列前十，且商学院、神学院、工程学院、环境学院、法学院、医学院、护理学院和公共政策学院等都是各自领域内的佼佼者。
- ❖ 杜克大学的招生选拔极为严格，杜克的学生来自美国各地和全世界九十多个国家。
- ❖ 杜克大学是一所国际性的大学，本部有超过两千名留学生，教授二十五门外语，从巴西音乐到非洲舞蹈，艺术课程也是包罗万象。
- ❖ 该校的图书馆藏书量是全美第 8 名，仅次于哈佛、耶鲁、哥伦比亚、斯坦福、芝加哥、康奈尔和普林斯顿。



课程活动及安排

四周学分日间课程学习（二十选四，最终落实一门）

课程涉及历史，生物，心理，哲学，社会等诸多领域，学生可从 30 几门学科里列出自己最感兴趣的 4 门课程，杜克会根据学生的选择和选课情况最终为你安排 1 门课程深入学习。

晚间课程（3 次/周）（三选二，最终落实一门）

大学入学指南

美术：探索世界

语言集训：汉语或英语

丰富的课余活动

才艺展示；电影之夜；舞林大会；及运动赛事等

周末活动

远足旅行，校园活动，宗教服务活动（非强制性），学习研究等



选课指导

杜克大学所有的课程均由学术部门发起并得到院系部门的同意。部分课程被认定为常规课程, 每年至少开课一次; 也有一些课程是针对某个“特定话题”而开设, 这部分课程流动性开课, 可能只会开设一次。每门日常课程周一到周五上课, 课程结束前校方会安排考试, 通常班级为 10-18 人不等。日间课程为上午或下午 2 个小时, 早上或下午没有课时, 你将会得到关于当天学习内容的学术指导。

关于选课须知:

1. 请在你的杜克申请表上按照你自己的兴趣依次排列你最喜欢的课程, 可以选择 4 门, 杜克最终为你落实一门课程。选课, 请注明选课课程名称。
2. 杜克暑期学院会尽量按照你的第一选择为你进行选课匹配, 但如果该课程已被选满或因特殊原因无法开课, 杜克会依次按照你的排课选择顺序来安排课程。
3. 选课前, 请务必仔细阅读课程描述, 选择适合自己的课程。杜克并不会为任何一个学生进行更改选课。如需帮助, 学生可以征询老师, 家长, 或 DIPONT 顾问老师的建议以得到全面的了解。
4. 杜克暑期学院会先为符合申请条件学生落实晚间课程, 日间课程选课匹配的时间将于 2 月 18 日正式开始。

日间课程 & 详细介绍

❖ 日间课程目录 (中英文):

Introduction to the Arts of the Moving Image 动态影像入门

Genetics, Genomics, and Society: Implications for the 21st Century

遗传、基因与社会: 对 21 世纪的影响

Advertising and Society: A Global Perspective 全球视角下的广告与社会

Globalization and Anti-Globalization 全球化与反全球化

Game Theory 博弈论

Classics of American Literature, 1915-1960 古典美国文学 (1915-1960)

Language and Social Identity 语言与社会认同

Introduction to Evolutionary Anthropology 进化人类学入门

An Introduction to the Interplay of Science, History and Theatre

科学、历史和戏剧的相互影响

Modern America: The United States from 1930 to Present 现代美国（1930 - 至今）

Vampire and the Gothic 吸血鬼与哥特式小说

Introduction to Philosophy 哲学入门

Introductory Seminar on Big Questions in Physics 物理学揭秘

Simulating Matter on a Computer 关于物理学现象研讨

Campaigns and Elections 竞选与选举

The Psychology of Gender 性别心理学

Public Speaking 公众演讲

War, Media, and Law 战争、媒体与法律

❖ 日间课程详细介绍（英文）：

Arts of the Moving Image

(Arts of the Moving Image/AMI) Introduction to the Arts of the Moving Image. This course will explore the expression of experience and the dimensions and textures of living in the world through cinema. Through viewing a diverse range of works from the narrative, documentary, and experimental traditions, we will consider the impact and value of film upon our lives and upon society. In addition to screenings, short readings, and in-class discussions, students will work toward completing their own short moving image project.

Biology

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

Cultural Anthropology

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

(Cultural Anthropology/CULANTH) Globalization and Anti-Globalization. The politics and process of globalization in light of the responses, ideologies, and practices of the anti-globalization movement are examined in this course. We will focus on the interrelationship between the analysis of globalization and policy formulation on such topics as social justice, labor, migration, poverty, natural resource management, and citizenship. Emphasis will be given to case studies from the United States, Latin America, South and East Asia, Africa, and Europe.

Economics

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

Lastly, we study situations of asymmetric information between players. We give specific references to issues of principal-agent problems, moral hazard, and adverse selection as applied to monitoring, signaling, and “lemons” markets. We will also discuss bargaining models. The course concludes with a critical analysis of the theories and assumptions used in game theory. In particular, students debate the usefulness of concepts of “rationality.”

English

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

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

Evolutionary Anthropology

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

Global Health

(Global Health/GLHLTH) Global Health and Human Rights. In this course we will examine philosophies, institutions, practices, and professional cultures of global health and human rights, with an emphasis on instances where the two overlap. In addition, we will consider claims that

health is a human right and relationships between health and other human rights as well as study social movement organizing that has expanded access to healthcare worldwide and turned claims that health is a human right into policy. Topics include the following: philosophy of health and human rights, health social movements, community and social movement organizing strategy, NGOs (non-governmental organizations), global health and war, refugees, humanitarian organizations such as Doctors Without Borders and the Red Cross/Red Crescent, comparative political economy of healthcare policy, health disparities, culture and health, gender and health, health and democracy, alternative ethical and policy frameworks to human rights, and relationships between health and other environmental and social justice movements.

History

(History/HISTORY) An Introduction to the Interplay of Science, History and Theatre. Theatrical pieces relating to themes and personalities in science and medicine have burgeoned since the early 1990s, with such efforts as *Angels in America*, *Proof*, and *Copenhagen* being but a few examples. But is this merely a recent phenomenon? The course suggests otherwise and takes as its point of commencement key moments in opera in the 19th century, including *La Traviata* and *La Bohème* to discuss the history of disease, before moving to the 20th century to consider such seminal works relating to science and social justice such as *Inherit the Wind* (involving the natural sciences) and *Galileo* (the physical sciences). For works written in the late 20th and early 21st centuries, medicine is considered again through the plays *Miss Evers' Boys* (syphilis), *Angels in America* (HIV/AIDS), and *Wit* (cancer); similarly, the physical and mathematical sciences find representation in *Proof* (a Tony award winning play on a rediscovered mathematical find), *Arcadia* (chaos theory) and *Copenhagen* (a celebrated retelling of a key encounter between the physicists Niels Bohr and Werner Heisenberg against the backdrop of the Second World War). Throughout the historical context of the themes and the prevailing science of the times will be discussed through critical readings, commentaries, and performances, both screened and staged. A major component of the course will include theatrical workshops as well as a staged reading/staging by the class of one of the plays discussed or generated from the class itself.

(History/HISTORY) Modern America: The United States from 1930 to Present. This course explores the recent historical roots of the social problems, political debates, and cultural currents that make up life in the U.S. today. Have social movements for racial and sexual equality fulfilled the promise of the 1960s, or have identity politics fractured society? How does Vietnam haunt current debates about military interventions abroad? What are the long-term consequences of presidential scandals like Watergate, the Iran Contra affair, and the Monica Lewinsky scandal? What fueled the simmering conservative movement that resulted in Ronald Reagan's landslide victory of 1980? When did "outsourcing" begin and why? How did Detroit go from being an industrial and cultural hub at mid-century to filing the largest municipal bankruptcy case in U.S. history in 2013? How has environmentalism changed from the first Earth Day in 1970s to today's responses to climate change? This course will introduce the major political, economic, social, and cultural transformations in the United States from 1965 up to the present day. You will learn core methods of historical research and interpretation, including how to analyze primary sources and evaluate historical claims. As we approach the end of the term, you will be challenged to think historically about current events. Texts for the course will include scholarly articles and books as

well as primary sources such as speeches, articles, letters, photographs, court opinions, and television clips. An additional theme of the course will explore how we remember events from the past through films, novels, documentaries, and memorials. Class meetings will alternate between lectures, class discussion, films, and in-class workshops that focus on particular skills and course assignments.

Literature

(Literature/LIT) Vampire and the Gothic. Recent vampire movies and television shows such as the Twilight series, The Vampire Diaries, and True Blood are the youngest offspring of a long history of vampire fantasy. The bloodthirsty monster made its first appearance in literature in nineteenth-century gothic fictions. Since then, contrary to the idea of everlasting youth, the vampire image has aged and transformed through time. From a rodent-like freak to nocturnal Prince Charming with werewolf sidekicks, the vampire continues to reflect collective anxieties about disease, sexuality, and otherness. What makes the vampire such a fertile metaphor? How is the vampire different from other fantasy monsters—werewolves, zombies, and others? How does the mutation of the vampire image in different cultures tell us about cultural translation, diaspora, and intertextuality? We will think about these questions through close reading and critical analysis of texts from the gothic classics (Dracula, Carmilla), contemporary vampire fictions (Let the Right One In, Fledgling), vampire movies (Nosferatu, Bram Stoker's Dracula, Interview with the Vampire), to Japanese anime (Vampire Princess Miyu, Vampire Knight).

Philosophy

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

Physics

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

(Physics/PHYSICS) Simulating Matter on a Computer. The course introduces students to the concept of phases of matter and how these phases can change by changing external parameters such as temperature and density. Students also get hands-on experience understanding these concepts through simplified models by performing calculations using a computer. Students should have some background in physics (basically understand the concept of energy of physical

systems) and be able to do some simple computer programming.

Political Science

(Political Science/POLSCI) Campaigns and Elections. Every four years the United States engages in a presidential campaign and election. Following the election of 2008 there was much talk about grass-roots organizing, coalitions, and the use of social media and other modern technology. In the wake of the 2012 election, pundits reflect upon the use of targeted demographics and the impact of super PACs (political action committees). This course will examine the campaign process, voting and elections in the United States, and the varying role of media in campaigns. We will focus upon the nomination and election process, the critical evaluation of various empirical models of voting behavior in presidential and congressional elections, and the impact of election outcomes on the content and direction of public policy in various historical eras in American politics.

Psychology

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

Public Policy

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

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

晚间课程 & 详细介绍

Intensive Language Instruction

In today's global marketplace, stand out from the crowd due to your communication skills in a second or third language. This option includes intensive language instruction in either Chinese or English for non-native speakers. Classes take place three evenings a week for the four weeks you are enrolled. Although there is no prerequisite, classes are designed to accommodate different levels of expertise - you can take this class regardless of your experience with the language. Class size will not exceed 10 students in order to provide individualized support.

语言集训：汉语或英语

随着科技的进步，社会的发展，世界越来越趋于一个地球村，而语言不通则成为了地球村发展的一个阻碍。熟练运用双语的沟通的能力不仅有助你受到名校，名企的青睐，使你木秀于林，同时也会架起不同语言国家沟通的桥梁。该课程专门为非汉语、非英语为母语的学生设置，每周 3 次课。为了满足不同层次学生的语言需求及给予学生足够的关注和个性化的指导，该课程采取小班教学，班级人数小于 10 人。

Prepare for College Success

For many college freshmen, the first year at college can prove challenging without adequate preparation. Going beyond just learning how to create a strong application to top universities, this class includes tips on academic writing for college papers and information to improve your test-taking and study skills. You will learn what to expect during your freshman year, and how to avoid common mistakes that can diminish your chances for success in this important first year. We will review specific information about the SAT test and you will learn how to get involved in important organizations such as student government to enhance your college experience.

大学入学指南

你了解美国的大学生活吗？你是否有过初入学时的紧张和不适应？你是否想在大一期间就抢占先机，为未来的成功奠定基础！该课程提前为你打造一个多角度了解美国大学学习生活的平台。课程内容丰富多样，包括：如何准备顶尖大学极具说服力的申请材料，大学论文写作，应试和学习技巧，如何规避易犯问题，SAT 讲解，怎样参与校学生会等。

Fine Arts

Be inspired as you take hands-on classes at the [Durham Arts Council](#) where you will learn about Morocco, Iceland, Jamaica, and China through the lens of fine arts and using a variety of different artistic mediums. As part of the international community at Summer College for High School Students, you will further broaden your cultural understanding and your appreciation of global citizenship. Enjoy concerts or performances such as those offered through the [American Dance](#)

[Festival](#). Learn about Durham's thriving arts community and have fun while exploring the world through fine arts. Class size will not exceed 15 students.

美术：探索世界

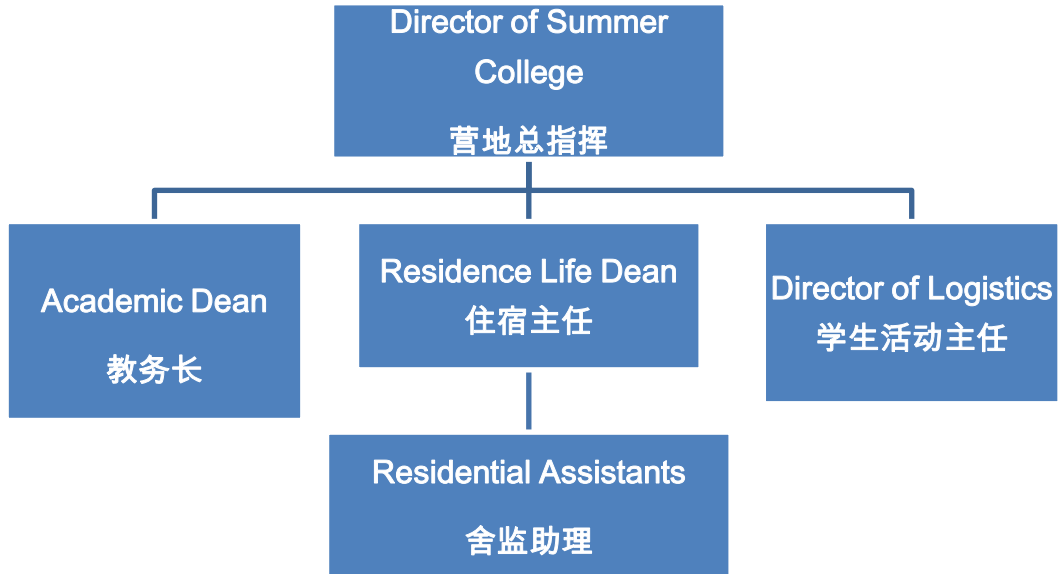
课程在达勒姆艺术委员会进行，课程分为观展和动手实践课两部分。你将通过一系列不同的艺术表现形式了解摩洛哥，冰岛，牙买加及中国的艺术。作为暑期学院的国际社区的一部分，你将进一步扩展对别文化的理解。美国舞蹈节上，你还可以欣赏到音乐会和演出。达勒姆艺术社区让赋予你快乐的同时也让你通过美术发掘这个社会。班级人数不超过 15 人。



Example of Academic Day

8:00 am – 10:00 am	早餐
10:00 am – 12:05 pm	课程学习/学术指导（必须参加）
12:05 pm – 14:00 pm	午餐、午休
14:00 pm – 16:00 pm	课程学习/学术指导（必须参加）
16:00 pm – 19:00 pm	校园生活，晚餐
19:00 pm – 20:30 pm	晚间课程（每周 3 次）（必须参加）
20:30 pm – 22:00 pm	校园生活；校园活动；课程复习
22:00 pm	当天总结会议（必须参加）
23:00 pm	就寝

营地管理模式



关于住宿

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

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



项目申请资格

现面向以下学生遴选：

- ❖ 10-11 年级在读
- ❖ 英语语言能力优突出
- ❖ 渴望挑战自我，提升自我
- ❖ 成绩优异有浓厚学习兴趣
- ❖ 有意愿进入美国顶级名校深造的学生

项目流程

- 11月-12月** 了解项目；学生遴选；填写预报名表
- 11月-12月末** DIPONT 组织ITP 考试（无托福，雅思成绩的学生）
- 11月-12月** 确认报名，签属协议，**同时缴纳不可退还申请费100美金或人民币620元**
- 11月-12月末** 提交项目申请材料
- 1月-2月** 杜克暑期学分学院材料审核
(通常于递交完整申请材料的3周后，通知录取结果)
- 2-3月** 陆续收到杜克暑期学分学院录取通知后5天内一次性支付全额项目费
DIPONT 辅助服务：机票征询
- 3-4月中** 陆续收到签证材料
- 4月-5月** 递交签证材料 /签证预约 /签证辅导
- 5月-6月初** 赴美国领使馆面签并获得签证
- 6月中** 行前综合培训
- 6月28日** 出发赴美
- 7月25日** 结束学分项目



项目申请材料

Step1: 申请资格筛选面试阶段:

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

Step2: 确认申请阶段:

- 1) 缴纳申请费 (100USD 或 620 元 RMB)、签署协议;
- 2) Program Application Form 项目申请表; (DIPONT 提供, 请用蓝色笔签名)
- 3) 申请论文陈述: 你为什么是该项目最合适的申请者; 你选课的理由;
至少提供 2 段具备说服力的陈述说明
- 4) 简历: 注明学术或非学术性的经历; 之前参加过的社区服务及课外活动; 所获奖励;
是否担任领导性角色等
- 5) 高中期间所有成绩单 (英文翻译件, 需盖学校红章。)
- 6) 教师推荐信 (一封英文, 需强调你在学术、学科上的能力, 有模板)
- 7) 语言能力证明: 要求提供雅思或托福成绩
- 8) PSAT/SAT/ACT 成绩 (如有)

Step3: 签证面试阶段: (略, 详见面签材料准备)

注: 提前递交给我方的电子版材料:

- 填妥的 DS160 信息收集表 (信息请务必填写完整), 我方负责网上 DS160 在线填写。
- 美国签证照电子版(白底, 51mm×51mm, JPEG 格式, 尺寸大小在 600 像素 (宽) *600 像素 (高) 到 1200 像素 (宽) *1200 像素 (高) 之间, 拍照时请和照相馆说明是美国签证照片), 用来为学生在线填写 DS160



项目费用

日期: 2014 年 6 月 28 日-2014 年 7 月 25 日

项目费用: **\$9,330**

费用包含: 报名费 (100 美金)、营地费、美方接送机费、SEVIS 费用 (200 美金)、保险费、申请材料审核、材料邮寄、签证预约、签证辅导、行前辅导、与美方 24 小时的紧急沟通与联络、其它辅助服务等。

费用不包含:

国际机票、签证费、赴上海签证往返交通费、中国国内接送机交通费、个别课程的试验费、书本费、一切个人花费及上述未提及的一切其它费用。

注: 杜克校区不提供床品, 学生可自行携带, 也可租用杜克的床品套装 (1 套床套, 1 套床单, 1 个枕头, 1 个枕套, 1 条毯子, 4 条脸巾, 4 条浴巾) 共计 \$47, 如需租用, 请跟项目老师确认后, 汇款时一并汇出此笔费用。



常见问题 Q&A

1. Summer School 是什么?

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

2. 我可以选几门课程呢?

你可以选择 1 门日常学分课程及 1 门晚间非学分课程。请务必在申请表上注明你的选择, 请选择 4 门并按照你的喜好进行排序。杜克会尽量根据你的要求进行课程安排。杜克对课程的要求十分严格并配有助教, 助教和所有的学生一同参加日程课程的学习。参加该项目是为了给学生一个真实的在杜克校园体验学习的机会, 所以课程讲师不会再为学生做特殊的课程或住宿安排。晚间课程, 需要在申请表上列出你的第一和第二选择。

3. 学分课程可以学习哪些科目？

可以选择科目有很多，请参照的选课课表。

4. 申请 Summer School 是否需要提供 TOEFL 成绩？

如果要报考学分课程必须提供 TOEFL 或 IELTS 成绩，杜克也会根据你提供的成绩单作为是否录取的重要参考。

5. 杜克暑期学院截止日期是多少？

Summer School 每个大学所提供的截止日期是不同的，以今年为例，杜克大学官方为 4 月中，但杜克是面向全球招生，而且只有 130 个国际学生的名额，对于符合条件的学生，是以先到先得的录取原则，所以请同学们尽早申请。

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

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

7. 我什么时候知道我被录取了？

一般情况下，你将会提交一份完整的申请表格 3 周后得到是否录取的通知。

8. Summer School 是全日制上课么？

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

9. Summer School 的住宿是哪种形式？

参加 Summer School 的国际学生都需在校内住宿。为了让学生们更好的体验不同的文化，促进交流，住宿被打乱分配。

10. 每个班的师生比例有多少？

根据每个班的实际安排，通常情况下，日常班规模在 15-18 人。

11. 我在杜克学习可以获得几个学分？

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

12. 学期结束后学校是否颁发正式的成绩单？

学生在课程结束时进行考试，若成绩合格，杜克学分课程的学生可免费申请成绩单。

13. 参加 Summer School 的学生也是 B1/B2 签证吗？

学生需持 F-1 签证进入美国参加学分项目。

14. 被杜克录取是否有一个官方的最低标准？

杜克并不设立最低标准。杜克会根据学生的综合能力，多方面考量学生是否是一个合适的候选人，是否可以成功的完成杜克暑期学院的课程学习。如果，学生在提交申请材料后，暑期学院的招生官认为学生是一个很好的候选人，但发现语言能力不好，杜克暑期学院会委托狄狄邦给学生做面试，若通过面试，也会被杜克大学暑期学院录取。

15. 我可以要求和朋友住在一起吗？

杜克注重一个独立的学生体验，并提倡学生感受多元化的文化环境，所以分宿舍时会考虑将不同文化背景的学生分在一起。所以并不会考虑学生提出的请求。

16. 住宿环境是怎样的？

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

17. 如果我学习跟不上，不能毕业怎么办？

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

18. 是否会组织团队活动

会组织丰富的娱乐活动，如组织学生参观乔治华盛顿社区，去 OUTLETS 购物或 hiking 等。

19. 我什么时候知道我被杜克暑期学院录取了呢？

通常，提交全部材料后的 3 周内，你将收到杜克的录取决定以及关于晚间选课的征询。

20. 我可以从杜克图书馆借书吗？

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