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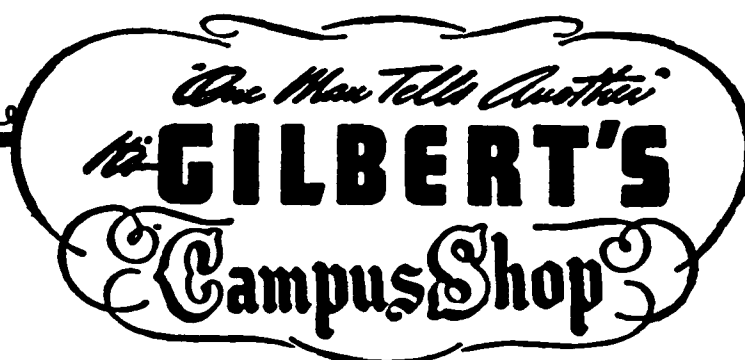
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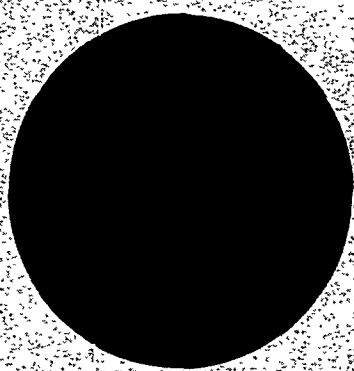
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scholastic

course evaluation

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NOTRE DAME-ST. MARY'S COURSE EVALUATION

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Notre Dame-St. Mary's Course Evaluation Booklet

With this issue of the magazine, the SCHOLASTIC once again offers to the University a Course Evaluation Booklet. Although our obvious purpose is to provide pertinent information to those students selecting courses for the spring semester, it would indeed prove a disappointment if this booklet is considered solely in light of that function. It is our hope that the data provided herein will provide faculty and administrators alike with a reliable reading of the effect their academic offerings have upon the student community. If education involves more than the soporific transfer of knowledge, more than passive acceptance of information from a superior authority, then student reaction to the presentation of course material is essential to the improvement of the academic life at this University. And it was with this higher purpose in mind that the SCHOLASTIC began early in September planning for this, our third, Course Evaluation Booklet.

Our method is basically similar to the approach used by the SCHOLASTIC in previous years. At a joint meeting held early in November, members of the SCHOLASTIC staff and the Academic Affairs Commission met to select student department chairmen to coordinate a review of the courses offered within their academic major. The chairmen, all superior and highly respected students, were then left to choose other students within their academic discipline to aid in the evaluation of their department. It was recommended that as far as possible the evaluation staff be comprised of Dean's List students of proven academic ability. Care was taken to insure the reviews presented reflected the general student reaction to the class reviewed and not the opinion of a single author.

It should be understood that many of the courses to be offered in the spring semester have never before been taught at Notre Dame. In these cases reviewers were asked to contact the professors personally, collect the required information and from this data, compile a projected profile of course and teacher.

Unfortunately the prohibitive cost of publishing an issue of this type makes its future uncertain. Two regular issues of the SCHOLASTIC had to be dropped from our production schedule in order to issue this booklet and still stay within the confines of our budget. Without the aid of extensive outside funding, publication of another evaluation booklet will prove impossible.

The SCHOLASTIC wishes to express its thanks to Miss Maureen Meter for her diligence and efficiency in compiling the St. Mary's section of this booklet. Our gratitude is extended as well to Dean Crosson, Phil McKenna, Bill Locke, Barney Gallagher, George, and Alice whose aid and encouragement have proved invaluable to the publication of this booklet.

The following five-part outline was the key used by Notre Dame evaluators in reviewing courses offered in the fall semester.

CONTENT

- general description of the course
- major emphasis of the course
- prerequisites for the course, if any
- composition of students in course (e.g., Junior and Senior AL)

PRESENTATION

- quality and style of lectures
- quality and style of discussion, if there is any
- relation of lectures and discussions to readings and to test material (The purpose of this section is to evaluate the *teacher's* ability to present his material.)

READINGS

- quality of: worthless or worthwhile?
- quantity of: number of texts, time given to read required texts
- approximate cost of texts

ORGANIZATION

- assignments: papers, projects, etc.
- examinations: number, degree of difficulty
- basis of final grade
- average final grade

COMMENTS

- writer's or interviewed students' evaluation of the course, outside of any consideration of grades, papers, and exams. Is this course, as presented by the teacher, a significant educational experience?
- would the writer or the students interviewed take this course again, if they had to do it over? If so, would they recommend the course only for majors, or for non-majors, too?
- included in most cases are some specific suggestions for improvement of the course, if it needs improvement.

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Art

Art 14

Basic Design, 8 TT 10; 10 TT 12

Douglas Kinsey

CONTENT: The first semester of this two-semester course emphasizes color theory and color design, using tempera and collage; the second semester emphasizes linear design in pencil, ink, etc. No prerequisites.

Students are primarily freshman art majors and sophomore architecture students, the latter being in the majority.

PRESENTATION: Lectures are kept to an introduction of the problem for the day.

Students generally understand the problem until they sit down to work, and then they describe the lecture as "over our heads." This might be due to several factors:

- a) the deceptive simplicity of the problem,
- b) the difficulty of internalizing a general principle and getting into the feel of the materials to be used,
- c) a tendency to find oneself relying on Mr. Kinsey's fatherly readiness to help.

The statement of the problem makes one self-conscious. The best work is done after one gets "pissed off" and realizes that the design process is already an inherent part of one's thinking and feeling, that the problem really explores nothing new in oneself, and that indeed "I *can* do it myself."

READINGS: No required readings, general design texts advised on one's own.

ORGANIZATION: Each class period is spent on a specific design problem. The projects vary from one period (two hours) or two periods long, to special projects that might take two weeks of in-class and outside work.

Final grade is based on grades given on each project, the student's own ability to pick out the best of his work, and a sketchbook worked on outside of class.

Average final grade is C+, B—, and that rounds off. Mr. Kinsey has been called a "rough grader," but it's simply that he cannot tell a lie.

COMMENTS: The specific-problem structure is good, requiring effort and awareness, and the student knows why he is there that day, even though he might not really know what the first step is.

You are on your way if you can work independently, on your own initiative. If you need praise every time you turn around, you won't hear a thing. Neither will you hear that your work is terrible; Mr. Kinsey is perhaps too kind. Perhaps he should be more explicit before the final grade. Usually, Mr. Kinsey will just silently look at your work, with a frown, for a long time.

Students who take the initiative and see him privately do get quite a thorough and helpful critique. Perhaps the large number of students in the course does not allow Mr. Kinsey to be so thorough with everyone.

You might not learn much about "art," but at least you learn about Mr. Kinsey as an artist and something about yourself.

Art 16

Basic Drawing, 2 MWF 4

Thomas Fern

CONTENT: This course covers the fundamental techniques and

practices of drawing. A comprehensive understanding of the various types of style and drawing media is emphasized. The second semester follows from the first but there is no prerequisite. The course is primarily for freshman B.F.A. students but is taken by students from all the colleges and years without any difficulty.

PRESENTATION: Dr. Fern's lectures and instruction are very good. His lectures cover a specific problem, probing the artistic technique required and how to attain it. The individual attention given contends with each student's limitations. Dr. Fern criticizes a student's work by complimenting the positive characteristics and showing how to correct negative aspects. The lectures and evaluations are of value to both the majors and non-majors.

READINGS: *Drawing* by Mendelowitz is an excellent book. The written material provides a readable development of drawing techniques and media and the history of drawing. The numerous quality reproductions make the book well worth its price, \$10.50.

The readings are very useful in developing a vocabulary of artistic terminology and not at all difficult.

ORGANIZATION: Dr. Fern requires ten drawings over the course of a semester. These cover specific problems which Dr. Fern develops along with the readings and involve both precision and imagination. There are occasional pop quizzes to keep the student up on his readings and knowledge of artistic terms. The quizzes are not difficult if the student has been paying attention. There is a final which covers both the drawer's skill and knowledge of terms. Usually a simple drawing is done, terms are defined and an essay or two are answered. The average final grade is a B with A's within reach for those who will work. The final counts for a drawing and the final grade is the average of the drawings. The quizzes and the student's interest in the course are influencing factors.

COMMENTS: Dr. Fern is very popular with his students. He demands a reasonable amount of work and in the end each student is surprised at what he has accomplished. Dr. Fern takes time to help each individual according to his needs. A student is taught what he must do to improve his drawings and how to do it. This course develops precise drawing techniques yet remains quite imaginative. Dr. Fern and his course are both highly recommended. It is a requirement for art majors and an excellent elective for the non-major.

Art 20

Art Traditions, 8 MWF, 1 MWF

Robert Leader

CONTENT: Art Traditions is usually considered a two-semester course, but either semester may be taken without the other; there are no prerequisites. The course is mainly composed of freshmen fulfilling the social science requirement, and freshman art majors, but there are a number of upperclassmen taking it as an elective. The first semester (Art 019) is a survey of art from the ancient world up to roughly the Renaissance. The second semester will bring the survey up to the present day.

PRESENTATION: The slide-lecture classes are anecdoted with stories of Dr. Leader's experiences in different parts of the world, while he was visiting museums and "landmarks in art." The quizzes are directly related to the readings and lectures which are both enjoyable and pertinent.

READINGS: The readings include *Anthology of Modern Art History Criticism*, *Pictorial History of Western Art*, and *Readings in Art History*—all paperbacks. The last two seem to be the most popular for the easy reading.

ORGANIZATION: For the semester there are five or six quizzes, a mid-term, and a final. They are composed of identification of landmarks and works of art, and essays on related art history. The quizzes were judged not overly difficult.

COMMENTS: The interviewed students' evaluations were varied although the majority felt the course was enjoyable and well-handled especially considering its nature. These students would recommend the course to anyone interested in "getting some . . . culture"; they felt it was a course where they could at least be exposed to art and its history in every aspect.

Art 22 Basic Painting, 1 MWF 3 Stanley S. Sessler

CONTENT: The course covers basic techniques of oil painting. Mr. Sessler emphasizes learning to apply the paint loosely, suggestively, while accurately observing value relationships of an object in its environment. The student is to learn the feel of the paint and its expressive quality when applied thickly.

There are no specific prerequisites, although it helps to have done some drawing, especially under an instructor, and to have worked with color before. The students are primarily sophomore art majors.

PRESENTATION: No formal lectures, though there are occasional talks of an autobiographical nature and fairly regular criticism of individual work. A highlight of the course is observing Mr. Sessler execute a still life, from designing the arrangement of his objects, to the finished work.

Examining the painting, one finds the theory embodied in rich technique. However, it never seems to appear in one's own work. The theory seems very difficult to internalize. Mr. Sessler's criticisms are specific and helpful as far as they go, but a lot seems to be left unsaid. Mr. Sessler holds back. Perhaps there's not enough time, considering the number of students in the course.

READINGS: Mr. Sessler advises reading on one's own. The informal structure of the course does not allow everything to be thoroughly dealt with. No specific texts.

ORGANIZATION: This is a two-semester course although beginners will be accommodated. First there is a series of abstract exercises in which the student learns the feeling of the paint and various ways one can apply it. Then the student moves into a more ambitious painting, a still life. Mr. Sessler urges the student to bring in objects of some personal interest, since then one's patience is less likely to wane when the complexity of the piece begins testing one's technical capacity.

The number of paintings is indefinite. Each student works until he finishes.

Final average grade of B is based on Mr. Sessler's evaluation of your progress as evidenced in a final review of all work done.

Fall semester students will be given relatively free rein in the spring.

COMMENTS: Mr. Sessler has an accurate eye; his criticisms are matter-of-fact. A good deal of the work in the course is learning to see what he sees when he looks at anything, especially one's own work. Sometimes it is discouraging to hear Mr. Sessler over the distance of so many years. He is the master, and, after all, we are "only beginners."

Mr. Sessler's Mondays off dampen one's motivation only if one lacks self-discipline, self-confidence, and is not used to working independently.

The lack of a definite goal is somewhat discouraging. The nature of oils is such that work can continue endlessly. Perhaps the course could be run more rigorously, with each painting limited to a specific technique or style, to be done in a specific

time limit. It would seem to be more helpful to concentrate on a specific problem, like texture, or how to suggest atmosphere, or pattern, that is, to build in our minds a more specific bridge from drawing into painting.

Otherwise, we learn something, and we have time to somehow forget. The same mistakes keep reappearing.

What it boils down to is that if Mr. Sessler could spend more time with each individual and give more thorough critiques more often, the course would be much more rewarding.

Art 32 Figure Drawing IIIb, 10 TTS 12 Stanley Sessler

This is an advanced course in figure drawing from the live model. It is concerned with detailed rendering of the figure to develop the student's hand and eye. The student is tested periodically over the semester.

Art 34 Painting IIb, MWF 12 Robert Leader

As a more advanced painting course the student is given considerable freedom within certain problems developed over the semester. The course is to expose the student to certain contemporary styles and ideas through their use.

Art 44 Painting IIIb, 10 MWF 12 Donald Vogl

This course is for senior B.F.A. students. It allows a student to develop his own ideas through fairly independent work. Mr. Vogl acts more as advisor than instructor.

Art 46 Metal Sculpture, 1 TT 4 Konstantin Milonadis

This is a basic course for developing the techniques of metal welding: soldering, brazing, and acetylene welding and cutting. It is a preliminary to the more advanced courses in metal sculpture. Mr. Milonadis' excellent works speak quite well for their creator.

Art 52 Advanced Drawing, 1 TT 4 John Mooney

CONTENT: An advanced drawing course enabling the student to direct and perfect his drawing techniques. At the same time, a great emphasis is placed on personal freedom to explore new areas of visual expression completely removed from the academic act of drawing. Freedom and awareness make it an excellent course for self-exploration of media and idea.

The course is comprised of junior and senior art majors and graduate students in art. Consequently, the students are grounded in the fundamentals of drawing. However, because of the freedom of expression, this course will provide anyone with a creative mind a chance to visualize his ideas in an art form.

PRESENTATION: Mr. Mooney carries on discussion on a personal level with all the students in class. He challenges and occasionally guides student work to make them find the meaning in their work.

READING: There is no required text.

ORGANIZATION: An outside project is required. The guidelines provided for the project enable the student to work in any media capable of attaining the project's main direction and finalization.

COMMENTS: An excellent course for a student interested in experimenting with ideas on self-expression in visual forms. It is challenging and mind-refreshing if one is interested enough to really push his creativeness and talent.

Art 59

Baroque and Rococo, 9 MWF

Donald Yates

Covering the period between the sixteenth and eighteenth centuries, this course is structurally similar to Mr. Yates' other class. It covers the architecture, painting, and sculpture produced in Europe during this elegant age.

Art 68

Mannerism, 8 TT 9

Dean Porter

CONTENT: This spring the Art History department will offer a unique opportunity for both major and non-major student a course, in Mannerism which will have an entire art gallery exhibition to complement it. The subject will be approached from a historic, sociological, literary, as well as aesthetic point of view. Emphasis will be on Italy, but the rest of Western Europe will be covered with due concentration on Brueghel and his Flemish contemporaries, El Greco and the School of Fontainebleau. At the same time (Feb. 22 to March 31) the Art Gallery will be presenting its most important exhibition to date, *The Age of Vasari*. This major Mannerism show will offer the student immediate access to works of many of the artists he will be studying. The exhibition will draw on fine works from both American and European collections, with emphasis on Florentine artists.

This course is primarily for art majors (art history) but the non-major is welcome to join the class. There are no prerequisites to the class but a general knowledge of art history would be helpful. The class will probably include a selection of undergraduates and graduate students.

PRESENTATION: Mr. Porter doubtlessly knows his material. As curator of the gallery, he has spent the last four years doing research for this exhibition. His course will follow a slide-lecture format, the lectures complementing the readings, with time given both during and afterwards for discussion. Mr. Porter's lectures are well organized, and his discussions of the background, the artists and the works are both interesting and complete. He consistently gives the opinions of various scholars, as well as his own. A unique advantage of the course will be a series of lectures by distinguished scholars, brought to Notre Dame in conjunction with *The Age of Vasari* exhibition. Their lectures will surely give another dimension to the study of Mannerism.

READINGS: The readings will be from a number of respected Mannerist scholars, most of the works available in paperback, and relatively short. Included will be Walter Friedlaender, *Mannerism and Anti-Mannerism in Italian Painting* and John Shearman, *Mannerism*.

ORGANIZATION: At the beginning of his courses Mr. Porter generally hands out well-defined study sheets outlining the lecture material and readings for the entire course. Besides the outside readings, there will be two papers, and perhaps a final examination. The average grade is B, based on papers, exam and class participation.

COMMENTS: The cooperation of the course with the art exhibition is a unique opportunity which should definitely be taken advantage of by art and art history majors as well as anyone

seriously interested in art, history and theology. The structure of the course suggests many wide possibilities for experiencing the Mannerist period, both historically and stylistically.

Art 76

Art History 20th Century, 4 TT 5

Donald Yates

CONTENT: This course discusses the significant artists and movements of the twentieth century. The emphasis is on the development of individuals and schools from the turn of the century to the present. This course follows a first-semester course in nineteenth century art history, but can be taken without the earlier course with no trouble by any Arts and Letters junior or senior.

PRESENTATION: Mr. Yates gives very informative, entertaining lectures. Mr. Yates knows his material quite well and presents it in an easy manner. He stops his lecture at natural breaks to answer any questions or discuss any comments by the students.

READINGS: The one text is *Painting in the Twentieth Century* by Hauffman. It has a minimal amount of reading material but a vast store of reproductions, a small number of which are in color. The readings are small, but a good primer for the lectures, which are much more complete. The text costs around \$5.00.

ORGANIZATION: One paper of fifteen to twenty pages. A final and a midterm. The tests require an honest understanding of the material beyond the simple memorization of the facts around the major works and artists. They are not easy and must be well prepared for. The topic for the paper is left to a large degree up to the student. Mr. Yates requires periodic progress reports to insure that the paper is a thoughtful development, and not just a quickly formed opinion. The average grade is a low B based equally on the tests and paper.

COMMENTS: Mr. Yates covers a vast amount of material in a refreshing way. He has a very enjoyable style of lecturing. The lectures are roughly an hour and a half long, but never seemed long or tiring even though they were at the end of the day. The material is covered quite well. The paper seems to be a burden at times but does help the student to develop a scholarly approach to an art historical problem. Mr. Yates is most helpful to anyone with any problems about his paper or course material. The course is strongly recommended for the non-art major who wishes to learn about the art of our century, and a pleasant requirement for art majors.

Art 88

Advertising Layout Ib, 8 MWF, 10 MWF

Frederick Beckman

Mr. Beckman teaches a very valuable course in corporate advertising. It is of as much interest to marketing students as to art majors interested in industrial design or advertising. It is a preliminary to Mr. Beckman's more advanced industrial design classes. Though there are some instances of repetition, Mr. Beckman provides a good understanding of the basic principles of advertising. His personal experience adds to the course.

Art 104

Graphics Etching, 7 W 10

Douglas Kinsey

CONTENT: A basic course in printmaking, the requirements of which are two editions per credit hour.

ORGANIZATION: In this class an edition consists of five consistent impressions of one print. The emphasis is on intaglio rather than relief.

COMMENTS: Unfortunately the class is crowded and work space is at a premium; however, Mr. Kinsey's devotion to the student and to the arts compensates for the lack of facilities.

Students should attend the first two meetings; they are

demonstrations. After that class attendance is not required. However, Mr. Kinsey would like to talk to each student about his work *in class* at least once every two weeks; if this is not possible, an appointment can be made with him. A student is expected to work 3 hours a week per credit hour; thus everyone needs to work outside of class for this course.

Variable credit. Recommended for both art and non-art majors.

Art 106

Lithography and Silk-Screening, 1 W 3

Donald Vogl

CONTENT: This is a very flexible course in the techniques of

lithography and silk-screening. Though the course is at present mainly composed of graduate students, Mr. Vogl is patient with beginner and advanced alike.

READINGS: There are several recommended texts used for technical reference. Although there are no tests, there are production requirements. Two editions, consisting of 20 prints each per credit hour, are required. This in itself involves much time and back-breaking work—but if you are interested in graphics the processes are exciting and very rewarding.

COMMENTS: Mr. Vogl encourages experimentation, giving students much creative leeway. He is always available for criticism and technical assistance. Attendance in class is requested. Recommended for all art majors.

Communication Arts

Communication Arts 56

Visual Communications, 11 MWF

Edward Fischer

CONTENT: Visual Communications is basically an experience in design theory and practice. There are no prerequisites or any special talents required for this course. All CA majors must take Visual Communications.

PRESENTATION: As anyone who knows Mr. Fischer will say, he is a soft-spoken man; but every word he speaks is important. Because he realizes that most of his students know little or nothing about design, the first part of his course is an elementary lecturing on rules of design. After the few weeks of formal lecture are over, the now sensitized student translates these lectures into concrete terms — design projects. Mr. Fischer is very capable and thorough. This makes class discussion unnecessary.

READINGS: No texts. No readings.

ORGANIZATION: The class itself is very well, and tightly, organized. The end of the lecture period finds the student buying rubber cement, construction paper, colored pencils and other markers. Approximately 15 projects will be assigned during the semester. These "cut-and-paste" exercises begin with the simple use of gray, white and black construction paper and gradually encompass more intricate problems of harmony in colors. Mr. Fischer outlines the different projects well in advance, making the work-load distribution even. Near the end of the semester, however, the complexity of some later projects often means some extra hours.

Mr. Fischer is very strict in regard to late projects. Cuts are also frowned upon. After all, the student is supposed to learn from classroom experience and Mr. Fischer's ever-present guidance. Most of the work assigned is done in the class period. Grades are based on the projects and two very objective tests of the Famous-Artists-School genre. There is no final exam. The student's projects are reportedly graded by a panel of design experts who are fairly lenient.

COMMENTS: Most students who take Visual Communications under Mr. Fischer, get more out of the course than they ever expected. The course makes one sensitive not only to harmony in design, but in other aspects of physical life around us. It is not a "miracle-course" for producing great artists and designers. Instead, it awakens, according to one student, some nerve endings while hopefully integrating basic design principles into one's experience.

Visual Communications is one of the few courses on both campuses beneficial to most people. The principles taught in the course are foundations of advertising, film, television, magazines, photography and even writing. If the course is completed successfully, it should leave one with the feeling of having experienced something useful.

Communication Arts 61

Department Seminar—Film

Donald Connors

CONTENT: Connor's only demand is that his students show an interest in film, technique and artistry. Making movies, watching movies, discussing movies — that's what the course is all about. The student can do work in both super-8 and 16mm (color); with his main effort publicly screened at the end of the semester.

PRESENTATION: Class is held one night a week. Occasionally Connors will lecture, but generally he screens films (professional as well as student) and follows with informal comment and criticism. Each student's work is viewed and discussed.

ORGANIZATION: The work is done individually, with each student working at his own pace, on both a short exercise and a longer piece of film. Connors is always available for advice and technical assistance. He suggests that his students see as many films as possible; attend his screen arts classes as well as the Cinema 70 offerings.

COMMENTS: The class is small and informal. Connors is competent, and personally dedicated to the growing excellence of student film-making. There is no censorship.

Communication Arts 61

Department Seminar—Television, 1 MW 3

Samuel McClelland

CONTENT: This "special studies" TV course combines classroom discussions with actual practice in the WNDU studio. It is the closest thing to a work-study course which the university offers. While the seminar discussions cover a wide range of television-related topics (censorship, responsibilities of the networks, production techniques, etc.), major emphasis is placed upon the development of skills in handling the studio equipment. After learning the operational and organizational techniques used in

running a television station, the class applies its new skills by producing a video-taped show of its own. Outside work is minimal.

The course is limited to CA seniors. Its structure demands that enrollment be no more than twenty students, and preferably less. McClelland offers the course both semesters, yet he hopes to limit the spring semester mainly to those who took the course in the fall. It takes most of the first semester just to learn the basic technical skills. If the students are experienced, then the class will be able to do more sophisticated and creative work. Any interested CA seniors who have not had the course before should sign up immediately, as only a limited number will be able to be absorbed into the class.

PRESENTATION: McClelland runs the class informally, and this is the way this type of seminar course should be handled. TV is his bag, and he gets the material across in an enjoyable manner. Since the primary objective of the course is the understanding and development of technical skills, the student gets as much out of the course as he is willing to put into it.

READINGS: There are two required texts: *The Technique of Television Production* by Gerald Millerson, and *Responsibility in Mass Communication* by William L. Rivers and Wilbur Schramm. They cost more than eight dollars apiece. Millerson's book is extremely technical and comprehensive. Fortunately McClelland limits the readings to pertinent chapters. No evaluation of the other book is available at the present time.

ORGANIZATION: Each student must write one hour-long television script. The final grade is based upon this and upon the degree of interest and capability demonstrated while working in the studio. There is the possibility of a final exam.

COMMENTS: It is apparent that McClelland knows his stuff, yet at times he is hampered by a lack of organization in his presentation of the material. Although enjoyable, the discussions are often rambling; and one rarely knows where the class is headed. Nevertheless, the course is both interesting and rewarding. All of the students interviewed said that they felt that the course is extremely worthwhile and that they found McClelland's teaching methods favorable.

Communication Arts 61

Department Seminar—News, 1 TT 3

John Twohey

CONTENT: The course is designed to familiarize students with magazine journalism and to develop skills to a professional level in this discipline. It is not, as some students believe, a natural follow-up to CA 64, *News*; the course may be taken without previous experience. (The student's background is taken into account.) However, the emphasis is on the literary journalism pieces one finds in *Esquire* and *New Yorker*, and a little ability is recommended, if not by the teacher at least by this reviewer.

PRESENTATION: Mr. Twohey is familiar with magazines (he is the editor of *Focus Michiana*), but his lecture style is not particularly good. This is due to his low-keyed approach and his long working day. He is adequate enough, though, to make the course worthwhile. He is best at leading discussions on topics pertaining to publications (eg., the role of media in light of attacks by Spiro Agnew; the reasoning behind the snobbishness of *Esquire*).

READINGS: Students read selected articles from *Ramparts*, *Time*, *Esquire*, *National Review*, etc. These afford excellent examples of the kind of writing Mr. Twohey wants. Last semester examples of public relations writings (eg. *Insight*) were also studied.

ORGANIZATION: Mr. Twohey gives a few quizzes and many writing assignments. These are usually based on the readings; but there are frequent assignments which must feature interviewing, reporting of major events on campus, and personal observations of simple traditions (eg. pep rallies, football games). Mr.

Twohey gives no tests, as he knows that improvement in writing is the key to this course. The average grade will probably be around B.

COMMENT: Mr. Twohey cannot give as much time to the course as he would like, and some students have felt frustrated by this situation. But he is bright, alert, and getting better at teaching every day. This course is valuable for those who want to develop their journalistic talent and gain a keener insight into mass media philosophy. It is not recommended to anyone else.

Communication Arts 64

News

News, 9 MWF

Ronald Weber

CONTENT: News is designed especially for students who have had no experience whatsoever in writing for the press. This is a fundamental course designed to teach the student the basic style and organization of the news story. The emphasis of the course will be on the fundamentals of gathering, writing and editing the news. Students will be exposed to the different methods of handling stories: the speech, the interview, etc.

PRESENTATION: Mr. Weber will teach this course as a workshop or laboratory. He believes that it takes a relatively short time for a student to become acquainted with the basic organization of a news story. From that point the course is an exercise in sharpening his skills: to be able to write quickly and accurately. Consistency is important.

READINGS: There are no texts or readings.

ORGANIZATION: The class will be of a laboratory nature. Students will be required to write stories in class. The final grade will be based on the consistency of the student's work. There are no tests. Students will be required to cover campus speeches and events on occasion.

COMMENTS: This is a skills course. It will be valuable only for the student who has never written for publication. Mr. Weber's presentation of what lecture material there is, is clear and concise. The most important aspect of the course is practice. In a skills course such as this, the burden rests almost entirely with the student. The instructor is less important here than in other major sequence courses. Which is a shame because Mr. Weber is one of the finest.

Communication Arts 68

American Studies II, 1 MWF

Ronald Weber

CONTENT: This vaguely titled course is the extension of Mr. Stritch's first semester course. It is required of all Communication Arts juniors. While Mr. Stritch's course dealt with the surface organization of the American culture, Mr. Weber will handle some of the dominant themes which swish beneath and help form the culture. It will examine the American attitudes toward his natural and man-made environment. It will be arranged in a historical chronology.

PRESENTATION: Because of the size of the class (approximately 70), the basic format of the class will be the formal lecture. On occasion, Mr. Weber may break the class into discussion groups. Mr. Weber will also utilize films and slides for illustration purposes. Despite the lecture format, the student rarely tires of listening to Mr. Weber for he has a genuine interest in the material and the student; and he presents it in an easily digestible manner.

READINGS: There will be a fair amount of reading. The student will probably have to purchase seven or eight paperbacks. Readings include Crevecoeur, Jefferson, Emerson, Thoreau, Cooper, Whitman, Twain, Crane, Garland, Dreiser, Fitzgerald and others.

ORGANIZATION: There will be numerous short (one to two-page)

papers, a midterm and a final.

COMMENTS: The basic required courses in Communication Arts, and there are but a few, are built on the assumption that the communicator, whether he be filmmaker, journalist or whatever, must have something of an understanding of his society in order to communicate with it. This course is designed to help sensitize the student to the movements of American culture and society. Though it is by no means intensive, it is nevertheless valuable. Mr. Weber is an excellent lecturer with an easy manner. His presentations are smooth and easily absorbed, but more than that, he knows whereof he speaks. Any course with Mr. Weber is worthwhile.

Communication Arts 103 Mass Communications, 10 TT 12 Samuel McClelland

CONTENT: This course will focus on Mr. McClelland's major field of interest: television, though applications can be readily seen in the other media. The class will study television communications with special emphasis on news, its management, freedom of the television press, outside intimidation of the medium and related subjects. There are no prerequisites for the course.

PRESENTATION: This will be the first course in the University's history to make extensive use of video tape lectures. Mr. McClelland's class will view 10 to 15 lectures on tele-communications, most of them made by the University of Indiana. Mr. McClelland dislikes formal lectures and prefers to call his class more of a seminar. Discussion will be important.

READINGS: At this printing the only text definitely decided upon is *The Half-Shut Eye* by James Whale, which deals with television and politics. There will probably be one additional text or a selection of hand-out readings.

ORGANIZATION: The final grade, and the student need not worry in this regard, is based on class discussion and a final. The final will probably consist of one question in which the student must draw upon the course background to take a position and defend it in a hypothetical situation. There may also be a few short (three-page) position papers.

COMMENTS: Mr. McClelland is especially concerned with recent political pronouncements on the media. He also disagrees with several of the positions presented in the video-taped television lectures. These differences should prove a solid base for lively discussions. Mr. McClelland has said the course will be more of a presentation and an explanation of the problems facing the media rather than an attempt to foist predetermined answers on the student. Because of the tremendous impact of television in politics, this course may be valuable for those interested in political science and government, as well as advertising, television or any of the other mass media.

Communication Arts 130 Screen Arts, 2 TT 4 Donald Connors

CONTENT: This course is offered as a broad exposure to different cinematic themes and techniques. Some of the important schools in film theory are traced, going back as far as the original silent films.

PRESENTATION: A film or a series of short film-clips is shown each class. At the beginning of class, Connors spends about five minutes giving notes about the film, putting it into the context of a cinematic movement.

READINGS: There are no readings required. For those who come into the course without a background in film theory, it is recom-

mended that they read *Film: A Montage of Theories*, edited by Richard Dyer MacCann.

ORGANIZATION: No tests. The grade is based on five subjective critiques which the student does on whatever films he chooses.

COMMENTS: The films shown this semester were of an uneven quality: some were superb artistic efforts, others were shown because they were important in their own time. Both are necessary for understanding film — or, more properly, for experiencing film. Although the course does not deal with any aspect of the cinema in depth, it is a good course for anyone with an interest in developing a discriminating taste in film. There are worse and certainly more boring ways to spend a semester.

Communication Arts 150 Film as Insight, 9 TT 11 Edward Fischer

CONTENT: As the course title implies, this is not a film production class. The fundamental tenet of the course is that "technique reveals meaning." The course will focus on what a director says and how he says it. It will examine various visual techniques used to achieve effects. There are no prerequisites for the course. It would be valuable for those who have an interest in film criticism, in film production or those who are simply interested in pulling the subtleties from film.

PRESENTATION: Generally the class will view a film then consider it or review it for discussion in the following class. Mr. Fischer will lecture briefly prior to each screening and will encourage discussion. He feels the discussions will be more valuable if the student has the opportunity to mull over the film between classes.

READINGS: There are no texts or readings, although the student in effect creates his own text. Forty films will be screened, none longer than 70 minutes. Included are documentaries, educational films, short subjects and student-made films.

ORGANIZATION: There will be no examinations. Each student will write probably five reviews during the semester.

COMMENTS: Mr. Fischer has not taught a film course in several years although he has had extensive experience in the field. He prefers a small class for discussion purposes. The schedule of 40 films will make the course valuable without any additions.

Communication Arts 2001 Yellow Journalism Robert Anson

CONTENT: The emphasis of the course is on learning how to discriminate vocal minorities from silent majorities so that you can effectively and subversively emphasize coverage of the former. The course is interdisciplinary, and includes the learning of how to raise an eyebrow at an opportune time when you're on TV. Other requisites of the course include learning how to give instant analysis of major political speeches and learning verbatim a short history which proves that censorship starts with mouthy vice-presidents.

PRESENTATION: Anson is a firm believer in the environmental approach to teaching. Therefore, he lies constantly and impudently to his class.

READINGS: The core of the readings consists in daily perusing of the New York-Washington media axis. Strongly recommended are the '66-67 *Observers* and current issues of the *Scholastic*.

ORGANIZATION: The major basis of the final grade is one lengthy and vindictive journalistic piece which must be an extension of rumors heard at Louie's. A bibliography must be given in which

you give credit to all reliable sources which you quote anonymously in your paper. All sources must actually be very unreliable; the best paper is one in which you have made up your own quotes. Extra points are given to those who catch Anson

telling the truth in class, and then react by smiling knowingly.

COMMENTS: For more information call 288-6026 and ask for Tom.

Economics

Economics 24

Principles of Economics, 11 TT; 2 MW

Frank Bonello, Frank Jones, Thomas Swartz

CONTENT: This is an introductory course to basic economic principles. The emphasis is on microeconomics, the study of individual economic entities which make up the aggregate economic system. The course covers such subjects as profit maximization, price determination, and the creation of money by the banking industry. The course is open to all students and is required for economics and business majors.

PRESENTATION: There will be two sections of Econ. 24 each having two lectures and one recitation per week. The lectures are attended by approximately 300 students while the recitations are broken down to about 18 students. Dr. Bonello will do all the lecturing for one section while either Dr. Swartz or Dr. Jones will lecture to the other class depending upon the particular topic being covered. The lectures are quite good although some students are turned off by their necessarily theoretical and factual nature. The test material is taken almost directly from the lectures. Dr. Bonello's presentation of the material is clear and straightforward. However it must be noted that if one is not attentive he may quickly fall behind. Dr. Bonello shows a thorough grasp of the subject and relates it to the students very well. When students were questioned on Dr. Jones' presentation adjectives such as very good and excellent were frequently mentioned. Dr. Swartz will be a new addition to the course, but he has established a reputation throughout the economics department as being one of its finest teachers. It is safe to say that the presentation of this course is above average.

READINGS: The text is *Economics* by Paul Samuelson, well-known modern economist. The text is good and closely parallels the lectures. A book of economic readings which is covered in the recitation sections is also used. The readings book brings many of the theoretical aspects of the course down to the practical level.

ORGANIZATION: Final grades are determined by two tests (25% each), the final exam (30%), and a recitation section mark (20%). The tests and final are basically fair and accurate in testing the student's knowledge. The recitation sections are primarily tutorials, but there may be one or two quizzes given to determine the 20% of the final grade. The average mark in the class is a 2.5.

COMMENTS: The course is an excellent introduction to economics. It is recommended for anyone desiring at least a basic knowledge of the subject. At times it tends towards the theoretical, but the teachers strive to relate the theory and its application and the consensus is that they do a very good job.

Economics 101

Intermediate Micro Theory, 9 TT 11

William Toal

CONTENTS: This is a microeconomics theory course. It deals with

the individual firm and consumer, and shows how the different resources are channeled to points of maximum satisfaction through the price mechanism. The major emphasis of this course is on three topics: theory of demand, theory of the firm, and price theory. The principles courses in economics are recommended and helpful for this course. The composition of students in the class is mostly juniors and seniors, with a few grad students. This is a required course for all economics majors.

PRESENTATION: The quality of Mr. Toal's lectures is above average. He seems to be well-prepared for each class. Questions are welcomed, as are discussions. Mr. Toal is deeply concerned with the student's understanding of subject matter. One common complaint of Mr. Toal's presentation is that he follows the book too closely, and class attendance becomes repetitious if you are reading your assignments.

READINGS: The text used is D. S. Watson's *Price Theory and Its Uses* (price \$7.50). This is the only required text and most of the readings are taken from it, although two outside reading assignments are noted on the syllabus. The text is good in some areas, but tends to get tedious and boring in others.

ORGANIZATION: There are two hour exams each worth 25% of the final grade, a final exam worth 30%, and a few problem sets which constitute the remaining 20% of your grade. There are no papers. The exams are comprehensive, but not impossible. Only material covered in class and in readings will appear on exams.

As in all theory courses there seems to be a polarity of grades — those who do well in theory courses end up with the high grades. In general, Mr. Toal is considered by most to be a fair administrator of tests and grades.

COMMENTS: This course is a significant educational experience if you are interested in micro-econ topics. This course is also imperative if you want a well-rounded economics background — that is why it is required of all econ majors. It is not recommended for nonmajors.

The subject content of this course is rated difficult by most students, but Mr. Toal's concern for the understanding of the material by all students makes it bearable.

Economics 101

Intermediate Micro Theory, 1 TT 3

Stephen Worland

CONTENT: This one-semester course, offered both semesters, is required for all economics majors and is open to a limited number of other nonmajors. It covers basic to intermediate price theory including the following topics: supply and demand, utility theory, indifference-curve analysis, theory of production, cost functions, and welfare economics.

The course emphasizes a conceptual understanding of micro-economic theory. One is not required to remember a lot of information or formulas, but rather to be able to understand, reason with, and manipulate theories. Heavy use is made of graphs and simple calculus. (The calculus can easily be picked up by anyone who has muddled through Calculus 11; the main

thing required is an elementary understanding of derivatives.)

Principles of Economics is a normal prerequisite for the course. With a handful of exceptions, the students are junior and senior econ majors.

PRESENTATION: Dr. Worland lectures in one of the most unique manners in the profession. He talks with the excitement of a sports announcer, swings his arms frantically, paces back and forth across the room, and scribbles graphs and equations furiously on the board. One might think the whole fate of the world depends on the price of corn. Nonetheless, his enthusiasm and excitement are felt by the students, and most of them seem interested in the lectures. One can generally follow the lectures if he studies the reading assignments beforehand. Many students, however, seem a little baffled by what is happening in class.

There is little discussion, because most of the material does not lend itself to dialogue. Dr. Worland allows a small amount of time for questions and is willing to answer others outside class. He sticks closely to a tight syllabus, and so spends most of the class lecturing.

READINGS: The one textbook used in the course is *Price Theory and Its Uses*, by Donald Watson. (\$7.50) The book is quite readable but it is written in compressed language and requires study. Most of the lecture material is in the book, although Dr. Worland tends to use a more mathematical approach than the book does. The readings are short and do not require an unreasonable amount of time.

ORGANIZATION: Besides the reading assignments, Dr. Worland gives approximately one written problem each week. The problems are meant to give the students practice more than to provide a basis for grading them. The grades are based primarily on three one-hour exams and one final. The exams require broad understanding of the subject matter, and the ability to apply principles to problems previously unseen. A good number of students usually leave the exam room in a state of total frustration. It is not an easy A.

COMMENTS: In this evaluator's opinion, Dr. Worland's class is one of a few which are consistently worth attending. Some in the class would not agree. A teacher needs great enthusiasm and maybe a little acting ability to present abstract theories in an interesting way. Dr. Worland seems to have both.

The course is undoubtedly worthwhile for economics majors. It would be less worthwhile for someone who is not taking two or three other economics courses in his college career. The course should be considered time well spent.

Economics 102

Intermediate Macroeconomics, 9 TT 11;
10 TT 12

John O'Connor

CONTENT: The course is for the study of macroeconomics with a deeper view than the principles. For this reason, the principles course is a prerequisite. Offered both semesters, this class consists of juniors and seniors, mainly economic majors.

PRESENTATION: For those with a good and recent background, the lectures seem to become bogged down. Class discussion is encouraged, which greatly helps the students that are not grasping the material. O'Connor extensively uses graphs, and one's understanding of them is needed to do well on the tests. The lectures cover everything that appears on the test.

READINGS: The main text, *Aggregate Economics and Public Policy* by Siegel, is supplemented by *Economic Report of the President — 1969* and *Monetary vs. Fiscal Policy*. The cost totals to around \$10. The assignments are not long, but the book is not very clear.

ORGANIZATION: Two or three hour exams and the final determine the grade. They often reiterate the lecture material. They have a tendency to be lengthy but this should be better in the future. Homework problems are distributed for the benefit of the student

— graded but not recorded. Also, there is a short optional book report for extra credit. It is due the last week of classes.

COMMENTS: O'Connor has a genuine interest in the student and helps him in any way that he can. His tests are considered difficult but fair. His grading is fair but not difficult. At the beginning of each class, O'Connor talks about contemporary problems, which helps to make the class interesting. The teacher's personality adds a lot to an otherwise mediocre course.

Economics 104

Latin American Seminar, 4 TT 6

Ernest Bartell, C.S.C.; William Lewers, C.S.C.

CONTENT: Fr. Bartell taught a somewhat similar course last spring with Jose Miguens, a sociologist from Buenos Aires. This spring he will be joined by Fr. Lewers from the Notre Dame Law School who is an expert on International Law and its implications for Latin America. The course will cover a wide range of topics associated with Latin America. The cultural and institutional barriers to growth, possible economic policy, and the particular legal aspects (actual commodity agreements in these countries, etc.) will be emphasized. The only prerequisite is the Principles of Economics course.

PRESENTATION: Both professors will always be present in class so that the economic factors and proposals will be viewed in relation to the particular legal considerations. Also there may be guest speakers on subjects like agrarian reform and foreign aid.

READINGS: There probably will be no textbook. Instead there will be a reserved reading list.

ORGANIZATION: Assignments will include short reports to the class but no long papers. Besides these reports the grade will be based on a mid-term and a final exam.

COMMENTS: Both professors have firsthand knowledge of the conditions of Latin America. Fr. Bartell has done extensive research in various Latin American countries. Fr. Lewers spent last summer teaching in Chile. It seems any course Fr. Bartell is associated with is bound to be an educational experience. His lectures are very interesting. They demonstrate how economics relates to all the other social sciences. But most importantly they communicate to the student the tremendous complexities involved in trying to analyze the situation in developing areas like Latin America.

Economics 116

History of Economic Analysis II, 4 TT 6

Stephen Worland

CONTENT: Juniors and seniors who have a very general knowledge of economics (i.e. principles and perhaps economics 101) are usually interested in this course. A survey of economic thought from Marx to present-day Keynesian concepts. Avoids getting too technical.

PRESENTATION: Dr. Worland's lectures are extremely well organized and there is ample room for flexibility and discussion. Test material is related to material outlined in class lectures. Attendance in class is not mandatory but reduces study time.

READINGS: There will be two short paperbacks entitled *Essay On Marxian Economics*, Robinson, and *Keynesian Revolution*, Klein. Various short articles and selections are also assigned. The readings are pertinent and not complicated.

ORGANIZATION: Four short (3-4 pages) personal analyses of various articles are required. Perhaps a midterm and a final. Seniors are exempt with a B average. Prof. Worland is a very fair grader. The average grade would be a low B.

COMMENTS: Prof. Worland demonstrates an enthusiasm which

helps make the course interesting. The material for the most part provides the student with a good background. Mostly economic majors would be interested, although history and government majors with an economic background could find the course worthwhile. With the advent of more discussion time the course is highly recommended.

Economics 132

American Economic History II, 8 MWF

William Davisson

CONTENT: American Economic History is a two-semester course. The first semester offered in the fall covers the centuries from the discovery of America to the Industrial Era. The second semester covers the Industrial Era to the present. There aren't any prerequisites for the course. While certain economic concepts are used the course is basically a history course from an economic point of view. The class is composed of juniors and seniors. This course would be attractive to anyone who is interested in seeing economic trends which have developed modern-day economy.

PRESENTATION: The class is carried on in a very relaxed atmosphere. Discussion is encouraged but is often lacking. Mr. Davisson lectures on a particular topic and then throws it out for discussion. Often little conversation follows. Mr. Davisson is adept at bringing out relevant aspects of economic development. He indicates a breadth of knowledge of the subject matter.

READINGS: The books to be read are: Faulkner's *Economic History*, *Views of American Economic History*; *The Industrial Era*; and an additional paperback. The readings are relevant to the course. They are reasonable in length and readable.

ORGANIZATION: Mr. Davisson doesn't give any tests. He requires three 5-8-page papers based on the readings. The format used for the paper consists of a short statement of the thesis presented by the writer and his theory of history followed by an explanation of how the thesis is developed in the book. Mr. Davisson usually reveals the thesis and theory of history during his lectures about the books. The papers are graded liberally. If the student misses the point of the book he is allowed to rewrite the paper without penalty. Mr. Davisson is a good grader. A-B can be expected from an average effort.

COMMENTS: The course is a good one for anyone interested in tracing America's economic development. It can be a valuable experience for someone who is willing to put time into the course.

Economics 141

Money, Credit and Banking, 9 MWF

John Croteau

CONTENT: This course studies the financial structure of the American economy. Emphasis is placed on the function of money and credit in the commercial banking and Federal Reserve systems.

PRESENTATION: The quality of the lectures is satisfactory. But Professor Croteau tends to be somewhat dry and sometimes strays from the subject matter. Another disadvantage is the absence of any class discussion.

READINGS: The text for the course is *The Foundations of Money and Banking* by Pesek and Savings. Also used is a paperback entitled *Financial Institutions* by Goldsmith. The texts are considered to be above average.

ORGANIZATION: There are approximately eight tests throughout the semester usually falling every week and a half. There is also a final exam given. The tests are unique—five true-and-false and generally three essay-type questions. The true-false section is worth 50 points, 10 points a question. An incorrect answer, though, penalizes a student 20 points—10 for the question and 10 for "guessing" wrong.

COMMENTS: As mentioned above, the texts are excellent. If one is interested in the subject and reads the material he will acquire a good knowledge of Money, Credit and Banking in our economy.

Economics 141

Money, Credit and Banking, 1 TT 3

William Toal

CONTENT: This course deals with the financial structure of the American economy. Emphasis is placed on the function of money and credit in the context of the commercial banking system and the Federal Reserve System. A basic familiarity with economic principles (Econ. 23, 24) is beneficial, but not essential.

PRESENTATION: Mr. Toal, in presenting his lectures, follows directly the presentation of the required text. The lectures generally attempt to elucidate the topics found in the text, and in this respect they are quite helpful. However, the lectures are not essential to understanding the course material.

READINGS: The readings for the course consist of one basic text and several articles on reserve in the library. Readings in the text are of moderate length, and the quality of the text is generally excellent.

ORGANIZATION: Final grades are determined by two exams (25% each), one final exam (30%) and (20%) consisting of homework assignments and at least one quiz. Exams are both objective and essay in nature, and should present no difficulty to the student who is adequately prepared. Thus the exams are fair, and the other work follows directly from the text.

COMMENTS: Student reaction to the course seems to be mixed. This course is Mr. Toal's first experience in teaching upper division courses. And as the semester has progressed Mr. Toal's lecturing has improved tremendously. In fact, the chief strengths of the course are found in Mr. Toal's explanation of the material and in his interest in the student. If the student is willing, he can gain an excellent familiarity with the subject matter. However, the main drawback of the course is the material itself. The course is required for all economic majors, and is taken by most of them grudgingly. The material dealt with in the course is similar to the subject matter found in other economic courses, and this fact alone makes the course less than inspiring. However, some value can be gained from the course if the student is willing to put in even a minimal amount of work.

Economics 148

Public Finance, State and Local, 8 TT 9

Thomas Swartz

CONTENT: This course covers the financial problems facing state and local governments today. The course is a study of both the expenditure and revenue sides of the problem, trying especially to relate to the question of urban development. Close look will be given to the question whether local governments can finance the projects needed to alleviate the troubles facing the cities and states. The course is open to both graduate and undergraduate students—the ratio usually being one-half. Prerequisites for the course are Economics 101 and 102.

PRESENTATION: The class is divided into half lecture and half discussion. Professor Swartz precedes each general topic with an introductory lecture. His lectures are interesting, helpful, and informative. Each student is responsible for a particular reading in each topic besides being generally responsible for the rest of the material. Discussions are free and open, and are generally very helpful in understanding the readings.

READINGS: The readings are good but extensive. The student can expect to spend a lot of time at the reserve reading room at the library, where he will get most of his readings.

ORGANIZATION: There are two tests, one midterm and one final.

The tests can be best described as fair: not easy, but not tremendously difficult. The grade is divided into three parts: one-third for tests, one-third for a ten-page paper and one-third for class participation.

COMMENT: This course is worthwhile for the serious student interested in this field. A lot of work is involved, but it can be well worth the effort.

Economics 152 Government and Economic Security, 11 MWF Mark Fitzgerald, C.S.C.

CONTENT: This course allows the student a glance at labor standards from the time of the Industrial Revolution in England up until the present mass industrial era. An intense and analytic examination is impossible in this course both because of the time limitation and the abundant amount of social material available for discussion. The primary areas studied include labor discrimination, the blight of the aged in this country, poverty, hunger, coal mining problems, medical care, and all the improprieties associated with these various areas, complemented by the social legislation that has been passed to rectify these problem areas. The course is made up primarily of juniors and seniors, and it is advised that you have at least the Principles of Economics course in preparation.

PRESENTATION: The lectures, while informative, appear to be taken directly from the readings and facts are spewed off so rapidly that your biggest pressure is to just get everything down in your notes. There is little or no class discussion.

READINGS: The main textbook, *Social and Economic Security* by Turnbull, is an extremely large and dry book. The other readings are equally bland and are on reserve in the library.

ORGANIZATION: One fifteen-page paper is required with four tests and a comprehensive final. These tests and the paper form the only basis for the grade, which rarely is below a B. The tests require just a simple regurgitation of the facts.

COMMENTS: The course is eye opening and affords you an exposure to many prevalent problems. Its matter in many ways is outdated. It could be improved by more frequent class discussion and by covering more contemporary issues. It should be noted, however, that Father Fitzgerald is an extremely competent man in his field and does care for you as a student. As such, he is respected by his students.

Economics 154 Collective Bargaining, 9 TTS William Leahy

CONTENT: This is the first time in a few years that this course has been taught. About 25% of the course is lecture, designed to familiarize the students with the basics of collective bargaining, and the remaining three-quarters of the semester is devoted to actual formulation of a labor contract with a fictitious company. The contract is determined through collective bargaining techniques.

In the past the majority of the 11 or so students (not more than 20) have been seniors with only a couple juniors.

PRESENTATION: Dr. Leahy's lectures are extremely casual with questions and discussion encouraged. The lectures are interesting and move rapidly. Dr. Leahy welcomes different views and opinions and listens to them with an open mind. Sometimes the dissenting opinions are the springboards for further discussion on the issue.

READINGS: The books for the course are *Impact of Collective*

Bargaining on Management and *Challenges to Collective Bargaining*. These books are used basically as reference books for the game theory section of the course and as supplements to the lecture material presented early in the course.

ORGANIZATION: There will be no tests. The entire grade for the course will be based on a student's performance in the collective bargaining sessions and on the quality of one term paper covering any topic in collective bargaining.

The bargaining sessions will be held primarily at night. The specific time is worked out by the participants.

Economics 162 Industrial Organization and Personnel, 11 MWF Christopher Fagan

CONTENT: This is a one-semester course offered in the spring. Most of those who take this course are junior and senior economics majors, but it is open to others. Don't be misled by the title. There is reference to industrial organization only as it serves as a skeletal framework for personnel administration. There are no prerequisites for the course.

PRESENTATION: Professor Fagan is undoubtedly a highly dedicated teacher who makes an admirable effort to make a colorless subject interesting. He is hampered in this effort by his lecture style, which is equally colorless and sometimes disjointed. He is helped by his ability to draw on his personal experience in business and his willingness to allow questions to influence the direction of particular lectures. It is difficult to take good notes but anything of importance that isn't in the book will usually be put on the board. Attendance is taken.

READINGS: The text, *Personnel Management*, is about as interesting as Indiana Bell's White Pages, and it is certainly no jewel of prose. It is usually to the point, however, and the great majority of test material is taken from it. There is more than adequate time allowed for readings but cramming is possible anyway. There are a number (15 last spring) of outside readings taken from business periodicals found in the library. It is difficult to say what the exact purpose of these readings is; they are not testable. They do serve to give an idea of the importance of the subject of personnel to business and are a welcome relief from the text in any case.

ORGANIZATION: The course is reasonably well organized, at least in the sense that you know from the start exactly what work is to be done and when. Final grades are based on three tests and a non-comprehensive exam. These are taken almost exclusively from the book and any other material is specified in class. The tests include an objective section with questions of the true-false, multiple choice or fill-in variety. There is also an essay section in which a choice of questions is given. The essays also require memorization of specific facts and little or no thought.

There are short, one- or two-page summaries due on each of the outside readings. These are not due at any specific date, but must be turned in on a regular basis throughout the semester. They apparently serve only to show Professor Fagan that the articles have been read: they are not marked. Here again a minimum of thought is involved and more than one hour spent writing any one is a waste of time. Average grade of those interviewed was C+.

COMMENTS: In terms of workload this course is no backbreaker. A common complaint was that the course bears little relation to economics per se. Some wondered why it was offered by the Economics Department rather than the Business College. Most felt the course could be improved by increasing the treatment given industrial organization and relating it to the theory of the firm as presented in the Principles and Micro courses.

However, for the Economics major who has grown tired of strict theory or for anyone who contemplates a business career, Professor Fagan presents a comparatively easy, cursory introduction to the field of personnel management.

Economics 166
Regional Economic Policy
in the European Community, 10 MWF
Thomas McDonagh, C.S.C.

CONTENT: The course is an analysis of economic problems and policies within the six countries of this community and its relationship to other national economies. It is open to second semester seniors and graduate students.

ORGANIZATION: The first third of the course is lectures. The second third is research on selected topics and the last part concerns itself with seminar discussions on research topics. A research paper is required. Further, a reading knowledge of any of the Western European languages in the Community is beneficial but not required.

Economics 176
Economics of the Soviet Bloc, 2 TT 4
Roger Skurski

CONTENT: This course is a pro-seminar for graduate and undergraduate students who have some familiarity with the Soviet economy. Part of the semester will be devoted to an analysis of the development of the Soviet-type economics with particular emphasis on Eastern Europe, and Mainland China and Cuba. The remainder of the course will deal with topical areas such as the economic reforms, foreign trade, foreign aid, and COMECON. Prerequisites: Econ. 173 or consent of instructor.

PRESENTATION: Professor Skurski functions well in the atmosphere of student-teacher discussions, so this course should carry on well.

READINGS: In order to obtain the most up-to-date information, Professor Skurski has not decided on the reading list. It may consist of a series of articles, or it may be actual text on the Soviet bloc. The amount of reading is sure to be above average, but it will also cover the subject well and be interesting.

ORGANIZATION: There are to be no examinations in this course. The final grade will be based on the weighted average of the papers and class preparation and participation. There will be several short papers and one major term paper.

COMMENTS: Professor Skurski is sure to come across better in a seminar course than he does in a formal lecture atmosphere. The material lends itself to discussion so it should be lively, but it will depend upon the amount of preparation by the class. This course is suggested for those interested in the Soviet bloc as well as economics majors.

Economics 186
Economic Development of Latin America,
10 TT 12
Ernest Bartell, C.S.C.

CONTENT: This course, usually taught in the spring semester only, is a thorough study of the elements of economic development of Latin American countries. The course is centered primarily on economic models, and various assumptions, "bottle-necks," prerequisites, and social aspects of those models. The course should be recommended for all Economics majors.*
*Econ. 23 is a prerequisite. Non-economics majors could easily become confused or bored in the analysis of the development models. Although the class is composed primarily of juniors and seniors there are a large number of graduate students in the course.

PRESENTATION: There is little doubt of Father Bartell's knowledge of the subject. He has had extensive practice in both field work and classroom presentation. His lectures are often detailed with economic techniques, although practical aspects are never missing. Because the class meets only twice a week, discussion is limited but welcomed. Professor Meagon, a visiting professor from Argentina, handled the first half of the course last year. His firsthand knowledge was very beneficial. Professor Shapiro's occasional guest appearances were very informative and enjoyable.

READINGS: There will probably be one or two texts, supplemented by an extensive list of source materials for each topic, on reserve in the library. Only the most dedicated student will have time and motivation to read them all. None is essential to success on tests, but they do provide a good supplement to the lectures.

ORGANIZATION: There is a midterm and a final. Only the grad students were required to do a paper. The tests are very comprehensive, and based on class lectures. Three or four essay questions test your overall comprehension of ideas presented. Final grade is based on the two given tests.

COMMENTS: The course is a very good analysis of economic development. If you are interested in the social and economic aspects of Latin American development, you will enjoy the course. If you are looking for answers to the problem, you might be disappointed. The guest lecturers added greatly to the course, as did informal get-togethers outside of class. This course should be recommended for all economics majors, and can well be a valuable undertaking.

Economics 188
Economics of Planning, 9 TT 11
Roger Skurski and Kwan Kim

CONTENT: This course, which is being offered for the first time, is designed for those with an interest in one or more of the following areas: Economic Development, Planning or Model Building. Topics to be dealt with include: The role of planning, development models, socialist planning models, and planning models of developed economies in general. The input-output system and its applications to planning will occupy an important place in this course. Of prime consideration throughout the course will be the development of some degree of familiarity with alternative models, their range of applicability and their advantages and disadvantages. Prerequisites for this course are: Economics 101, 102, 125 or the equivalent plus some knowledge of calculus and linear algebra.

PRESENTATION: The lectures, which are well prepared, supplement and elaborate on the readings. Good notes help for a better understanding of the material and the lectures progress at a rate where good notes can be taken. Classes are very informal and conducive to class participation.

READINGS: Since this course will be offered for the first time next semester, reading requirements, as of yet, have not been decided.

ORGANIZATION: Some short papers and/or home assignments, two tests and a final exam for the final grade. The final grade will be the weighted average of papers and exams. The course will not be an easy one, but a good grade is attainable with diligent study.

COMMENTS: Both professors have a firm grasp on the subject matter and the ability to present interesting lectures. The course should familiarize the student with the models for economic planning, their applicability and their strengths and weaknesses. The course will be well worth taking for those who are interested in the subject matter.

Economics 193
Statistical Inference I, 2 MWF
Gregory Curme

CONTENT: The social sciences, such as economics, can use statistical methods as effective tools for analyzing data. Dr. Curme gives the student an introduction to the concepts involved in interpreting statistical data through an intuitive understanding of the mathematics involved. Probability theory, estimation, testing hypotheses, probability distribution and linear progression are among the topics presented. The foundation is good for further work in applied economics and can be used as a springboard for further statistical work as well. The course is required for all economics majors.

PRESENTATION: An effort is made to keep the classes as informal as possible; questions are frequent and the explanations are always good. A graduate assistant conducts valuable "problem sessions" outside of class which are well attended and quite helpful just prior to tests.

READINGS: There is a text (Freund's *Elementary Statistics*), but it is used exclusively for auxiliary reference and a few problems.

ORGANIZATION: Homework consists of three sets of problems and two "machine problems" for solution by computer or adding machine often done in groups of three or four students. There are two (possibly three) hour-long exams taken directly from the lecture material. The final is comprehensive. The grading emphasis is on the tests with the machine problems and the problem sets given lesser consideration. Dr. Curme is a good grader. There are many A's and B's.

COMMENTS: Most of the students agree that the course is taught as interestingly as it can be, and that Dr. Curme does his best to redeem an inherently dry course. The course can serve as a good foundation for further study in statistics and it may be indispensable for a real proficiency in upper-level economics even though the relevance of the material is not immediately evident.

Economics 194
Statistical Inference II, 3 MWF
Gregory Curme

CONTENT: In this particular course which is offered only in the spring semester, Dr. Curme covers the following topics: multivariate distributions, regression and correlation theory and its applications, the classical distribution, nonparametric inference (sign test, run test, median test, and contingency tables), and analysis of variance. Statistical Inference 193 is a prerequisite for this course. The class is mainly composed of junior and senior Economics majors.

PRESENTATION: Dr. Curme's lectures give evidence that he is thoroughly versed in his field and that he enjoys teaching. The class is very informal with questions always welcome. A graduate assistant is available for students having difficulty with any assignments.

READINGS: There is a text for the course (Hoel's *Introduction to Mathematical Statistics*, third edition), but it is exclusively for auxiliary reference. You need not buy it if you have access to a copy.

ORGANIZATION: Homework consists of three or four sets of problems, with one of these problems to be solved by computer or calculator. The "machine problem" is normally done in groups of 3-4 students. There are no tests during the semester as well as no final. Performance on the homework problems constitutes the basis for the final grade.

COMMENTS: The course overall is quite interesting, but at times the material is of a rather "dry" nature. Some students tend to question the relevance of the material to those not interested in applied economics. Any shortcomings in this course, however, are compensated for through the personality of your "dear old dad."

English

English 47
Survey of Rhetoric, 2 MWF
John Huber

CONTENT: A survey of the classical theory of rhetoric (the art of the good man speaking well) through selected texts of Plato, Aristotle, Cicero, and Quintilian. About half the course will be taken up with rhetorical criticism of literature: fiction and poetry mostly, but applications to speeches, argumentation, journalism, preaching, etc., on the part of the student will be encouraged.

READINGS: Plato *Gorgias* (Library of Liberal Arts paperback); Dudley Bailey, ed., *Essays on Rhetoric* (Oxford paperback); Edward Corbette, ed., *Rhetorical Analyses of Literary Works* (Ox. paper).

ORGANIZATION: Three papers will be required.

COMMENTS: This is the first time this course has been offered. Professor Huber stressed that the focus of the course would be on rhetorical analysis of poetry and prose. Thus, the course might be of particular interest to those who are interested in

debate, high-school teaching, or literary criticism. Professor Huber feels that the course may not be as constricting or tightly organized as the subject matter might imply.

English 55
Shakespeare, 9 TTS
Robert Lordi

CONTENT: Shakespeare 55, an English majors' requirement, is open to all upper-division students. Some favorable acclaim has been won by the author himself. Mr. Lordi will study eighteen plays for both form and substance, structure and philosophy.

PRESENTATION: With a devastating comprehension of the depth and scope of Shakespeare's works, Mr. Lordi's lectures have been among the most thoroughgoing in the department. But some complaints of ploddingness have been lodged against him. He will attempt to alleviate this problem in the upcoming semester by asking students to present reports on critical essays. He will offer about five formal lectures himself, one concerning each of the four genres of Shakespeare's plays (comedy, tragedy, history and tragicomedy) and one general introduction to Shakespeare. These lectures, together with his presence at daily

discussions, will enable Mr. Lordi to provide the students with much needed information on the historical aspects of Shakespeare's plays. (Mr. Lordi has taught Tudor-Stuart drama as well as Shakespeare in the past.)

READINGS: The following plays: *Comedy of Errors*, *Midsummer Night's Dream*, *Twelfth Night*, *As You Like It*, *Merchant of Venice*, *Richard III*, *Richard II*, *Henry IV, Part I*, *Henry V*, *Romeo and Juliet*, *Julius Caesar*, *Hamlet*, *Othello*, *King Lear*, *Macbeth*, *Antony and Cleopatra*, and *The Winter's Tale*.

ORGANIZATION: Two papers will be assigned: one short (3-4 pages), one longer (8-10 pages). Two tests, a midterm and a final. The tests are not too difficult, the papers are. Mr. Lordi wants people to consult him on the papers and on any questions arising from the class. He is always available.

COMMENTS: Robert Lordi is a scholar, a scholar who possesses a wealth of background knowledge and an insightful knowledge of the material. He has demonstrated an ability to relate the predicament of Shakespearean drama, not simply to modern life — usually a superficial gesture in relevance — but, more importantly, to the personal and political realities that transcend either period.

English 57 Milton, 8 MWF Raymond Schoen

CONTENT: The primary object of this course is a close study of Milton's poetic techniques.

READINGS: The text is *John Milton: Complete Poems and Major Prose*, edited by Merrit Y. Hughes. Readings will include all of Milton's major poetry (the ever-popular *Paradise Lost*, *Paradise Regained*, *Samson Agonistes*), some of the minor poetry and prose when these elucidate the more important poems, and possibly some outside readings in Milton's favorite classical poets.

ORGANIZATION: Three short papers (5-6 pages) and a final examination are planned.

English 60 18th-Century English Literature John Garvick

CONTENT: English 60 is a continuation of the 18th-century course offered during the fall semester. While the emphasis centered on poetry at first, this semester it shifts to prose works of the period. There are no prerequisites for the course, but a student entering at this time will not have had the advantage of the literary and historical background on the English Restoration offered by Dr. Garvick during the fall semester. Both majors and non-majors will profit, but the course is admittedly aimed at English majors.

PRESENTATION: The classes are basically lecture oriented, but Mr. Garvick is open to any and all questions which often develop into discussions or eloquent extemporaneous lectures on the part of the professor. As is the case with most English courses, the student needs an interpretive understanding of course material for test purposes rather than the usual stagnant recall.

READINGS: The readings have been determined while the order has not: *Jonathan Wild* by Fielding, *Tristram Shandy* by Sterne, *The Monk* by Lewis, *Pride and Prejudice* by Austen, *The Rivals* by R. B. Sheridan, *She Stoops to Conquer* by Goldsmith, *An Enquiry Concerning Human Understanding* by Hume, selections of Samuel Johnson, selections from James Boswell, *Reflections on the Revolution in France* by Burke, *The History of the Decline and Fall of the Roman Empire* by Gibbon. There will be selected poetry of Collins, Gray, Smart, Goldsmith, Crabbe, Burns, Blake and Johnson. The main text is Tillotson, Fussell, and Waingrow's *18th Century English Literature* at about \$10.00 plus a few in-

expensive paperbacks. The readings are very worthwhile in themselves and their ordering gives the student a real feeling for the period of the Restoration. The assignments are fair in length and should pose no problem of keeping abreast with the direction of the class.

ORGANIZATION: The course requires two papers—one rather short, one rather lengthy. Both, however, depend upon thought, craft and content and not any consideration of length. Dr. Garvick supplies innumerable paper topics and suggests that students look for their own. There is only a final exam. The final grade is based on both papers and the final.

COMMENTS: Dr. Garvick's classes are at worst interesting and at best fascinating. Besides revealing a professional knowledge of his subject matter, his use of it coupled with his mental gymnastics makes this class most worthwhile.

English 68 English Novel II, 11 TTS Larry Murphy

CONTENT: This course centers on the novel, pure and simple. A survey of Thackeray, Emily Bronte, Dickens, Trollope, George Eliot, Hardy, Wells, Lawrence and Joyce. There are no prerequisites.

PRESENTATION: Mr. Murphy intends to lecture for half the class periods and leave the remaining time free for discussion. Be advised—with this much material to be covered, little time can be wasted on the desultory or the irrelevant.

READINGS: Ten novels averaging around 300 pages each, including some heavy Victorian stuff. He plans to cover: *Wuthering Heights*, *Little Dorrit*, *Middlemarch*, *Tess of D'Urbervilles*, *Tono-Bungay*, *Portrait of the Artist*, *Sons and Lovers*, *The Warden* and *Vanity Fair*.

ORGANIZATION: Mr. Murphy plans to spend 4 or 5 class periods on each reading. For each book read he requires a short (2-3 page) paper. However, people have been known to turn in three or four of these short papers weeks late without penalty. A midterm and a final.

COMMENTS: 10 books and as many papers make this most definitely a work course. But, if you can make it past the midterm and into the more modern literature you should be able to avoid the final's rush. English novel is a must for English majors and despite the intimidating reading list, the average grade is B or better.

English 83 Victorian Poetry, 9 TTS Donald Sniegowski

CONTENT: The course covers the poetry of Tennyson, Browning, Arnold, the Pre-Raphaelites, and Hopkins. It is a course for English majors.

READINGS: *Poems of Tennyson*, *Poetry and Criticism of Matthew Arnold*, *The Pre-Raphaelites*, *Poems of Robert Browning* (all Riverside), *Gerard Manley Hopkins* (Penguin). Approximate cost: \$10.

ORGANIZATION: There will be three papers, 6-8 pages. These papers will be mostly analytical, not discursive. Mr. Sniegowski suggests the topics, but the student may pursue his own interests in these papers upon consultation with the teacher. There will be a final take-home examination, a long essay, which attempts to measure the student's feel for the Victorian period. Perhaps there will be a midterm.

COMMENTS: Mr. Sniegowski does a superb job revitalizing the poetry of the second half of the 19th century. Many students

might think of the Victorian period as dusty and prudish. Sniegowski's presentation makes it anything but that. His brilliant overview of the period pulls together the art and the civilization: the reactions to Darwin, Marx, the Industrial Revolution, both in poetry and in society. The lectures are tight without being rigid, and usually project out of the poetry and into the historical situation that gave it birth. That is, Sniegowski makes the course more than just a study of the poetry of one age: it is a focus on the subsoil of modern civilization and its religious, social and poetic issues.

English 92

American Literature Since 1865, 11 MWF

Robert Slabey

CONTENTS: This course will continue the survey of American literature begun in English 91 (which is not a prerequisite). Lectures will focus on themes, trends and movements. Some discussion will be possible in the consideration of individual texts.

PRESENTATION: Lectures are informal; discussion is minimal. Tests demand a fair acquaintance with the texts treated in class, a good acquaintance with the lectures, and a minimum of original response.

READINGS: Gross and Stern, *American Literature Survey*, vol. 3, *Nation and Region*; Meserole, Sutton, and Weber, *Modern and Contemporary Writing*; Twain, *Mysterious Stranger and Other Stories*; Faulkner, *Light in August*; Miller, *Death of a Salesman*; Albee, *American Dream*. The reading load is moderate.

ORGANIZATION: Three or four exams will be given during the course of the semester. A final is also scheduled, exemptions from which are being considered.

COMMENTS: Dr. Slabey likes to emphasize, justly so, that this is a survey course with a large enrollment. Comprehensive analysis of the readings, significant discussion, and opportunities for creative student activities should, therefore, not be anticipated. Rather, Dr. Slabey, by his attempt to briefly introduce a wide range of American literature and the cultural context from which it developed, is forced to deal in easily presentable and testable generalities.

Dr. Slabey occasionally, however, seems to take refuge behind the survey nature of the course. His lectures are often vaporous and his tests tend to be excessively objective. He also displays an inability to answer questions satisfactorily, but then many of the question he is posed permit only unsatisfactory responses.

Dr. Slabey is not the accomplished performer that his predecessor, Dr. Gross, was; he is, nevertheless, talented. He relies on puns, exaggerated diction, and a free, gently sarcastic banter with students in the front row, to create an entertaining classroom atmosphere.

English 94

Major American Writers II, 1 MWF

William Krier

CONTENT: English 94 should be considered a course offered for the first time this spring despite the familiarity of the title. Both the professor and his approach are new to the Major American Writers course that has regularly been taught in the past by others. Professor Krier outlines his aims, focus and general requirements as follows: "English 94 will use the literary careers of Ernest Hemingway, F. Scott Fitzgerald, and a group (probably four) of current writers to be determined by the class to suggest a method for studying major American writers. Varying degrees of correspondence between technique, ability and ideas will be explored."

PRESENTATION: Classroom method will involve lectures and discussions.

READINGS: The reading list on Hemingway and Fitzgerald will include: *This Side of Paradise*, *The Beautiful and the Damned*, *The Great Gatsby*, *Tender Is the Night*, *The Crack Up*, *Babylon Revisited and Other Stories* — *The Snows of Kilimanjaro and Other Stories*, *In Our Time*, *The Sun Also Rises*, *A Farewell to Arms*, *For Whom the Bell Tolls*, *The Old Man and the Sea*.

ORGANIZATION: There will be quizzes and take-home examinations (2), and a paper on one of the four current writers will probably serve as a final exam.

COMMENTS: Mr. Krier conveys the impression that his youth and relative lack of experience will be a great help, rather than a hindrance, to the success of the course. He seems to be both critically sensitive and imaginative, and more than likely would be quite responsive to student suggestions.

English 94

Major American Writers II

Joseph Brennan

CONTENT. This course will focus upon six authors — Theodore Dreiser, Willa Cather, Sherwood Anderson, F. Scott Fitzgerald, Ernest Hemingway, and William Faulkner — authors who, through their exploration of new techniques and subject matter, their development of new styles, forms and themes, have contributed most significantly to the advance of American fiction in the early decades of the present century.

PRESENTATION: Dr. Brennan's lectures are quiet, seemingly without structure, but almost invariably comprehensive, and at least stimulating and interesting. They tend to emphasize the analysis of individual works often leaving implicit the larger problems of literary history and development.

Discussion is encouraged, but tends to be strained and hence insignificant.

READINGS: Texts: Dreiser, *Sister Carrie*; Cather, *My Antonia*, *The Professor's House*; Anderson, *Winesburg, Ohio*; Fitzgerald, *The Great Gatsby*, *Babylon Revisited and Other Stories*; Hemingway, *The Sun Also Rises* (and a collection of short stories); Faulkner, *As I Lay Dying*, *The Sound and the Fury*, *Light in August*.

Several of these novels are of considerable length, but in sum constitute no more than an average reading load for a course dealing primarily in novels. Dr. Brennan demands however that they be read attentively and intelligently, and provides a reading guide to stimulate and focus the students' efforts. In addition, a two-page paper concisely and precisely treating a particular aspect of each novel is required. The work load for the course, then could, if conscientiously assumed, be heavy.

ORGANIZATION: A short critical paper on each of the assigned readings is required. The only exam is the final which is comprehensive, demanding a synthetic perception of complimentary and contrasting themes and forms which must be largely the student's own.

COMMENTS: This course is highly recommended to any student with an interest in this period of American literature or simply in this list of authors, and who would also like to improve his reading and writing skills. It is not recommended to the casual student, although it can be successfully completed (B) with a reasonable but not outstanding expenditure of effort. But to enroll in this course without serious intention would be to waste Dr. Brennan's talents and proficiency in American literature, and to betray the quiet but profound enthusiasm and involvement he brings to this material.

The course is a challenge, a welcome one, and will be extremely rewarding to the student who accepts it.

English 103
Writing Poetry, 4 TTh 6
John Matthias

CONTENT: The course is a writing course in poetry; students are asked to ditto and distribute all that they write. Each student will be required to respond with a critique / reaction / what have you to the work done by his fellow students. Classes will be conducted in seminar fashion and seminar-size; it is obvious that this is the only way possible to communicate any real feel for poetry or the writing of it. The course will attempt to transfer at least a fundamental, simple sense of what the writing of poetry is all about. The oral nature of the form is seen as equally important as the written.

Meetings will most probably not be at the time period listed, and the student should be prepared for extended, at times endless meetings. The course is limited to 15 students. Prerequisite: a folio of *at least five* poems to be submitted to Mr. Matthias as soon as possible. Anyone from any discipline in the University is welcome.

READINGS: Any outside reading is always valuable, but the only text for the course is: *The New American Poetry*, edited by Donald Allen, Evergreen, \$2.95. Students will also need one tape. Cost: approximately \$3.00. No exams are given; grades are seen as things to be forgotten.

COMMENTS: The English department has a number of extremely fine professors; Mr. Matthias must be numbered as among the best of these. His knowledge of poetry, especially of contemporary poetry, is firsthand and amazing. His practical experience (as a poet, editor, and creator in experimental prose), added to his "academic" knowledge of poetry in general offer the student one of the finest opportunities for learning and growth that he will encounter here. The problems inherent in presenting and working with poetry as an oral medium have yet to be worked out satisfactorily. But this is minor.

Mr. Matthias is open to almost anything; he is able to achieve a personalness with his students that only the best teacher can. He has every qualification except a doctorate. The list might go on: suffice it to say that this course (or his course in British poetry for that matter) offers to the student who is willing to put in the time/effort required, one fantastic chance to grow. Take this course if you possibly can. And hurry.

English 116
Survey of Linguistic Theory, 9 MWF
Edward Kline

CONTENT: At a time when the teaching of literature is floundering, the teaching of the disciplines which support it, both in traditional and in the most contemporary frameworks, is becoming more important. Edward Kline is a well-trained linguist and a sympathetic student of literature; his courses (both this one and the History of the English Language) should be taken by anyone seriously interested in the language. Of the two basic approaches to linguistics, Kline emphasizes the less popular diachronic (or more simply, historical) for the student of literature over the synchronic (i.e., the comparative study of languages at one point in time). He has in the past focussed his survey of linguistic theory on contemporary workers and their notions of the mechanics of the discipline. This year he is opening up the course to a more historical study of the four major schools of language theory; traditional (prescriptive-prescriptive), historical, structural and transformational. Primary readings will come from Plato, Aristotle, the Stoics, the Alexandrians, Thrax, Varro, Donatus, Priscian, and Quintilian among the ancients; Helias, Anselm, Petrus Hispanus, the Modistae, and Isadore of Seville among the mediaeval theorists; Lowth, Campbell, Rousseau, Herder, Sir William Jones, Grimm, Verner, de Saussure, Boas, Sapir, Bloomfield, Firth, Hjelmslev and Chomsky will represent the last two centuries. The primary goal of the course is to trace the development of each of the schools and consider each approach in terms of its limitations and adequacies

as a means of contributing to metalinguistic theory, i.e., contributing to an understanding of language that arises from and comprehends its science. Secondly, the student acquires methodological techniques to implement the theories in practice either from teaching or literary study.

PRESENTATION: The classes for Kline's courses are usually small, but he lectures most of the time because the material is foreign. His lectures are tightly organized and when he is explaining methods of study, he is both helpful and anxious with his students.

READINGS: The books for the course are Peter Salus' new anthology *On Language: Plato to von Humboldt* from Holt Rinehart and Father Francis Dineen's *An Introduction to General Linguistics*. Dineen's book is the most readable textbook for structural grammar with more than enough background on everything else. Any student with pretensions to transformational grammar should be forewarned that Kline, along with Father Dineen, one of his mentors from St. Louis, will have none of it. Otherwise, there is nothing that should be nodded to in the fields of classical language philosophy and linguistics that is slighted by these two volumes.

ORGANIZATION: A midterm and a final; no exemptions. Four or so 2-3 page papers with good topics that require serious reading and thought within the range of classwork. Other tests and a class report are possibilities. Kline gives fairly serious assignments, although he occasionally lapses and demands the attitude of a grudge more than that of a frenzied poet in them.

COMMENTS: Kline is, it should be acknowledged from the start, a scientist of the English language; his last publications are computer associated graphemic analyses of major pieces of mediaeval English literature, like *Beowulf* or *The Owl and the Nightingale*. But it also must be acknowledged that he has more genuine respect for literature than a lot of people who profess that as their primary credential; he never uses the literature to make a point of private concern, for example, as so many more historically oriented teachers of literature do. He is interested in the language in a serious and responsive way and he is interested in all of its uses. He is concerned about the instrument which so many English courses take for granted and he does stand out from the rest of the department for that concern. The course will be worthwhile not merely for learning the things he will be teaching, but also for realizing the possible speciousness of Coleridge's suggestion that "great prose consists in the best words and great poetry consists in the best words in the best order."

English 120 (Also listed as Senior Seminar)
The City as Symbol
James Dougherty

CONTENT: This course is not about cities but about the imagining of cities — the city as symbol, which may or may not be the same as the city as it is. Not an "urban studies" course, it does not touch on disciplines for which the imagination is an unmentionable.

The course is listed as a Senior Seminar. The number of students is limited to *twenty*.

READINGS: Plato, *The Republic* (trans. Cornford) (Oxford UP); Augustine, *The City of God* (Doubleday Image); Sophocles, *Oedipus Cycle* (Washington Square); Thomas More, *Utopia* (Washington Square); Dickens, *Oliver Twist* (Signet); James Joyce, *Ulysses* (Vintage); Dostoevsky, *Crime and Punishment* (Washington Square); Camus, *The Plague* (Modern Library); William Carlos Williams, *Paterson* (New Directions); Ralph Ellison, *Invisible Man*; Frank Lloyd Wright, *The Living City*; Mumford, *The City in History* (not necessarily in this order!).

There will be additional selected readings from The Holy Spirit, Addison, S. Johnson, W. Blake, and H. Melville — which means about 300 pages of reading a week and a \$20 book bill, assuming access to or previous possession of a Bible and some anthologies of English and American literature.

ORGANIZATION: The course is a seminar, with all the responsibilities that entails. Two meetings a week: on Monday, students will bring a few pages of commentary, judgment or reaction on the work(s) for that week, and discuss them; on Wednesday the discussion may continue, or individual participants make presentations stemming from their own interests or investigations. Some Wednesdays Mr. Dougherty hopes to arrange for slides of medieval cathedral, renaissance fortifications, etc. Students wishing an early start might read Lewis Mumford's *The City in History*.

COMMENTS: The course is being offered for the first time. Professor Dougherty did not offer an undergraduate course this fall; the last one he gave was in Modern American Poetry last spring. This was basically a lecture course; Professor Dougherty works much better in a seminar situation, and to judge him on the basis of last year's course is unfair. He is a very personable man with a fine but quiet sense of humor; these qualities are normally lost in a lecture or large-class course. He has a fine knowledge of his material, and is very conscientious in his class preparation. Again, the student will have a good deal of freedom to do as much or as little as he thinks necessary: papers are not required, only welcomed. The course should offer good readings and a fine opportunity to learn, for those who will accept the responsibility implied in a seminar course.

English 127 Modern African Writers, 2 MWF Chester Soleta, C.S.C.

CONTENT: The course begins with lectures on the origins of negritude and its manifestations in the writers of formerly French Africa. Consideration of the English writers will concentrate on Nigeria, with secondary consideration to other parts of West Africa and to East Africa. The course will conclude with discussion of the special problems of South African writers, both black and white.

PRESENTATION: Father Soleta's lectures cover the social and cultural backgrounds and include analyses of the major authors. The course is limited to a small number of students, the class atmosphere relaxed yet not too informal. Independent reading and research are necessary. The results of the research are reported orally in class.

READINGS: Senghor, *Prose and Poetry*, ed. and tr. John Reed and Clive Wake; Mongo Betti, *Mission to Kalay* (London, 1964); Camara Laye, *A Dream of Africa*, tr. James Kirkup (London, 1968); *Introduction to African Literature*, ed. Ulli Beier (Evanston, 1967); *Modern Poetry from Africa*, ed. Gerald Moore and Ulli Beier; Chinua Achebe, *Things Fall Apart* (London, 1959); Doris Lessing, *The Grass Is Singing* (London, 1950).

These will be supplemented by readings done by students outside class. The importance of these works cannot be questioned and even though the course is perforce a survey, the opportunity for close reading of some of the important writers currently alive and working anywhere is provided.

ORGANIZATION: There will be reports, two tests, and two papers. The grade rests heavily upon the reports and general class contribution. A's and B's should be the common final.

COMMENTS: This course is especially interesting for its insight into Africa through its literature. African myths and traditions are far different from our own, and this is reflected in the unusual rhythms, images, and themes used by African writers. Nonmajors interested in African studies could as easily take this course as English majors. The course should be attractive to those interested in doing original research, since there is almost no criticism available on most of the minor writers studied. The excitement or dullness of this course will depend on the students. Fr. Soleta serves primarily as a catalyst.

English 130 Literature and the Imagination, 1 MF 3 Joseph Duffy

CONTENT: This, one should emphasize, is neither a course in Elementary Creativity nor a seminar in hyperbolic fantasy. Mr. Duffy's both critical and creative approach to literature, however, promises to make this projected course a stringent and directional study of *Experiential Fun and Games In the Poet's Mind*. Only recently formulated in Duffy's imagination, the seminar will be "a discussion of some romantic and postromantic conceptions of the imagination at work," i.e., the study of the creative process. This prospect is made even more enticing by Duffy's style, which is itself a *sui generis* creative process. There are absolutely no requirements for admission to the course, besides a genuine interest in the material, written or verbal permission by the teacher, and a dogged intent to get admitted. (Class enrollment is limited to 20. This restriction is fortunate for the lucky 20 and regrettable for those, particularly English majors, who will miss the opportunity.)

PRESENTATION: In his other courses in the English department, Mr. Duffy's approach has been the imaginative re-creation of the creative moment — apparently based on the presumption that literature is the response of the reader's imagination to the poet's imagination. "Imagination is not a state of mind," claims Blakevia-Duffy, "but the human existence itself." (Working from this presumption, you can imagine for yourselves the empathic style of the lectures.) Discussion in the lecture classes is generally minimal: when Duffy is finished there is usually little left to say.

READINGS: Poetic works and (equally poetic) criticism by romantics and postromantics, with special emphasis on Coleridge, Keats, Yeats, and Wallace Stevens. Other artists considered are Blake, Wordsworth, Tennyson, Arnold, and Thomas Mann. Most students will probably already own the required texts.

ORGANIZATION of the classes gives the impression of romantic spontaneity. (In fact they are well-planned.) Class form and schedule are flexible. The work load appears threatening, but students invariably find the projects and tests enjoyable and deliberately adaptable to individual interests. (Responses to one assignment in his tragedy course this semester included many essays, several series of poems, a couple of short stories, an epic poem, a translation of a German play, and a musical comedy based on Aeschylus' *Agamemnon*.) The organization of the seminar class will be determined largely by the 20 students in the group. Average grades are high.

COMMENTS: Poetry is a finikin thing of air
That lives uncertainly and not for long
Yet radiantly beyond much lustier blurs.
Wallace Stevens, "Like Decorations
in a Nigger Cemetery"

English 131 Seminar in Rod McKuen and Ogden Nash, 8 TTS Joseph Duffy

CONTENT: A close and thorough reading of the complete works of the two poets. Special attention will be given to the method in which McKuen intertwines the musicality of his prosody with his acid rock melodies. Mr. Duffy wrote his doctoral dissertation on "Animals and Animality in Nash," and this aspect of the old master's poetry will not be overlooked.

PRESENTATION: Mr. Duffy has diversified plans for the transmission of the course material. Dinah Shore has offered to deliver three guest lectures on the import of McKuen's poetry in the historical development of the English language. Audiovisual aids will also be available: some candid snaps, taken by Brother Gorch, of couples swooning in the Fiesta Lounge to the poetry of McKuen; a recorded version of Nash's poem, "Fleas" (Adam

had 'em) will be on reserve on the second floor of the library.

READINGS: *Poets of Today*, an anthology edited by Phil Rizzuto, and *Poetry from Suckling to Nash*, edited by Leslie Martin.

ORGANIZATION: The Young Americans for Freedom.

COMMENTS: Groovy.

English 136 Poetry, 10 MWF Ernest Sandeen

CONTENT: The aim of the course is to try to find out by studying poems in different forms how poetry works. Basically this means learning to read, or read better, the language of poetry, a language of images, symbols, rhythms, sound effects, and structures of thought and feeling, *all working together*.

Students will be able to measure their progress in responding to this language by reading aloud in class and by writing short papers on what goes on in different poems.

No prerequisite: open to students in any discipline in the school of Arts and Letters. Limited to forty students, hopefully.

PRESENTATION: The class will *not* be a lecture course: Mr. Sandeen sees discussion as the only viable way to learn, to come to feel how form *functions* in poetry. Form is seen not as static, an object to be studied, but rather as something that functions in the poem. The course will concentrate on English and American poetry, but is largely open to any direction the class wants to move.

READINGS: The two texts are:

The Form of Poetry, compiled by Thomas R. Arp, Macmillan (paperback). \$2.75

Naked Poetry: Recent American Poetry in Open Forms, edited by Stephen Berg and Robert Mezey, Bobbs-Merrill (paperback). \$2.95

"These are not textbooks *about* poetry but collections of poems from which we can select to suit our purposes as we go along." There will also be selected recommended readings in poetics, form and prosody.

ORGANIZATION: Several short papers on individual poems over the course of the semester. Final exam.

COMMENTS: Mr. Sandeen has not taught an undergraduate course in several semesters. Though this fact may make things difficult at the beginning, the fact that the professor and his students will be new to (and thus learning about) their respective situations may also create a dynamic situation: the best possible for learning. It is a mixed bag, with open possibilities. Mr. Sandeen, however, is himself a poet, with an obvious close-hand knowledge of what he is teaching. He is considered a fine professor by his colleagues. The course would appear to be more suited to those who are rather new to poetry, especially to study of form and its functions, to the language of a poem. Could be an excellent introduction to deeper study. A much needed course at this University.

English 139 Seminar: The Art of Black Americans, 2:45 TT Richard Bizot

CONTENT: The course will consist of two roughly equal parts: first, a tracing of the parallel development of Black Poetry and Jazz since (about) W.W.I.; second, close attention to the Black Poetry of the post-civil rights period, together with some attention to the analogous new music.

There are no prerequisites for this course. Enrollment limited to 20. Interested students should see Mr. Bizot before enrolling.

PRESENTATION: Prof. Bizot does his homework; his lectures are

thorough and interesting. Discussion will take up the main thrust of classroom work. These formal actions will be supplemented by concerts, poetry readings, etc.

READINGS: Texts will include one or two poetry anthologies and paperback editions of the poets (e.g., LeRoi Jones, Don L. Lee, Nikki Giovanni, Sonia Sanchez, Etheridge Knight). Most are reasonably priced. Reading poetry is different from reading prose passages. The poets listed are there for merit; their works are worthwhile and sufficient time is given for their reading.

ORGANIZATION: There will be papers and class reports as well as a final exam. It is likely that there will be some sort of class project also. The final grade will be determined by these things, as well as class participation. The final exam should be a thorough one. As this course has never been offered before, it is difficult to estimate the average grade. Prof. Bizot expects performance for A's, however.

With this course, the Black Studies program takes another step forward. Mr. Bizot taught a similar course last semester on the Blues and Prose. As one of the leaders of the Michiana Friends of Jazz, he will be on more familiar ground this semester and should be demanding additional work from his students.

Mr. Bizot is young and curious. He wants to know about what the class thinks and encourages discussion and dissent. Regular attendance is vital to understanding, especially during the jazz sessions. Although enrollment is limited, it is not closed to non-English majors. I would recommend this course most highly to anyone wishing to learn about a hitherto "secret" part of our society.

English 140 Middle English Literature, 3 MWF Paul Rathburn

CONTENT: Middle English Lit. is a general survey of the non-Chaucerian literature of the Middle English period: drama, romance, ballad, poetry, etc., from a historical and a new critical viewpoint. The readings, with few exceptions, will be in the original, but the knack of reading Middle English is acquired with relative ease; and although the class undoubtedly will consist primarily of English majors, it could well be considered for an elective. The object of the class is "to study a wide variety of material so as to gain some sense of the richness of non-Chaucerian Middle English Literature."

PRESENTATION: Mr. Rathburn usually lectures on historical points and has class discussion of critical points. The lectures are usually good, but the quality of discussion varies. Mr. Rathburn, accused in some past evaluations of lack of organization, has prepared an awe-inspiring mass of organization. His main virtue is that he obviously enjoys the material and encourages similar enjoyment in students with loving and respectful (although not awed) treatment of the material.

READINGS: Ten texts, mostly paperbacks, including *Miracle and Morality plays*, romances, lyrics, ballads, *Sir Gawain and the Green Knight*, *The Pearl* and *Piers the Plowman*. The cost and work load are reasonable. The books and readings are a joy.

ORGANIZATION: Several short written reports and one term paper are required. There will be a midterm exam and a final which should be reasonable and interesting, if not especially easy. It shouldn't be unduly hard to get a B.

COMMENTS: This is the second time Mr. Rathburn has taught this course, and he plans to make changes from the first time. One thing probably will remain unchanged. This class is capable of being very relaxed and interesting, a rather friendly and bright spot in the day. The material is fascinating and Mr. Rathburn will not kill it by grinding it exceedingly slowly and exceedingly small in a massive academic mill. Take it out of love; there are other pre-1900 classes to be bored in.

English 147

The Literatures of Innocence and Experience, 9 TTS

Chester Gould

CONTENT: Patriotic American *litterateurs* have long felt that literary scholarship has dealt a shameful injustice to distinctly star-spangled literary forms such as the musical comedy, restroom graffiti, billboard copy, album liner notes, button heraldry, and, most significantly, the so-called "comic" strip or book. This weighty course offering hopes to balance the academic scales, compensating for the egregious injustice done to our furry and fleshy friends of the funny papers. A sampling of the heart-breaking and rib-tickling *hors d'oeuvres* considered is herewith offered to tantalize the prospective literary gourmet:

- The Well-Wrought Enigma: Seven Archetypes of Pregnant Ambiguity in the *Nancy Cycle*;
- Dagwood Bumstead as the Noble Savage;
- Dick Tracy and Diet Smith: Metaphysical Wit Run Wild;
- The Westering Leitmotifs in *Archie and his Pals!*;
- Spiderman's Excremental Vision;
- Death and Rebirth in *Terry and the Pirates*;
- Prurient Interest vs. Redeeming Social Value — the Uneasy Balance in *Winnie Winkle*;
- The Collected Crime Stoppers' Notebook; Revision as Refraction;
- Ars Est Celare Artem*: the Deceptive Simplicity of the *Little Orphan Annie* poet.

READINGS: Sunday subscriptions to the South Bend *Tribune*:

- A Reputable *Dictionary of Symbols*;
- The Oxford Companion to American Literature*;
- Farmer and Henley's ever-popular *Slang and Its Analogues*.

COMMENTS: There are those who would ask, "Why reread these insipid snatches of literary bric-a-brac?" There are indeed those who would ask, "Why read this drivel at all?" To answer those sniveling detractors would, of course, be to beg the question. Prospective scholars and literary critics are sure to find fertile and relatively untrodden fields for dissertation topics in English 147.

English 160B

Manners Comedy, 2 TTh 4

Leslie Martin

CONTENT: As a seminar in the genre of "Manners Comedy," this course will attempt to establish an understanding, appreciation, and taste for the genre by introducing the students to the works of the authors within it. Emphasis on the course will most likely be on "Manners Comedy" of the Eighteenth Century. It is helpful to have followed the sophomore English Survey, but it is by no means necessary. Though the course is a good one for English majors, any AL Junior or Senior may take it.

PRESENTATION: Professor Martin's lectures are interesting and always to the point. He tends to follow the texts closely, bringing in other information when it will make the meaning and significance of the text clearer. Professor Martin prefers to lecture, but encourages as much discussion as the capabilities, interests, and dispositions of the students permit.

READINGS: The readings are from among the best examples in the genre. Professor Martin writes, "The tentative syllabus includes plays by Etherege, Wycherley, Congreve, Farquhar, Gay, Goldsmith, Sheridan, Wilde, Synge, Shaw, and Coward. Probable novelists include Fielding, Smollett, Austen, Edgeworth, Trollope, Meredith, James, Twain, and Waugh. A few poems, like Pope's 'Rape of the Lock,' will likewise be included, together with readings in Saint-Simon, La Rochefoucauld, Swift, and Twain." Texts will probably be chosen from this syllabus and the time one has to read them will always be adequate.

ORGANIZATION: In the matter of examinations and papers,

Professor Martin prefers "to wait until the group has met to determine what will be possible depending on the size (of the group) and the background of the students." He would like to have only two examinations, a midterm and a final, as well as several short papers "written by way of preliminary response to a work not yet undertaken in class." Grades are based on the papers, examinations, and class contributions.

COMMENTS: We studied "Manners Comedy" of the Eighteenth Century last year in Professor Martin's course on the "Age of Johnson." The authors and literary works presented from this genre were usually delighting and, with Professor Martin's discussion, they always gave us a genuinely artful and critical insight into the way of life and frame of mind of that time. I anticipate this will be true of this course on "Manners Comedy."

English 180

Seminar: Matthew Arnold, 4 TT 6

Donald Sniegowski

CONTENT: Offered for the first time, the Arnold seminar will attempt to assess Arnold's position as a Victorian humanist and as a pivotal figure between the Romantics and the Moderns. An extensive selection of the prose and poetry will be read and discussed.

PRESENTATION: The writings may read chronologically, although no structure can be set until the seminar meets. Students must be prepared to contribute effectively to the discussions. Some English major course in nineteenth-century British literature or permission of the instructor will serve as the prerequisite. The three texts should be both relatively inexpensive and readily accessible and include *The Poems of Matthew Arnold*, ed. Allot Fondon, 1965; *Poetry and Criticism of Matthew Arnold*, ed. Cullen, Riverside Edition, 1961; and *Culture and Anarchy*, ed. Wilson, Cambridge U. Press.

ORGANIZATION: Course organization and assignments will require three or four medium papers or the equivalent in longer papers and/or leadership of seminar discussions. A final examination will be taken by all students.

COMMENTS: Despite the fact that Professor Sniegowski has never offered a seminar as such, both his Victorian non-fiction and prose and Victorian poetry classes have always revolved around a weekly discussion group, much like the idea of the Arnold Seminar. Anyone who has ever had the pleasure of experiencing Mr. Sniegowski either inside or outside of the classroom knows that the personal touch and a great concern for students are his forte and hallmark. Mr. Sniegowski is always alert and sensitive to student response and is readily available for private consultation and questioning after the class. He has the ability to maintain lively discussions without intruding or withdrawing excessively. I think that most will agree that the subtle interplay of mind that characterizes Mr. Sniegowski's conversation and classes makes for an intellectually stimulating and interesting overall experience. If anyone can make the "high seriousness" of Matthew Arnold more palatable and digestible, I believe it is Mr. Sniegowski and would highly recommend this course, whether or not one is specifically interested in Arnold.

English 190

Seminar: Faulkner, 1 Th 4

Carvel Collins

CONTENT: This is a one-semester course which examines the novels of William Faulkner, widely considered the greatest novelist of the English language. It is an upper-division course for English majors, but is open to other interested students as well. It was taught last spring for the first time. One previous course in American literature is stipulated as a prerequisite.

PRESENTATION: Professor Collins is the foremost authority on William Faulkner. He was one of the first critics to consider Faulkner seriously. He knew Faulkner personally, and is cur-

rently working on a two-volume biography of the artist. His knowledge of the artist and his work therefore seems unlimited but the course is a seminar and the students are expected to provide most of the discussions. Dr. Collins is always available with his knowledge on all aspects, but he is very tolerant of conflicting opinions presented intelligently.

READINGS: Last spring the course examined eight novels, each of which received treatment in at least one of the three-hour periods. The student has a week in which to read each novel and should be prepared for each class.

ORGANIZATION: The previous course required one critical paper and no written exams. Grades are based on the paper and on class participation.

COMMENTS: The light writing load and absence of exams should not attract students looking for an easy course. Many of the novels are difficult and require intense reading by the students. Lapses by the students in preparing for the classes require Professor Collins to carry the burden of the discussion himself. This is fair neither to Dr. Collins nor to the other students for the virtues of a seminar are found in lively discussion with all participating. This is an excellent course for all interested students who wish to share their observations on a great author, and also benefit from Professor Collins' vast knowledge. Dr. Collins' contributions to the class are fascinating and informative, and give the student both a knowledge of Faulkner's literature and a feeling for Faulkner himself as a creative genius.

English 190 Seminar on Early American Literature, 1 TT 3 Thomas Werge

CONTENT: We all seem to admire the flower but not the roots. This is a hard-core background course in early American writers, designed primarily for literature students who want to know what they are reading and why it is this way. Dr. Werge's assumption is that later American writers (Emerson, Hawthorne, Melville, Twain, etc.) were part of a continuum in American literature and thought—a series which can only be understood if its origins and development are understood. In this undergraduate seminar, he intends to start at the genesis of American literature and read through the ignored 150 years of American writing between (and including) New England Puritanism and the Great Awakening. Since religious questions were often the topic of early and later Americans, many of the class readings will deal with those questions and their relation to the literature. (Jonathan Edwards and the problem of the will, for example, is a topic which is taken up by Hawthorne, Emerson, and even Twain.)

PRESENTATION: This is an undergraduate seminar, and Dr. Werge defines his terms conscientiously. "Undergraduate" means that he presumes little previous knowledge of the subject by the students (which should relieve those who have found themselves in seminars more advanced than introductory). Werge's graduate seminars are rather independent, relying often on in-class presentations of different topics by the students. He plans to use this technique in this seminar, but since the course is offered in the undergraduate college (and since undergraduates aren't expected to know the material previously), Dr. Werge plans a couple of introductory lectures on each author before the seminar discussions. When he does lecture, Werge blends a thorough knowledge of the literature and the milieu (particularly religious) with alacrity, a dry wit and a stock of one-line jokes to rival Bob Hope. Discussions in his classes depend much, of course, upon the students and their interests, but his style in discussions is persuasion without manipulation. There will be one long paper and two short papers; final exam is uncertain. (Werge's finals are thorough, just and merciful.)

READINGS: Works by Cotton Mather, Benjamin Franklin, Jonathan Edwards, and Thomas Paine. Also selections of prose and poetry by American Puritans and seventeenth-century American poets, a volume of criticism by Perry Miller, and St. Augustine's *Confessions*. (It is a background course, but interesting nevertheless.)

COMMENTS: This isn't a course in aesthetics, nor does it claim to be. It promises, instead, an amiable and thorough introduction to American literature as a *process*, under a remarkably personable and competent professor. Hopefully, 20 sincerely literate people will register for this seminar; they won't regret it.

English 193 American Literature of the Western Movement, 2 MWF Louis Hasley

CONTENT: The purpose of this course in the words of Professor Hasley is to "achieve a greater realization of the western movement of the population of this country as shown in the literature that deals with it." It is an upper level course and is composed mostly of junior and senior English majors.

PRESENTATION: Professor Hasley's presentation is a rather unique experience. A long-time member of the English department, he is considered by some students to be rather old-fashioned. However, his lectures are informal and the student has ample opportunity to ask questions.

READINGS: Nine novels and two anthologies will be assigned. They are: Kenneth Roberts, *Northwest Passage*; James Fenimore Cooper, *Satanstoe*; Elizabeth Madox Roberts, *The Great Meadow*; Readings from Mark Twain; *Humor of the Old Southwest*; Willa Cather, *My Antonia*; O. E. Rolvaag, *Giants in the Earth*; Jack Schaefer, *Shane*; A. B. Guthrie, Jr., *The Big Sky*; Frank Norris, *The Octopus*; John Steinbeck, *The Grapes of Wrath*. All are available in paperback.

ORGANIZATION: On the date that each novel is due there will be a short quiz. These quizzes are usually not difficult and if the student has read the material he need not worry. Outside assignments will consist of two or three short papers totalling 2500 words. Warning: watch your spelling, grammar, diction and rules of composition. The grades are generally in the A-B range. However do not expect an easy A. Professor Hasley usually marks on the university curve.

COMMENT: It is hard to evaluate the worth of this course. Professor Hasley's informal lectures are often disappointing in that they do not adequately treat, what the serious student would consider, the essential questions raised by the literature. At the same time, however, this course, because of the readings, is a virtual necessity for students seriously interested in American literature. The readings, often not treated by the average survey course, are essential to an understanding of America's most important cultural myth. I recommend this course, but I do so only to students who are willing to place most of the responsibility of learning on themselves.

English 199 Modern British Poetry, 3 MWF John Matthias

CONTENT: The course covers the poetry of World War I (mostly Wilfred Owen), David Jones, Eliot, Pound, Yeats, Auden, Thomas, D. H. Lawrence and some contemporary material.

READINGS: *Book of Modern Verse* (paperback); David Jones, *In Parenthesis*; T. S. Eliot, *Waste Land and Other Poems*; Ezra Pound, *Selected Poems*; Auden, *The Orators*; *Poetry of the Thirties*; Alvarez (Ed.), *The New Poetry*; Lawrence, *Selected Poems*. Approximate cost: \$13-15.

ORGANIZATION: There will be a final, and a long paper.

COMMENTS: Mr. Matthias is pretty much "artist in residence" in the English department. Which should make him pretty special. He is. His analyses are penetrating, always telling. The lectures are alive — not just interpretive, but critical of

form and content. The literary period with which the course deals demands that kind of approach: the Classical Modernists and the Thirties Poets raise serious questions about the mode and function of poetry. Matthias does more than just show that these questions are in the texts; he tries to answer them, and to make the student answer them — as he does, the student is given the outlines of a pliant critical framework, an apparatus

with which the student can appreciate modern poetry.

John Matthias may be a genius, without the condescension of one. He is always helpful; having raised the questions, he is never content to pursue the point by himself. Result: student participation and student growth, through a "give and take." Besides that, he's hip. And alive. Which makes him pretty special.

General Program

General Program 28, 38, 48 Seminars II, IV, VI

CONTENT: All the General Program Seminars consist in the reading and discussion of approximately fifteen classic works per semester. Each year the Seminars begin with the Greeks and proceed to the moderns (pre-1930). The second-semester courses normally begin with Aquinas (soph. yr.), Spinoza (jr. yr.) and Hobbes (sr. yr.). These courses are intended to give the student the opportunity to become aware of his intellectual heritage through the great books of the intellectual tradition.

PRESENTATION: The courses are all offered in a Seminar form, although there are variations (indicated below) in the style with which each teacher approaches the class.

READINGS: (See list below.)

ORGANIZATION: The primary factor in all the courses is class participation. Ancillary to this are an oral final exam and perhaps a midterm and a term paper, depending on the teacher.

General Program 28 Great Books Seminar II

READINGS: Saint Thomas, *Treatise on Law*; Dante, *Inferno*; Machiavelli, *The Prince*; Galileo, *Two World Systems*; Descartes, *Discourse on Method*; Locke, *Second Treatise on Government*; *Federalist Papers*; Voltaire, *Candide*; De Tocqueville, *Democracy in America*; Hawthorne, *Scarlet Letter*; Mill, *On Liberty*; Nietzsche, *Beyond Good and Evil*; Newman, *The Idea of a University*; Thoreau, *Walden*; Melville, *Moby Dick*.

Stephen Rogers, 3 MF 5, 3 TT 5

Dr. Rogers normally comes into the room, asks for any questions or comments, and if there are none, he usually happens to have a few of his own. The discussions, unlike several seminar courses, usually center on the book. Any student that makes a statement better be able to defend himself, for Dr. Rogers has a very good and sharply pointed critical mind. Although intellectually stimulating, few students ever become emotionally involved in the course, and because of that the discussions often drag. However, the experience of Dr. Rogers himself is usually judged to be very worthwhile; he is sensitive and intelligent, critical yet open. He has many definite prejudices, but in no way tries to force them on the class, and indeed, seems interested in being challenged and learning from his students. In the past, he has been the only seminar leader who has required a term paper. Since the topic is completely open, this can be one of the most fruitful experiences of the semester.

Robert Vacca, 1 TT 3

Dr. Vacca's thorough familiarity with the course is immedi-

ately apparent after his first seminar presentation. Dr. Vacca encourages an investigation into the dramatic effects of the material under consideration as well as its philosophical aspects. Yet while seeking to consider these two divergent features of the Great Books, he still maintains a tight hold upon the discussion; in fact, he rarely hesitates to interject when the discussion begins to wander aimlessly. Besides, to further prevent the discussion from wandering, Dr. Vacca often concisely summarizes ambiguous positions taken during the seminar. But, unfortunately, as a result of his intense and critical analysis of each student's comments, there is a regrettable tendency to have the seminar resolve into a sequence of dialogues between individual students and Vacca, eliminating clashes between students.

General Program 38 Great Books Seminar IV

READINGS: Bacon, *The New Organon*; Spinoza, *On the Improvement of the Understanding*; Pope, *Essay on Man*; Smith, *Wealth of Nations*; Burke, *Reflections on the Revolution in France*; Wordsworth, *Lyrical Ballads*; Hegel, *Reason in History*; Marx, *Writings of the Young Marx on Philosophy and Society*; Tolstoy, *War and Peace*; Darwin, *Origin of Species*; Dostoyevsky, *Notes from the Underground*; Flaubert, *Madame Bovary*; Acton, *Essays in the Liberal Interpretation of History*; Freud, *General Introduction to Psychoanalysis*; Veblen, *Theory of the Leisure Class*.

Brother Edmund Hunt, C.S.C., 1 TT 3, 3 TT 5

The spring readings of the junior year are sometimes considered to be the best the GP has to offer, so this course should be worthwhile just for them. Br. Hunt can involve the class in stimulating dialogue, particularly when he is armed as he will be this semester. The students, however, should be equally well-armed in order not to be led into specious generalizations.

Ivo Thomas, O.P., 2 MF 4

Fr. Thomas' conception of the seminar situation is that the teacher should sit back and elicit the ideas of the students. The more he can take the back seat, the better. It is, however, sometimes necessary to intervene and "give them the A, B, C's" when they get wildly off the track.

General Program 48 Great Books Seminar VI

READINGS: Hobbes, *Leviathan*; Leibniz, *Discourse on Metaphysics*; Swift, *Gulliver's Travels*; Diderot, *Rameau's Nephew*; Goethe, *Faust*; Kierkegaard, *Philosophical Fragments*; Dostoyevsky, *Brothers Karamazov*; Helmholtz, *Scientific Lectures*; Ibsen, *Hedda Gabler*; James, *Varieties of Religious Experience*; Adams, *Educa-*

tion of Henry Adams; Husserl, *Cartesian Meditations*; Pirandello, *Six Characters in Search of an Author*; Wittgenstein, *Blue Book*; Jung, *Memories, Dreams, and Reflections*; Eliade, *Cosmos and History*.

Willis Nutting, 1 TT 3

The discussions in Mr. Nutting's seminar range from being somewhat boring to being extremely lively. The former is usually the result of a book which does not leave much material for dialogue. Mr. Nutting's extensive knowledge and simple wisdom often make up for disappointing readings. In fact, there are students who are not enrolled in the course who sometimes attend just to hear Mr. Nutting. In the discussions, the emphasis has been on understanding the book in the context of the time it was written, and assimilating its insights to contemporary issues. Most students have found this course to be both intellectually and personally enriching.

Robert Turley, 3 MF 5

Mr. Turley is generally considered one of the finest seminar leaders in the General Program. He maintains sufficient order, and sticks to the books in order to bring out what is in them, rather than have each seminar terminate with the students' expounding their own personal philosophies of life. He also avoids the other extreme of having the seminar be a lecture period in which he runs through a list of points about the books.

General Program 22 Fine Arts II, 9 TT A. Lawrence

CONTENT: This course will deal with broad topics such as the structure of sound and basic musical elements, e.g., harmony, rhythm, melody, form, tone-color and instruments, that are applicable to music in general. These elements will all be illustrated by recordings, and live performances if possible. It may begin with a discussion of contemporary music, and show how these traditional elements may be discerned in them. The course will not be a history of music, although it is inevitable that this will enter into it. Music will also be related to other artistic forms, such as the visual arts, literature, and the dance.

PRESENTATION: The course will be primarily lectures, illustrated by recordings.

READINGS: These will basically be from what composers such as Stravinsky, Bernstein, Copeland, and Ives have themselves said about music. There is a possibility that a text, either Ratner's *Music: The Listener's Art*, or Machlis' *The Enjoyment of Music*, will be used. If so, it will be a guide, and not a crutch.

ORGANIZATION: There will be both reading and listening assignments. In place of quizzes, Mr. Lawrence prefers short papers on a topic dealt with in the course.

COMMENTS: It will be an attempt to understand certain qualities of style and structure common to the music of our heritage, which do not require a great deal of technical information. Mr. Lawrence hopes that the students would obtain some general background of music, and an interest in whatever type of music appeals to them. He also desires to stir up people's imaginations, particularly their response to music.

General Program 24 History of Science I, 2 MWF Albert Costa

CONTENT: This will be a course on the development of science

to 1000 A.D., including a study of pre-Greek, Greek, Chinese, and Islamic science.

PRESENTATION: Although the course will be primarily lecture, days will be set aside for discussion when the material is amenable to it.

READINGS: Possible titles include: Sambursky, *The Physical World of the Greeks*; F. S. Taylor, *The Alchemists*; Sarton's *History of Science*; books on mathematics and astronomy; and books on reserve for Chinese and Islamic science.

ORGANIZATION: There will be several short critical papers, and an essay, midterm and final.

COMMENTS: Dr. Costa feels that his course will humanize science and show it in its role and place in culture. Active student participation will be essential for its success.

General Program 24 History of Science I, 1 MWF Sister Suzanne Kelly

CONTENT: This course is the first of three required courses in the history of science for General Program students. Sister Kelly covers the science and pre-science of Egypt, Mesopotamia, Greece, Rome and the Arabic countries, from the earliest recorded tablets up through early medieval times.

PRESENTATION: Because of the topic of the course, Sister Kelly's class is one of the few General Program courses where seminar discussions are not important. She is, however, a good lecturer, although her subject matter is often greeted with less than enthusiasm from the GP sophomores who sit quietly in their places, taking notes just as fast as they can, a necessity if one is to do well on her tests. She often supplements her lectures with mimeographed notes, usually of the names and dates of people to be covered in the lectures.

READINGS AND ORGANIZATION: The two texts used in the course are the first two volumes of George Sarton's *A History of Science*. The readings are helpful but not necessary for the classes or for the tests. During the year, there are two tests and a final, the standard format of which is 40% objective (fill in the missing name, definitions, etc.) and 60% essay. The tests are usually quite comprehensive, and emphasize the more important points covered. Two 3- to 5-page papers are required, one on a Greek natural philosopher, and the other a report on one of five different books. A Sr. Kelly book report is *not* meant to be a summary of the books, but rather, comments, opinions, and/or thoughts on it. In addition, a night is supposed to be spent in stargazing. Sister Kelly at the beginning of the year hands out a sheet of paper saying when she wants what, and when she will discuss what, and is able to follow her outline quite closely.

COMMENTS: Sister Kelly is a very good lecturer, and leads one of the only GP classes that could be called systematic. Her talks are often surprisingly interesting despite the subject material; one criticism that has been given to her course is that she was not as intellectually rigorous as Dr. Crowe, but on the other hand, very few GP students are that interested in going very deeply into Dr. Crowe's favorite subject. This course is useful, and even interesting, because it is probably the only set of courses in the GP in which there is any sense of chronological development, and because the sciences are a valid discipline which most liberal arts students ignore. The most frequent criticism of the history and philosophy of science courses, and indeed, of the entire GP is that there is simply too much of it.

General Program 26 Christian Origins, 9 MWF Willis Nutting

CONTENT: Dr. Nutting plans on beginning the course by looking

at the psychological side of religious experience: What is meant by belief or acceptance? Is it logical, an intentional leap, or something supernatural? Questions of this nature will be followed by looking at the Greek, Old Testament and New Testament sources of Christianity.

PRESENTATION: This class will be conducted in the typical Dr. Nutting style: Dr. Nutting setting forth some theses, but always willing to learn from the conversations of the students with him, and among themselves.

READINGS: These will be primarily from Scripture.

ORGANIZATION: To quote Dr. Nutting: "none."

COMMENT: Dr. Nutting will be teaching this course for the first time, and he hopes that it will be different. Since he is going to teach it, it is unquestionable that the students will also enjoy taking it. Anyone looking for a rigorous and systematic treatment of these issues should thus be adequately forewarned that they are not to be found in a course such as this. It should, however, be a source of stimulation and insight for those who approach it with the proper attitude.

General Program 26 Christian Origins, 10 TT 12 Ivo Thomas, O.P.

CONTENT: Christian Origins is a loosely structured course dealing with religion from Moses to Lao-tzu. The course dwells to a large extent on a study of the Bible, the purpose of which is to give students better insight into and a more objective view of Christian theology. The students are practically all General Program sophomores, and a fairly good freshman Biblical Theology course is this evaluator's only suggested requirement. The course is offered in the spring only.

PRESENTATION: Fr. Ivo's course is basically lecture. He claims that he invites questions, but makes no promise about answering them. Questions may be put down, put off, or turned off depending upon Fr. Ivo's opinion of them, or the mood he happens to be in. The lectures themselves are witty, rambling and usually unprepared. The material from which he draws is vast, and the vastness is reflected in the lectures. He speaks of what interests him, and quite often his students find themselves chasing after his train of thought for an entire period. He seldom tries to bring his material down to the students, and only if they can think on his plane do the lectures become meaningful.

READINGS: A host of books are suggested in passing to students as course matter, but only the Bible is required. Fr. Ivo makes no specific reading assignments beyond that, so it is up to the student to decide what books should be read.

ORGANIZATION: One 2,000-word term paper, a take-home final, and whatever readings the student chooses make up the course's organization. The term paper is the basic determinant of the final grade; those papers which either "turn on" or "turn off" Fr. Ivo appreciably receive the higher grades, and those which leave him unmoved the lower. Choice of topic is left up to the student, although it must have "something to do with the course." The final exam is rather anticlimactic to the paper. It is essay, take-home and not very difficult. Fr. Ivo says that he determines an average grade for a specific class and then grades the individuals in relation to the group. The average grade is usually "B," which means an average student's grade in an average class would average out to around "B."

COMMENTS: His students generally agree that Fr. Ivo Thomas is a brilliant and amiable man. However, his Christian Origins students often contend that the course is a bit too loose and undirected for their liking. (Quite an assertion for General Program students.) The difficulty is that a distinction can be made between a scholar and a teacher. Fr. Ivo offers in this particular course scholarly commentary on religious trends, rather than the academic challenge to study them. He offers his scholarly

viewpoint, and expects rather than challenges students to follow his example. Unfortunately it's too easy to exchange one fairly good subjective paper for nine quality points, bagging the independent study.

General Program 31 Drama, 10 TT 12, 1 TT 3 Edward Cronin

CONTENT: Generally, the material covered will start with the Greeks and move to modern plays. If time allows, some "Theater of the Absurd" will be read. Major emphasis will be given to *Hamlet* (several weeks will be spent on it). There are no definite prerequisites to the course which is only offered in the spring. The class usually contains juniors and seniors in G.P.; however, Dr. Cronin attracts many other students who are interested in a unique educational experience. Classes tend to be comfortable in size, approximately 15-25 students.

PRESENTATION: The quality of Dr. Cronin's lectures is excellent. Dr. Cronin usually develops an interesting thesis, and through much class discussion proves its validity. His treatment of the use and importance of language is one interesting example. His Irish wit will add a fascinating flavor to whatever he lectures upon, and will make the student feel very comfortable with him. The work load is well distributed and relevant to class discussion. Adequate time is given for assignments. As in most G.P. courses student participation is integral; however, Dr. Cronin cautions, "This is a course in drama, not philosophy, economics, or the rhetoric of Spiro Agnew; therefore, questions concerning drama will be answered with respect to drama."

READINGS: See above.

ORGANIZATION: There will be four or five papers in the course, but none of any great length. Dr. Cronin considers good writing ability a major asset in his course: "The quality of writing goes far to determine the grade, but, for those to whom English is a second language, or write as if it were, there will be plenty of conferences with the teacher." Poor writing ability should not keep a student from this course, for Dr. Cronin does take the time to help students improve themselves. Not an advocate of the "stomach pump" exam, Dr. Cronin gives only a final. It will not be in class and will mean the student must read and comment upon a play not treated in the course.

COMMENTS: Dr. Cronin evaluates the student's total efforts and assigns grades correspondingly. Most of the students become quite involved in the course and their grades reflect this. It should be obvious now that the writer, and many others who have experienced Dr. Cronin, feel this course will be a valuable and fascinating experience.

General Program 31 Drama, 10 MWF Brother Edmund Hunt, C.S.C.

CONTENT: This will be the first time Brother Hunt has offered this particular drama course, which is required for all General Program juniors. The major emphasis of the course will center about the idea of drama as both a weapon of propaganda and as an expression of the societal values in which it is produced.

PRESENTATION: Brother Hunt hopes that this course will not break down into another lecture course, but rather that it will develop into a dialogue between fellow students. He will try to guide things away from the traditional historical analysis of drama and try to bring them into the context of a broad discussion of the theater's effect on society and society's effect on the theater.

READINGS: The readings will concentrate on American theater over the past thirty years. Brother Hunt plans to start with play-

wrights Eugene O'Neill and Tennessee Williams and then proceed as the spirit moves people. There is also the possibility of viewing plays (both above- and underground) in the area and in Chicago.

ORGANIZATION: Brother Hunt has not set up anything in the way of papers and tests. These will develop as the course progresses. Judging from past experience with Brother Hunt in the G. P. seminar, his demands will not be oppressive.

COMMENTS: The course will depend a great deal on the student's commitment to it. Brother Hunt will provide a good opportunity for students who have a genuine interest in modern drama. But without student effort the course will bomb.

General Program 34 History of Science III, 10 MWF, 11 MWF Albert Costa, Michael Crowe

CONTENT: This course will be taught jointly by Mr. Costa and Mr. Crowe, each teaching two months. Mr. Costa's portion will deal with two topics: the development of biological and geological evolution, and the development of modern chemistry from the time of Lavoisier to the architectural approach current around 1870. Mr. Crowe will examine in detail the History of Optics, as well as spend a short time on another topic, such as mathematics or astronomy. In optics, the primary focus will be the debate between Newton and Huygens on the theory of light.

PRESENTATION: Mr. Costa's classes, although primarily lectures, will have time set aside for discussion. Mr. Crowe's portion will be conducted primarily by discussion. It will thus be important that the student read the material and come to class prepared to discuss it intelligently.

READINGS: Dr. Costa: Hyman (ed.), *Darwin For Today* (a selection of Darwin's writings); L. Eiseley, *Darwin's Century*; O. J. Benfey, *From Vital Force to Structural Formulas*; Gillespie, *Edge of Objectivity*.

Dr. Crowe: Primary documents will be used almost exclusively, with emphasis on Newton's *Optics*, Huygens' *Treatise on Light*, and Young's papers.

ORGANIZATION: In Mr. Costa's section, there will be several short critical papers, as well as an undetermined number of tests. With Mr. Crowe, there will be an exam after the large section on Optics.

COMMENTS: Mr. Costa views the course as dealing with prominent topics in contemporary culture, and in the understanding of man. Active student initiative and cooperation will be essential for the attainment of this understanding. Mr. Crowe's course has been highly praised by a number of people for whom it was their first opportunity to get involved in an actual scientific debate as manifested in the works of the scientists themselves. Again, since this course will be almost entirely discussion, it will be necessary for the students to participate actively in order to derive full value from the study of one of the classic controversies in the history of science. As a whole, the course should provide the opportunity for an interested student to broaden his outlook towards science by seeing how it has developed in three highly important areas.

General Program 35 Metaphysics, 9 MWF Robert Thompson

CONTENT: The course revolves around a detailed analysis of the language and logic essential to the understanding of the science of metaphysics. The object of the course is the study of Aristotle, Plato, St. Thomas Aquinas, and a few contemporary metaphysicians. There are no prerequisites for this course.

PRESENTATION: The emphasis is on the tutorial method with Dean Thompson reading from each book. This method is employed to insure the student's understanding of the language and logic used by each author. There is rarely any discussion, unlike other General Program courses, because the approach is a historical one based on fact rather than individual interpretation and opinion. The teacher has an excellent knowledge of the material presented.

READINGS: The readings range from Plato, Aristotle, and Thomas, to more contemporary metaphysicians, such as Sartre and other existentialists. While the readings were few and far between last year, there will probably be more outside readings next semester to present a better survey of metaphysics.

ORGANIZATION: There will probably be two papers and a final next semester. The papers are extremely worthwhile because they provide the students with an opportunity to synthesize the material presented in the lectures. The final test covers only the material of the lectures and is only moderately difficult. The average grade for last year's class was about C+.

COMMENTS: Most students interviewed expressed disappointment in the approach used and classes were oftentimes uninteresting. This can only be explained by the fact that this procedure was unlike the usual discussion approach encountered in the other General Program courses. This disappointment could be alleviated by a clear statement of intent and method of approach given at the beginning of the semester to give the students the proper perspective. There will most likely be more time allotted to discussion this semester and a suggestion was made to have a discussion after every philosopher studied to insure that each student has an adequate understanding. One other suggestion made was that the teacher approach each metaphysician and his work analytically in order to enable the student to relate to his logic as it is evident from the works read in class. The course can be a worthwhile educational experience if the students are given a proper perspective at the beginning of the course.

General Program 35 Metaphysics, 1 MWF Robert Turley

CONTENT: Metaphysics 35 is a one-semester course offered in the spring for General Program juniors. Metaphysics is developed from a classical stance (Parmenides, Plato, Aristotle, Descartes) to modern approaches (Hume, Kant, Russell, and Ayer). The latter half of the course questions both the possibility and the validity of doing metaphysics. Although the question is ultimately answered by the student himself, Dr. Turley seems to affirm doing metaphysics, and preserves the wonder in such an inquiry.

PRESENTATION: The classroom situation is a mean between lecture and discussion. Dr. Turley's well-prepared lectures provide excellent insights into the reading material. Questions are welcomed and become in the hands of Dr. Turley a source of personal insight for the student.

READINGS: The readings are numerous (one for each philosopher covered), but hardly overburdening. Sufficient time is given to read (and even reread) the texts, which are basic to the course.

ORGANIZATION: The grade is based on a series of quizzes (about five) and on three-to-five-page papers (about four); and on a possible midterm and/or final exam.

COMMENT: Dr. Turley has a gift — a gift for teaching. To say that he draws a student to discovery is not hyperbole. Dr. Turley teaches metaphysics *for each student*, and he has a way about himself of affirming a student's efforts. Any course with Dr. Turley is highly recommended.

General Program 45

Politics, 11 MWF

Frederick Crosson

CONTENT: An approach to a theory of modern democracy through the study of the historical development of political philosophy. Formulation of the fundamental problems of political community and the emergence of the democratic solution is followed through readings in Plato, Aristotle, Polybius, Machiavelli, Locke, Montesquieu, Rousseau, Madison, Begehot, Schumpeter, and Maritain. Although this is a required course for GP seniors other students are also invited to enroll.

PRESENTATION: Although the course will be primarily lecture, this will be somewhat contingent on the size of the class. Dr. Crosson, however, also encourages discussion.

ORGANIZATION: There will be a midterm and a final, as well as a term paper or several book reviews.

READINGS: The readings will be from the authors mentioned above.

COMMENTS: The reading for the course, ranging from Plato to contemporary voting studies, will be quite extensive. Dr. Crosson's perspicuous analysis should, however, ensure that the course will provide intelligent and stimulating insights into the basic issues of political theory.

General Program 49

Western Civilization, 9 TT 11

John Lyon

CONTENT: "A historical investigation of critical episodes in the development of Western Civilization from the point of view of the history of ideas." This General Program course description lacks only the factual reference that great emphasis is placed upon the development of modern European thought. Designed to be integrative in nature, this senior G.P. course attempts to develop a perspective through which to view the broad readings of the seminar. A requisite course for G.P. majors, it is highly recommended for senior Arts and Letters men who wish to give focus to their collegiate seminar readings. Only those juniors with extensive reading background should consider this course.

PRESENTATION: Classes are quite informal. Interesting lectures supplement the readings and act as a foundation for free discussion. The average class size of twenty enables one to keep track of viewpoints and to participate frequently.

READINGS: The required readings are Heer's work on European intellectual history; Hughes' *Consciousness and Society*; McLuhan's *The Medium Is the Message*; and Halsted's *Peter Abelard*. All are worthwhile.

ORGANIZATION: There are usually two papers about five pages in length. In addition there is a final and an optional midterm. The tests are weighted slightly more than the papers. The average grade is a B.

COMMENT: This course is considered by a majority of the students taking it to be a significant educational experience.

General Program 53

Survey of Human Knowledge, 10 MWF

Chairman and Staff

CONTENT: In short, whatever seems pertinent to the professor at the time. Among the topics pursued in recent years include a study of medieval phrenology as applied to the archeological Search for the Historical Socrates — the slide-lectures on the Platonic and Socratic brainpans must be seen to be believed — the use of renaissance optics by modern American industry (to wit, the novelty tie-clasp concern), and the harried administrator as a central tragic figure in the historical recurrence of heretical error.

PRESENTATION: Fair to middlin'. It is only fair to add that enrollment in this lecture course, in itself perhaps "no big thing," does afford an unusual opportunity for outside work. A carefully selected cadre of students annually become eligible for a lab/workshop in personal vendetta. This reporter, obviously enough, can vouch for its depth and lasting impression.

READINGS: Suffice it to observe that the reading load is barely large enough and boring enough to keep the average student more than a mere two or three weeks behind himself by midterm.

ORGANIZATION: There are papers and tests, each for a percentage of the final grade as announced at the first meeting. One hint: Don't take too seriously the fact that the percentages add up to 100, or the announcement that there is a no-cut policy.

COMMENTS: In this one-credit followup to his ever-popular, first-semester offering, *All Previous Thought* (GP 52), the chair gives us the final work on such vital issues of our (and, by the logical principle of extension by implicit nonomission, all) times as:

Self-hatred and isolation as the essence of love
The sacrosanctity of the University in society
Ontological irrelevance of contemporary thought and practice
Why you can *never* be too careful.

Owing to the instructor's notable erudition in technical studies, the University is pleased to extend credit (we might add, extend it beyond all boundaries of taste and common horse-sense) to those students pursuing the B.S. degree.

Government

Government 30

American Government, 9 TTS

Paul Bartholomew

CONTENT: The main focus of this course is on the structural framework of government in the United States. Although the Federal Government is emphasized, there is some coverage of

state and local government in the text and in reports. This is a required course for Government majors and is composed mostly of juniors and seniors.

PRESENTATION: Dr. Bartholomew, although mainly a lecturer, often allows for questions and discussions. His lectures are presented in a straightforward manner and students find it easy to outline them. Lectures are often witty and concentrate heavily

on points that are not emphasized in the text. Dr. Bartholomew's lectures are attempts to construct the system of American government in the mind of the student. Hence, questions do not usually pertain to theory or dynamics, but to definitions of terms or more detailed description of the system. Professor Bartholomew leaves it to the student to discover whether the structure presented in the lectures coincides with the system in practice.

READINGS: *Government by the People* by Burns and Petalson (Seventh Edition) is the text for the course. The book provides some of the history and exciting trends of American government, which are missing from the lectures. Since approximately fifteen U.S. Supreme Court cases are required for each quiz, it is helpful to buy Dr. Bartholomew's *Constitution, Leading Cases*. Questions on American government articles from the *National Observer* sometimes appear on quizzes. And, of course, each quiz will always have questions on cover stories or assigned articles from the good citizen's bible of fact and fiction, *U. S. News & World Report*.

ORGANIZATION: Three quizzes are given during the semester. Although they are detailed, one may find old tests helpful in determining the kinds of questions that are asked. Quizzes cover ten to twelve chapters of the text, about fifteen Supreme Court cases, lectures, *U. S. News*, and the *National Observer*. Many students never find answers until the discussions on the tests after they are returned. Three reports of five to ten pages are assigned on home area government, governmental unit (usually South Bend), and American government bibliography. While the quizzes have been known to tax the memory of the student as well as his will to live, the reports are routine exercises and usually receive full credit. The final exam, which accounts for 25% of the bulletin grade, consists of ten short-answer questions. Dr. Bartholomew usually emphasizes the points most likely to qualify for his exam in the last week of the course.

COMMENTS: The course concentrates too much on filling in details of the system of American government, at the expense of theorizing, comparing, and analyzing the exciting developments in American government. More emphasis is placed on the unquestioning memorization of systems, critical questioning of them becomes close to nonexistent. Although the course lacks any presentation of political theory, Dr. Bartholomew appears willing to consider a very short summary of American Political Theory, the behavioral approach left to Burns and Petalson. Dr. Bartholomew is without doubt well versed in the organization of American Government, especially the Judiciary. However, a more theoretical and dynamic approach would render this course a more significant educational experience.

Government 31 International Relations, 9 TTS; 10 TTS George Williams

CONTENT: This is one of the four courses "required" of all government majors. There are no prerequisites. Most students are sophomores or juniors, many of whom are nonmajors. It is not an attempt to provide you with a system by which to view international relations. Rather, it tries to make you aware of the scope of the issues, the problems involved, and the difficulties which settlement encounters.

PRESENTATION: Professor Williams doesn't really lecture in the formal sense of the word. He throws out a stream of comments and challenges, trying to stimulate student response. Unfortunately because of the size of class (approx. 70 students), discussion is limited. To participate, even interiorly, it is mandatory to have done the readings.

READINGS: Usually excellent. This semester's were: *Lost Revolution* by Robert Shaplen, *The Press and Foreign Policy* by Bernard Cohen, *Policy-making Process* by Charles Lindblom, *Eichmann in Jerusalem* by Hannah Arendt, *Thinking About the Unthinkable* by Herman Kahn, and *International Political Analysis* by David V. Edwards. All are in paperback. This list is subject to change, of course. If you follow the reading schedule

in the syllabus, assignments are reasonable.

ORGANIZATION: Two or three book reports are usually required. Students are urged to be creative. Mere recapitulation is not expected. A midterm and a final. These exams urge you to use the readings and class discussion to treat problems. Usually the exams are very challenging. Good papers help offset poor exams; otherwise everything counts more or less equally.

COMMENTS: This is a "grown-up" course. If you expect to come in, plop down, and have everything laid out for you, forget it. The aim of the course is to help you organize your thoughts about naturally interesting material. It presumes you want to read and think. Professor Williams doesn't expect to make you agree with his opinions, but he does expect you to have an opinion and be able to defend it. If you are curious about international affairs, come and participate. If you are country club oriented, you won't be turned away, but you will be challenged.

Government 32 Political Theory, 9 MWF Gerhart Niemeyer

CONTENT: Political Theory is concerned with the study of the major concepts of political thought. The majority of the lectures deal with classical political thinkers: Plato, Aristotle and Augustine. For the remainder of the course, Dr. Niemeyer's lectures deal with Machiavelli, Hobbes, Locke, Rousseau, Burke, Marx and Mill. The course is a requirement for government majors and there are no prerequisites. The size of the class is usually large (about 150 students).

PRESENTATION: The basic format of Dr. Niemeyer's class is two lectures and a discussion period per week. His lectures are well organized and well presented. It is quite easy to follow the logical and basic developments of his lectures because of his preparation and presentation. The lectures on Aristotle and Augustine relate well to the readings. Dr. Niemeyer does accept questions; however, because of the size of the class and more often than not, the difference in viewpoint between the questioner and Dr. Niemeyer, the questions rarely lead to anything substantial. The worth of the discussion groups varies according to the composition of the groups.

READINGS: Traditionally, the reading list has been Aristotle's *Ethics* and *Politics*, Augustine's *City of God*, Hobbes' *Leviathan* and Rousseau's *Social Contract*. This year, Dante Germino's *Beyond Ideology* has been added; this latter book especially is important for those who hesitate to take Dr. Niemeyer's course because of his conservatism. Germino, a political liberal, gives an excellent presentation for the significance of classical political theory. The readings are rigorous because of the content, but the amount of the reading is not excessive.

ORGANIZATION: Weekly one-half-page papers on the readings must be written. The purpose of these papers is to demonstrate whether the student has grasped the basic concepts that the weekly readings contain. Two one-and-a-half-page papers on a topic assigned by Dr. Niemeyer are also required. Although the papers may seem easy, they require a thorough understanding of the material and an ability to critically reflect on the problems raised by the topic. There are also two examinations, which are difficult but fair. The examinations cover both the lectures and the readings. The final grade is weighted quite heavily on the second examination and the two papers.

COMMENTS: This course is certainly worthwhile. Any student who is serious about the course will gain a solid understanding of the basic issues of political order. Something should be said about the conservatism of Dr. Niemeyer since many students are reluctant to take the course for this reason. Many students find his ideas, because of their classical orientation, to be archaic. However, it seems that any student, reflecting upon the horrors of the twentieth century and its positivist tradition, may, on second thought, conclude that this course is especially relevant. The course is certainly one to be recommended, both for its

educational value and for its insight into genuine conservative thinking. With such a recommendation, one would hope, however that Dr. Niemeyer would be less hostile towards such moderns as Hobbes, Rousseau and Locke in presenting their ideas.

Dr. Niemeyer sets up his course so that his lectures upon a book do not occur simultaneously with the student's readings of it. Therefore, Mr. Bond performs a very important function in the course for he leads the discussion groups that concentrate upon the problems that arise in the readings. Being very knowledgeable in the field of political theory, he is quite helpful in explicating the viewpoint put forth by a particular author. As a political theorist, Mr. Bond tends to adhere to the classical conservatism of Dr. Niemeyer. Nevertheless, he is more prone to seriously consider opposing outlooks to the conservative standpoint.

As the teaching assistant, Mr. Bond has the responsibility for the weekly assignments and the overall grading of the course. The general consensus among students is that he does not make the purpose of the weekly half-page paper explicit. Many students also question the criteria exercised in his grading of the major tests. Let it be noted in Mr. Bond's defense that, by nature, a political theory course requires a very exacting and perceptive insight into the works that are read.

Government 33 Comparative Government, 9 TTS Robert Evans

CONTENT: Dr. Evans' course is a comparative study of the governments of Great Britain, France, West Germany, and the Soviet Union. The constitutions and the actual political mechanisms of government are treated in this course, but Dr. Evans also tries to emphasize the character of the people that lie behind the governmental institutions. The course is a Government Department requirement. Hence, there are predominantly sophomores and juniors in the course. There are, however, no prerequisites.

PRESENTATION: Comparative Government is set up for both lecture and discussion. Dr. Evans often uses the major text as the basis for his lectures, but he also demonstrates an extensive personal knowledge of the political societies considered. Dr. Evans has a unique manner of lecturing which might be characterized as dry. Nevertheless, his lectures are captivating and enjoyable because of his habit of interjecting subtle sarcasm and his overall Continental air. The discussions cover general topics which could quite possibly appear as an essay question on an examination.

READINGS: The major text, Beer and Ulam's *Patterns of Government*, provides a thorough description of the structures of the various governments and an in-depth analysis of the influential factors at play in the actual policy-making processes. The constitutions of each government are presented in the supplementary text, *The Constitutions of Europe*. The basic text is long and detailed, but quite a readable work. Each nation is described and analyzed by a different author who is an expert on the particular country that he treats. As might be expected, the book of constitutions is not exactly a reader's delight. The approximate cost of the text is \$11.00.

ORGANIZATION: There are two examinations administered during the semester, each determining 20% of the final grade, and a cumulative final, which counts for 30%. These exams are primarily of the essay type. A research paper of a specified length of 12-15 pages is required, which also constitutes 30% of the grade.

COMMENTS: Dr. Evans' approach is to stress the major factors that underlie and legitimize the different governments with the hope of stimulating the student to reflect upon these things. Since Dr. Evans has lived in some of the countries covered in the course, valuable insights into the life styles of each people, as well as the political realities of the governmental systems are to be gained.

Government 104 Latin American Seminar, 4 TT 6 Herman Vera-Godoy

CONTENT: The Latin American Seminar is the cooperative product of members of the History, Sociology, Economics, Literature, and Government departments. The major aspects of current and past Latin American reality will be treated in a course that combines lecture and seminar features. Grades will be based on class participation and two exams.

COMMENTS: This course should provide a rare and valuable opportunity for the student to study the Spanish- and Portuguese-speaking countries of the continent from a variety of perspectives, all interrelated, all vital to an understanding of Latin America. It is recommended as a well-conceived course and an undoubtedly broadening experience.

Government 126 Studies in Political Theory II, 9 MWF Alfons Beitzinger

CONTENT: This course traces the development of the concept of Natural Law from the Classical Greek period to the present. It is approached from a chronological point of view with particular emphasis being placed on the various criticisms of the Natural Law and the classical rebuttal to these criticisms. The first half of the semester deals primarily with the historical development of the Natural Law. The second half of the course is spent in analyzing the Natural Law critiques of David Hume and the present-day legal positivists.

PRESENTATION: The class size is generally small (approximately ten) and the presentation is informal. Dr. Beitzinger's style is deliberate yet certainly not boring. Discussion is encouraged. Frequently the discussions pertain to the relation of material studied to contemporary situations.

READINGS: Primary: Plato — *Republic*; Aristotle — *Ethics*, *Politico*; Cicero — *On the Commonwealth*; Hobbes — *Leviathan*; Locke — *Second Treatise on Government*; Aquinas — *Treatise on Law*. Secondary: A. P. D'Entrevies — *Natural Law* (on reserve in Library); C. J. Friedrich — *Philosophy of Law in a Historical Perspective*; H. Rommen — *Natural Law* (on reserve in Library); Leo Strauss — *Natural Right and History*; Felix Oppenheim — *Moral Principles in Political Philosophy*.

An acquaintance with the original texts is all that is necessary. Particular emphasis is placed, especially in the first half of the course, on Rommen's book. Friedrich's book is a must for those who do not wish to read or reread the original texts. In general, the readings are quite good.

ORGANIZATION: There are no papers or projects. The number of exams vary; usually there are three including the final exam. The exams are essays with one or two questions to be answered. The questions are quite general with the quality of the answer determining the quality of the grade.

COMMENTS: This course is an excellent follow-up to Dr. Niemeyer's *Political Theory* course. More generally, it would be an excellent course for those who have an interest in the development of the concept of law in the Western tradition. Dr. Beitzinger is an excellent teacher and the size of the class provides a most conducive atmosphere for dialogue and a more personal student-teacher relationship.

Government 128 Theory of Social Order, 10 MWF Alfons Beitzinger

CONTENT: This course basically "attempts to look at a number of theories of social order in terms of political philosophy as

they have developed over the ages." This approach is conducted on the premise that men interpret the truth in terms of symbolic forms. After establishing this general notion, the course proceeds to focus on a few individuals. The specific men studied are: Socrates-Plato, Cicero & others of the Roman school, Augustine, Machiavelli, Calvin, the Puritans, Hobbes, Rousseau, and David Hume. The prerequisites for this course are rather evident. This is not an elective course for the liberal arts dilettante. It requires a rather solid but general knowledge of political theory. Most of the students are government majors with occasional philosophy and GP majors.

PRESENTATION: The lectures proceed in an obviously well-thought-out order and there is a very deft integration of course material making the individual discussions ultimately appear as a unified structure with component parts that withstand close scrutiny. The class is open to discussion from the very beginning. Indeed, Dr. Beitzinger induces (provokes) discussions by being quite outspoken with his "prejudices" before the class. This discussion is not limited strictly to the topic at hand, but can develop into a rather freewheeling confrontation of political and philosophical attitudes. The tests for this course are derived largely from the class lectures and readings.

READINGS: The basic readings for this course are normal for this area. There is, however, a presumption that the student is acquainted with the obvious required texts for the political theorist. The excellence of this course in one sense is the exposure to secondary sources. While the number of original sources may seem inordinate, it is not so for an interested student of political theory. And, since the student taking this course should have much of the reading material in his possession the cost of this course should not exceed six or seven dollars. (But, then, the cost of texts is a very mean and pedestrian basis for taking or not taking a course.)

ORGANIZATION: There are three exams, including the final. There are no term papers or projects. The exams are essays with one or two questions, usually based on general themes in the works studied. They are fair and demand no more from the student than a reflection upon what he has learned and a presentation of it in an adequate manner. The final grade average (if the quality of the student meets the requirements of the material) is probably "B."

COMMENTS: This course is a must for the undergraduate government or philosophy student concerned with political theory in the classical sense of the term. The student-teacher relationship that can be developed is an experience not often had. The small classes and intimate digressions allow the student to develop a more critical attitude toward his total surrounding at the University. Whether it will be a "significant educational experience," of course, will finally be the responsibility of the student. No professor should have to conduct a thrill show pandering to the uncritical mind in order to obtain class enrollment.

Government 132 American Political Parties, 1 MWF Donald Kommers

CONTENTS: The course centers on the role of the party in power, conflicts as well as the theoretical basis of the party. It seems, however, that the emphasis changes every time the course is taught and any aspect of political parties in America from history to party structure to their role in elections seems to be fair game. A good basis in American government is necessary, whether through course work or personal effort, because Dr. Kommers tends to assume previous knowledge on the part of the student in the subject area. Seniors predominate but a junior with sufficient background should not be afraid of the course.

PRESENTATION: The method of Dr. Kommers is to "zero in" on a specific topic in each of his lectures. He readily admits that they often relate to the readings in only a very general way . . . and he's not kidding! The most frequent comment on the lectures this year is that they are very disorganized, both in-

dividually and as a series. It appears that he is much more disorganized this semester than he was last year. He encourages discussion and is always willing to answer questions in class. He lectures only one period a week and allows one other period for discussion. He termed this arrangement "experimental," however, so one might expect anything this coming semester. Dr. Kommers is very good about bringing in outside lecturers to discuss their particular area of party involvement.

READINGS: They are always very interesting and represent some of the best of today's political writing. His reading list is extensive and changes very much from semester to semester. A student can expect such works as Schattschneider's *The Semi-Sovereign People*, Lippmann's *The Public Philosophy*, Burns' *The Deadlock of Democracy*, Neustadt's *Presidential Power*, Nieburg's *Political Violence* and any one of a number of books by V. O. Key. While they are all not absolutely necessary in order to do well in the course, most people find them informative and worthwhile enough to read as much as they can. *The Semi-Sovereign People* is the most important of the books and the one which Dr. Kommers discusses extensively.

ORGANIZATION: There is a term paper worth 35% of the final grade and two tests, a mid-term and a final, each worth 25%. Discussion accounts for 15% of the grade. The exams are general in nature but require a good knowledge of the material since Dr. Kommers tends to be difficult in his grading. There is a definite emphasis in the tests on what is said in class. The average grade is a B but you have to work for it.

COMMENTS: Dr. Kommers is very concerned with students. He is always willing to talk with and advise them in any way that he can. He keeps well informed in his field and is a wealth of knowledge in many areas of government, political parties being no exception. While his approach may be disorganized, his style is stimulating and oftentimes dramatic. His insights into the political process are very valuable for anyone with an interest in government. These qualities combined with his genuine feeling for the problems, questions and desires of the students make his course well worth the effort.

Government 139 Comparative Politics, 10 TT 12 Robert Evans

CONTENT: This is the first time that this course has been taught during the regular school year; it was taught at the summer semester three years ago. Professor Evans will deal with politics and change. He intends to compare concepts, not governments. He will use such ideas as national character, social structure, use of power, etc., as methods and tools of analysis. Professor Evans also intends to deal with the role of the individual in politics. The course will be open to undergraduates and grads. Comparative Government would be a desired prerequisite.

PRESENTATION: Dr. Evans does not intend to make this a lecture class. Discussion of assigned readings will fill the class period. The readings must be done in order to carry on an intelligent discussion. If the class is small enough the students will each write a paper to be discussed in class. Dr. Evans is a very good discussion leader; he keeps them from becoming boring by his dry wit. Before venturing an opinion it is best to know exactly what you are talking about; your statement will be severely tested by the professor.

READINGS: The two main texts will be *Comparative Politics* (Macridis & Brown, \$6.95) and *Political Man* (Lipset, \$1.75). More readings probably will be assigned.

ORGANIZATION: Most likely there will be a midterm and final of essay questions and a short paper. Numerically, discussion participation probably won't count much, but active, intelligent involvement does make a favorable impact on the teacher.

COMMENTS: The direction and structure of the course will actually be determined by the number of people in it and whether the majority of them are grads or undergrads. Dr. Evans, how-

ever, is a demanding, but excellent teacher. Although the work is not overwhelming, thoroughness and excellence are required and expected. The night before exam cram will not get you through. (See Government 33 for further comments.)

Government 142 Reconstruction of Political Theory, 2 MW 4 Gerhart Niemeyer

CONTENT: As indicated by its title, the course is concerned with the examination of some of the more prominent contemporary thinkers' efforts towards opening once more the questions regarding the preliminary assumptions upon which political order is based. The range of these questions is given special consideration in both their broadest reach and in the various attempts at restricting that range in the recent and distant past. In the light of the fresh theorization afforded by the thinkers' works, an effort is made to render intelligible the given political problems of the day and the wider questions of political order as a whole.

The prerequisite course to this one, offered second semester, is its first-semester preliminary, Government 141. The course is open primarily to seniors and graduate students.

PRESENTATION: The course takes the form of a directed discussion based upon the readings under consideration. Consequently, the quality of the discussion is largely contingent upon the active participation of the students.

READINGS: The reading include Bergson's *The Two Sources of Morality and Religion*, Eliade's *Patterns of Comparative Religion*, Jonas' *The Gnostic Religion*, Zaehner's *Mysticism Sacred and Profane*, Lubac's *The Drama of Atheistic Humanism*, Loewith's *Meaning in History*, and Voegelin's *New Science of Politics and Science, Politics and Gnosticism*. Roughly two meetings are devoted to each work. The books are all available in paperback and cost approximately two to three dollars apiece.

ORGANIZATION: Undergraduates are required to write a review essay on one of a number of selected secondary readings, while graduate students must research and deliver a report on the work of one of several selected scholars in related fields. The final grade is based upon these assignments, a midterm, and a final exam.

COMMENTS: This course poses the student an intellectual challenge equal to few others. The readings present a body of scholarship which has sprung up in recent decades as an attempt to move out of the obfuscation of ideology which has beset science of late. Through the combined efforts of these outstanding scholars, whose works have done much to revolutionize their own fields, a penetrating insight into the sources of order and disorder that have made possible the reconstruction of political theory is achieved. The inquiring student will find the course an opportunity to acquire the tools by which to approach a critical understanding of ideologies, as a stimulation for ever more questioning concerning political order, and in general, as a serious preparation for the discipline of scholarship.

Government 144 Government of Eastern Europe, 4 MW 6 Theodore Ivanus

CONTENT: This is an upper division course which ranges from the various communist take-overs of a number of Eastern European states to the development of their governmental structures. A major emphasis is placed on the position of the Soviet Union in relation to these nations, and their attitudes toward Soviet leadership. Some knowledge in either Comparative Government or Government of the Soviet Union is helpful, but not necessary.

PRESENTATION: The class lectures dominate the course and cover a great deal of material, oftentimes in a different light than the readings. The readings are important because of the dif-

ferent approaches which enhance any full appreciation of the lectures. Ivanus easily maintains relevancy and interest in a course situated so completely within his field.

READINGS: At least four books are required readings and some documents will be assigned. The books are recent and well-written and present fresh points of view. For next semester, the books to be expected include Brezinski's *The Soviet Bloc*, Ionescu's *The Break-up of the Soviet Empire in Europe*, *The Governments of Eastern Europe* by Skilling, and Kertesz's *The Fate of Eastern Europe*.

ORGANIZATION: There will be one research paper and several book reports required. All demand quality and are important to doing well in the course. As far as tests go, there is a midterm and a final. They will require some independent thought, as well as a working knowledge of the lectures and the readings. The average final grade is a B.

COMMENTS: The attitude of this course is that a great deal of information is offered and available to the student who is willing to expend the effort. The workload is not at all light; yet Ivanus' knowledge of the subject and his ability to communicate his understanding cannot but leave the student with an ability to study and understand the complex workings of governments and ideology. The subject matter is kept up to date and a valuable perspective is provided.

Government 151 American City Government, 11 TT 1 Paul Bartholomew

CONTENT: This course, which has not been offered for a couple of years, is an upper-division course. The course will be an examination of American city governments, their type, organization, procedures, and powers. According to Dr. Bartholomew, there will be "more focus on the matter of metropolitan government because of its importance in the context in which we live." Although there are no prerequisites, it would be advantageous to have taken American Government.

PRESENTATION: Dr. Bartholomew plans to present about a month of background lectures, a crash program on city government. Then he will proceed to cover cases on city government in discussion sessions. After that it will be up to the students to present the material relating to the cases in their team reports.

READINGS: The basic text for the course is *Case Problems in City Management* by Edwin O. Stene. Each student will be responsible for an oral book report. Some of the selections are: *Municipal Fire Administration*, *Local Planning Administration*, *Municipal Finance Administration*, and *Supervisory Methods in Municipal Administration*. The books for reports will be on reserve in the library.

ORGANIZATION: At the beginning of the course an intensive lecture series will be presented. Following this, two days will be taken for discussion of cases. Then teams of three or four students will present oral reports on books related to the cases. Included in these oral reports will be home town and South Bend reports on the related subject. For example, if a student chooses *Municipal Fire Administration*, he will not only report on the ideal system presented in the book, but also the practice of this administration in his home town and South Bend. The class will then proceed to the next series of cases and reports. One quiz will be given during the semester. The final will consist of much work, most of it due before the written test. It will require an organization chart of home-town government. In addition, there are three reports on the following: a session of a city council; a session of a city court; sources on American city government. This is all part of the final and due before the written test, which includes the casebook, lectures, and class discussions. The final grade will be based on the quiz, the book report, and the final exam, each counting one-third.

COMMENTS: Do not enroll in this course unless you plan to

work. Dr. Bartholomew believes in learning by doing and it will be up to the student to compare the organization presented in the books with the practice found in local governments. For those who show more enthusiasm in the course, there may be a chance to serve as interns in Buchanan, Michigan — the closest city with a city-manager type of government. For those students interested in case study and who like participatory learning, this course will definitely be worthwhile.

Government 154 Comparative Government II, 2 TT 4 Edward Goerner

CONTENT: The course attempts to investigate aspects of the political orders of primitive tribal and folk societies, ancient Egyptian and Mesopotamian civilizations, the Greek *polis*, Medieval feudal society, and modern western civilization. The course attempts an investigation into symbols and beliefs which underpin these political orders, and thus the student becomes aware of the function of symbols and beliefs in the formation and dissolution of political orders in general. Mr. Goerner will insist that Government 33 (Comparative Government) be an absolute prerequisite for admission to the course next semester. This course is offered only in the spring of each year, and it is predominantly composed of junior and senior government majors, although a few history and philosophy majors manage to find their way into it as well.

PRESENTATION: Mr. Goerner's lectures have to be experienced to be believed. The intellectual content of his remarks and the style of their delivery make his classes among the most interesting in the University. Mr. Goerner's lectures and the assigned readings complement each other perfectly. Discussion and questions are encouraged and form an integral part of the investigation. Mr. Goerner constantly reminds the students of the important questions to consider when doing the reading. Meaningful discussion results from the students' investigation of these questions.

READINGS: The student who becomes seriously interested in the questions raised in the course will find the readings very worthwhile. The reading load is heavy, but some of the longer works may be skimmed without missing the important points to be grasped. The readings next semester are: *Primitive Government* (Lucy Mair), *Before Philosophy* (Henri Frankfort), *The Ancient City* (De Coulanges), *The Greek Tyrants* (Andrewes), *The Constitution of Athens* (Aristotle), *On Britain and Germany* (Tacitus), *Medieval Feudalism* (Stephenson), *Political Thought in Medieval Times* (Morrall), *Feudal Society*, vol. II (Bloch), and *The Human Condition* (Arendt). All the texts are in paperback editions, total cost approximately \$15-\$18.

ORGANIZATION: One optional "take-home" midterm test, and a final exam are the only written requirements. Final grades are based on exam grades and participation in class discussion. The examinations test the students' ability to compare and contrast aspects of the various political orders considered. Average grade is B.

COMMENTS: The general consensus of those in the course last spring was that this course was one of the most stimulating and worthwhile courses they had ever taken. A common criticism was that not enough time had been devoted to an investigation of the modern political order. Mr. Goerner was aware that he had not spent enough time on the modern aspects of the course, and next semester he intends to work in more comparisons between ancient and modern political orders. It is sometimes very frustrating to realize that the discussions of the questions raised in the course lead only to the formulation of further questions. One becomes aware in this course that the essential nature of the learning experience is to become personally aware of questions rather than to memorize facts or answers given by others. Great satisfaction can be derived from the personal discovery of the common questions that have faced each civilization and from an awareness of how each civilization has succeeded or failed to find the answers to those questions.

Government 158 Supreme Court History, 9 MWF Raymond Cour, C.S.C.

CONTENT: This course will be taught for the first time next semester. The course is a historical study of the role of the Supreme Court in American Constitutional Development. Its major emphasis will be the contributions of the Supreme Court throughout the constitutional history of the United States. The prerequisites are at least an introductory course in American Government or American Political History. The main composition will be juniors and seniors in Arts and Letters.

PRESENTATION: The presentation will be a lecture interrupted by class discussion. Judging from past courses taught by Father Cour, the main component of the class will be lectures relevant to the assigned readings. The tests will cover the readings assigned, as well as the lecture material.

READINGS: The basic text used to provide continuity will be the *American Constitution* by Alfred Kelly and Winifred Harberson. There will be supplementary paperbacks yet to be determined. The approximate cost of the books will be \$15.00. The time should be sufficient to adequately prepare the material.

ORGANIZATION: The outside assignments will consist of one term paper and two book reports. There will also be two tests and a final examination. The bases of the final grade are interest, participation in class and achievement on the assigned material.

Responsibility for the work of the course is left to the individual student. It is expected that he will show an active interest in the class and fulfill all requirements regarding quizzes, class reports, papers and examinations. A correlation between regular attendance on the one hand, and interest and success on the other, is assumed.

COMMENTS: Students who take this course should have an intense interest in the Supreme Court and the law, and be prepared to effectively prepare the work required.

Government 160 International Law, 11 MWF Stephen Kertesz

CONTENT: The purpose of this introductory course in international law is to convey a lucid idea of the legal framework in contemporary world politics and the role of international law in the international arena. A clear historical analysis of international law's development is presented with emphasis on the theoretical aspects and practical consequences of a "law among nations." The influence of international law on the emergence of the European nation-state system is illuminated. The topics for lecture, discussion, and analysis will focus on the principle and rules of international law and the function of law in terms of significant international problems will be explained. In effect, the course enables the serious student to make some kind of legitimate evaluation of the relevance of international law to world peace and stability.

PRESENTATION: This course will be limited to twenty-five students who are seriously interested in the study of law or international relations. Some classes will be devoted to lectures while other sessions will operate on a seminar basis with individual discussion and student reports. As a lecturer, Professor Kertesz gives clear explication of the subject under examination but the value of studying under Professor Kertesz can be found in his willingness to share his knowledge and experiences with students. His ability to elucidate the subject matter is derived from his pervasive knowledge of political science and his diplomatic experience for the Hungarian government during post-World War II negotiations for peace. The real value of this course will come from class discussions where the student will be exposed to a rare source of knowledge and insight.

READINGS: The text for the courses will be Gerhard von Glahn's

Law Among Nations. It gives a comprehensive survey of international law and significant cases are summarized. One or two other case-study books are recommended and Prof. Kertesz provides the students with an excellent bibliography for outside reading. A reading of Professor Kertesz's book, *A Quest For Peace Through Diplomacy*, would prepare a student for this course but in order for a student to gain the maximum intellectual benefits from this course, a sound understanding of international relations is necessary. In the opinion of this reviewer, to attain this understanding, a reading of John Stoessinger's *The Might of Nations* (1969 Edition) and Hans J. Morgenthau's *Politics Among Nations* (Fourth Edition) would be extremely helpful and a general knowledge of the history of Western Civilization would be valuable.

ORGANIZATION: Classes will consist of lectures and seminar-type discussions. A midterm and final examination are given and these tests cover the lectures and reading assignments. A term paper on some topic or problem in international law will be required. This paper is used as a major criterion in evaluating the student's understanding of international law and his ability to analyze. An individual who seriously writes a paper in consultation with Prof. Kertesz will find this experience to be intellectually rewarding and enjoyable. In addition to the term paper, a number of short written reports on cases and articles from the *American Journal of International Law* are required. Professor Kertesz reads each examination and term paper very carefully and as a result, his grading can be considered extremely fair.

COMMENTS: Professor Stephen D. Kertesz is one of those rare teachers who is constantly manifesting a genuine and sincere interest in his students. He encourages them to consult with him concerning course material, term papers, or general intellectual interests and he possesses a remarkable openness to all thoughtful opinions. Under Professor Kertesz, the ideal of a student-teacher rapport becomes a reality. Possessing a pervasive knowledge of political science, he is capable of examining political problems in a coherent analysis and his books and articles have been significant contributions to the study of international relations. Concomitant with his exceptional academic qualities is his experience as a diplomat for Hungary at the post-World War II peace conferences and as Hungary's minister to Italy. This experience has enhanced his understanding of world politics. Throughout his career, he has either conferred or associated with many of the most prominent diplomats, political leaders and political scientists in this country. The opportunity to study under this individual would be rewarding in many ways.

The number of students in this course will be restricted and only those persons who are seriously interested in the study of law or international relations should register for this course. A large amount of written work is involved in this course and a student who is not serious about his academic pursuits might find the study of law boring. At the end of this course, a serious student will be prepared to make an honest evaluation of the relevance of international law to contemporary world affairs.

Government 165

Soviet Foreign Relations, 10 MWF

George A. Brinkley

CONTENT: Mr. Brinkley has divided his course into five basic sections: I. Origins and Foundations; II. Militant advance and Strategic Retreat: 1917-1927; III. Stalinism and the Search for

Security: 1928-1940; IV. World War II and Communist Expansion: 1941-1953; V. Peaceful Coexistence and Polycentrism: 1953-1969. Students who have not had basic International Relations will not be allowed to take the course.

PRESENTATION: Mr. Brinkley's presentation is well organized and coherent. Though the content has not changed substantially over the years, he always maintains a personal vitality and sense of humor that keeps students attentive and entertained. It is one of the best courses offered in the Department of Government.

READINGS: The readings are probably the greatest drawback to the course. Mr. Brinkley gives an extensive reading list for each topic with little indication as to the best available.

ORGANIZATION: No papers, 3 or 4 tests (usually essay). A's are rare.

COMMENTS: The course could be improved if Mr. Brinkley spent less time on what he calls the "origins and foundations" in the beginning of the course. It would be more helpful and enlightening to see the influence of ideology and the typology of the Soviet system on particular events rather than having it distilled out at the beginning of the course.

Military Policy of the Nuclear Age, 2 TT 4

Government 168

George Williams

COMMENTS: Military Policy of the Nuclear Age is being offered by the government department for the first time this spring. Taught by Professor George Williams, the topics for discussion range from "The Study of War" and "Warfare and Nuclear Deterrence" all the way to "Ideological Allegiance and the Battle for the Mind" and "Domestic Partisan Politics and the Legend of the Military-Industrial-University Complex." A tentative bibliography includes these works: Kissinger, *Problems of National Security*; Huntington, *The Common Defense*; Janowitz, *The Professional Soldier*; Kahn, *On Escalation*; Schelling, *Strategy of Conflict and Arms and Influence*; Greene, *Deadly Logic*; Trinquier, *On Warfare*; Thompson, *Defeating Communist Insurgency*; Luttwak, *Coup d'Etat*; Gilpin, *The Weapons Acquisition Process*.

PRESENTATION: As with most of Mr. Williams' courses, this one should prove to be extremely interesting, requiring a high degree of ambition on the part of teacher and student alike. Most likely, Mr. Williams will not be able to cover everything on the syllabus in class, but the course will be organized in such a manner that students will be able to do independent research and reading at their own pace.

ORGANIZATION: Most likely, there will be one or two book reports, requiring a good grasp of the book and the problems it presents. If there is a midterm or final, there is a good chance one or both will be takehome.

COMMENTS: No government student should miss this course. Mr. Williams is one of the most dedicated and well-liked professors on campus. He is completely open to questions and suggestions from his students, and eager to do whatever he can to make their stay at Notre Dame a worthwhile and profitable experience. Above all else — get to know the man.

History

History 11 History of Western Europe, 9 MWF

History 142 Irish Exodus, 8 MWF Edmund Murray, C.S.C.

CONTENT: Irish Exodus is a study of leading Irish figures of world history. History 11 covers History of Western Europe from the Roman Empire to the Reformation.

PRESENTATION: Fr. Murray's lectures are characterized by their digressions; in fact, he usually has very little to say about the course material. He loves especially to talk about his life in the Army as a chaplain during WWII.

ORGANIZATION: One's grade in the course is based upon ten quizzes worth ten points apiece. Before each quiz Fr. Murray issues either a synopsis of the quiz material or a list of possible questions. The quiz questions, mostly fill-in-the-blank, multiple choice, or true and false, are drawn exclusively from these nonlecture notes.

COMMENTS: Fr. Murray's courses have been called in past evaluation booklets "academic abominations," "the quintessential jock course," "academically worthless," etc. I only wish to add that anyone with a serious interest in history should stay far away from these courses.

History 24 American Public Affairs II, 10 MW Thomas Blantz, C.S.C.

CONTENT: This course is the second semester of a survey of American History. The second semester will cover the period of the Civil War to modern times. There are no prerequisites for the course.

PRESENTATION: Fr. Blantz's lectures are well-prepared and well-delivered. He lectures twice a week with the third period being taken up by small discussion groups (10-20 people) led by his teaching assistants.

ORGANIZATION: There are only two major tests, a midsemester and a final. Father Blantz requires no papers, however, there are often quizzes in the small discussion groups to make sure students are keeping up with the required reading. The two major tests consist both of objective and essay type questions.

READINGS: The readings for the course include a text, *The National Experience*, and three or four paperbacks. The cost of all books will be less than \$10.

COMMENTS: Survey courses of American History in general are horrible for all concerned—both students and teacher. The student is subjected to a cursory view of American history for the umpteenth time, and the teacher is frustrated by a lack of time to go into the subject in any real depth. Fr. Blantz, however, is an interesting lecturer and his course has improved steadily over the past year and a half. Moreover, he is not a difficult grader

and the reading load is light. Therefore anyone in Arts and Letters who still has to fulfill his history requirement might do well to enroll in this course.

History 34 History of the Middle Ages II, 9 MWF Carl Estabrook

CONTENT: This course, in continuation of the first semester, will deal chiefly with the political, social, and cultural aspects of European history from the 13th to the 16th centuries. There are no prerequisites for the course other than possibly a general knowledge of the historical events from the 9th to the 12th centuries. Since this course is one of the two that are required for history majors, the majority of the class is majoring in history.

PRESENTATION: Mr. Estabrook, in the first semester, constructed his lectures closely around the readings. This was most beneficial, as many obscure points in the readings were clarified. But at times his classes dragged due to the duplication of information. Mr. Estabrook compensates for this by his personal concern for the student's grasp of the material. He is very interested in the questions of the students and about 50% of the class period is taken up in the answering of questions.

READINGS: The chief problem in the first part of the course was the result of the assigned readings. About fifteen sources were assigned in the first semester with a fairly large portion of these concerned with the philosophical and theological development of the period. Due largely to this, the reading tended to be dull and tedious. Some of the assignments also tend to duplicate the points made elsewhere. The reading load, however, is moderate (160 pages a week) and Mr. Estabrook attempts to make the readings more interesting with his lectures.

ORGANIZATION: There is a final in the course; however, its value is small in comparison to the weekly papers assigned. There are one-page papers on a particular topic related to the readings of the week. Most of the topics are very interesting as they require a student to take a stand and justify it with reasons derived from the readings. There is no emphasis put on grades in the course, but Mr. Estabrook says that the grades will be fairly high.

COMMENTS: While the subject matter, especially that related to the philosophical concerns of the age, leaves something to be desired in the way of interest, Mr. Estabrook knows his material and takes an active part in teaching it to others. Due primarily to the personal concern of the teacher, each student should come out of the course with a general knowledge of the material covered.

History 52 Ancient Rome, 9 MWF Jonathan Ziskind

CONTENT: The course is a vigorous inquiry into the way the Roman state fit in with and reacted to the changing social structures of the time. It is the second semester following Ancient Greece that completes the history major's ancient history requirement, and thus consists mostly of junior history majors.

PRESENTATION: Professor Ziskind has a very impressive command of the material, both on the immediate concern and on the whole ancient Mediterranean world. He is a crisp, fast-moving lecturer whose very dry humor makes him fun to follow. He fields and welcomes questions from the class and will let a discussion ensue if interest warrants.

READINGS: The texts will probably be Lewis and Reinhold's *Roman Civilization* and Carey's *History of Rome* with perhaps one other. The readings are split up in readable chunks corresponding to the daily lectures.

ORGANIZATION: There will be a midterm and a final each counting about 1/3. The remaining 1/3 will come from map-work, which Dr. Ziskind considers essential, and either a paper or a test on a given third book. This will depend on the number of students enrolled.

COMMENTS: The overall impression that Professor Ziskind leaves is one of complete fairness. To be in attendance for a semester of Dr. Ziskind's random conversation would be educational, to attend lectures on his field of excellence is an exceptional experience.

History 64 Studies in the American Revolution, 9 TTS Marshall Smelser

CONTENT: History 64, a strictly undergraduate course with no prerequisites, will be taught for the first time this spring. It will deal with the American Revolution through 1789. However, this year Dr. Smelser is willing to let his class decide whether or not a study of the colonial period before the war will also be undertaken.

PRESENTATION: The course will be presented through a group tutorial method. Each student will prepare a report each week on a special topic taken from a standard manual of colonial and revolutionary war history. The reports will be given in class, and discussion will follow.

READINGS: The material for the reports will be researched from the books listed in the manual's bibliographies. Most of the books can be obtained from the library. No other readings will be required.

ORGANIZATION: There will be one test, a final exam taken from the material in the manual alone. The major portion of the final grade will be from Dr. Smelser's evaluation of the weekly reports.

COMMENTS: The students in this semester's "British New World Empire" course were quite enthusiastic about Smelser and felt that he would make any American history course interesting and worthwhile. Most of the students expressed a desire to take another course from him. All of them attested to his fairness in grading tests. Smelser, a highly competent professional historian with a great deal of experience, would be good in guiding the individual work and classroom discussions of this new course. The class is recommended to those students looking for a challenging intellectual effort.

History 104 Latin American Seminar II, 4 TT 6 Samuel Shapiro

CONTENT: Latin American Seminar is a two-semester course, which due to the immensity of the topic, focuses on three countries each semester. The first semester concerned Brazil, Colombia, and Argentina, and the second semester deals with Mexico, Cuba, and Chile. Consequently, each country is looked at in depth, with discussion centered on history, politics, economics, sociology, and even literature. Through such a detailed study, it is hoped the student will gain a real knowledge of our

southern neighbors. Therefore, it is advised that one wishing to take the course have an interest in Latin American.

PRESENTATION: The seminar, this year, is experimental in nature, in that there are approximately seven professors from the various departments involved in the study, who come in and lead the discussion. This offers the student a chance to draw on a variety of different and qualified viewpoints in his study of Latin America. One drawback, however, is the fact that familiarity with the professor is difficult, causing the class to often turn into a lecture form. But even in this atmosphere, much can be grasped.

READINGS: There are assigned readings for each class, pertaining to the field of study you are pursuing at the time. The readings are from one of the numerous paperbacks necessary, or from excerpts of books placed on reserve in the library. Although the readings aren't excessively long, they do require some time to be read and understood. If you do fall behind, though, there is ample time throughout the semester to catch up.

ORGANIZATION: Nothing definite has been planned yet, although it most likely will be as the first semester was, a midterm and a final. Grading on the discussion is impossible, due to the number of professors. B's were the average on the midterm, and much the same can be expected for the final grade, although A's are definitely in the realm of possibility. You might look for some papers or book reports to be required second semester.

COMMENTS: The makeup of the class is unique in that students from various colleges are enrolled in it. The basic reason for this is that L.A.S. is almost a necessity for anyone wishing a Latin American Area Studies Certificate. Anyway, most students in the class have a basic knowledge of Latin America, and thus, it is as expected, composed of juniors and seniors. But anyone without previous experience shouldn't be frightened away, for the course offers you a chance to get a sufficient background, to make a definite contribution to the class.

History 112 Reformation Europe, 3 MWF Carl Estabrook

CONTENT: Reformation Europe is the sequel to Renaissance Europe, taught for the first time by Mr. Estabrook this semester. However, that course is not a prerequisite for his second-semester course, which will cover the period in western European history from the middle of the 15th to the early years of the 17th century. Heavy emphasis will be placed on the theological and intellectual history of the period as opposed to political, economic, and social developments.

PRESENTATION: Each class period of this semester course was prefaced by a short presentation by the teacher. However, Mr. Estabrook's style of teaching *mainly* involves discussion of the assigned readings with his students. The classroom atmosphere was relaxed and cordial, with great deference given to each participant's personal evaluation of the material. The small size of the class contributed greatly to this method, although the graduate students tended to dominate the discussions.

READINGS: The reading list for the fall semester was fairly lengthy and involved (150 to 200 pages per week). That trend can be expected to continue. Although a number of interpretive secondary materials were used, Mr. Estabrook is a strong advocate of the value of primary sources. The student can expect to spend his time combing through long theological tracts for divergent historical trends in thought. Buying all the books for Renaissance Europe was an expensive proposition (approximately \$30). However, at least one copy of each was made available at the reserve book room of the library. This will no doubt be the case this semester.

ORGANIZATION: There will be only one examination for Reformation Europe, and no long papers assigned. Students will probably be required to submit a typed one-page reflection on each week's readings, although Mr. Estabrook is considering reducing

this requirement to a smaller number of slightly longer commentaries. These papers were used last semester as stimulus for class discussion and as a means for the teacher to gauge and direct each student's weekly progress.

COMMENT: This will be a course primarily for History majors. Despite the freewheeling nature of his classes, Mr. Eastbrook demands a great deal of his students' powers of reflection. There are no "right" answers to the questions presented for discussion and each participant must be able to present his own conclusions. Mr. Estabrook is always available for personal consultation and takes a great deal of interest in each student's progress.

History 122 The French Revolution and Napoleon, 2 MWF Leon Bernard

CONTENT: The course will treat the French Revolution (2/3 of the course spent here) and the career of Napoleon Bonaparte. There are no prerequisites for the course; however, a reading knowledge of French would not hurt the student. Professor Bernard's Fall semester course, French history 1500-1789, was composed of an equal number of graduate and undergraduate students. Most of the undergraduates were senior history majors.

PRESENTATION: Dr. Bernard's presentation is excellent. His lectures are casual and humorous, sprinkled with personal anecdotes and tales of France's more licentious national heroes and villains. Student discussion is encouraged if not expected. Lectures and readings parallel and complement each other.

READINGS: Readings for French history, 1789-1815 will be *The French Revolution and Napoleon* by Leo Gershoy and several paperbacks, as yet undetermined. Books for Dr. Bernard's first-semester course were excellent with one exception (*The Seventeenth Century in France* by Jacques Boulenger). Ample time is given for the student to read the texts.

ORGANIZATION: Dr. Bernard requires two term papers of graduate students. Undergraduates may choose to write six book reports of two pages each, or one term paper of ten pages. There are two examinations, a midterm and a final. The midterm was thought to be moderately difficult. Basis of the final grade is the combined average of tests and papers. Attendance isn't taken but Prof. Bernard, after the first few classes, knows who his students are and is aware of chronic absenteeism.

COMMENT: Professor Bernard offers an excellent course for majors and nonmajors alike. He is very amicable and "tuned in" to the student. The course is not overly demanding nor are its deadlines inflexible (as far as papers are concerned). Anyone who is at all interested in French history should take Dr. Bernard's course. In the words of whoever made up the instruction sheet for this evaluator, "it is a significant educational experience."

History 126 German History 1517-1789, 11 TTS Donald Mattheisen

CONTENT: The papers deal with the analysis and classification of events, movements and forces which played a major role in determining the course of twentieth century German history. The lectures trace Germany's history with an emphasis on motives and reasons behind important developments. There are several grad students who make the undergraduates look bad by comparison and who may well get the only A's awarded under a very rigorous grading policy.

PRESENTATION: The lectures are well organized and detailed. They are delivered in a low-key, bemused, ironic style. The

lectures, covering a lot of material, frequently require a quick mind as well as a quick pen to keep up with their fast-paced delivery. Discussion so far has been centered mainly on the paper topics; the teacher conducts them toward his own conclusions, or considered lack of conclusions. His excellent lectures are more fruitful than discussions. Lectures and reading complement each other in a fairly well-integrated whole.

READINGS: They are definitely worthwhile to anyone interested in the course material. The readings do provide a heavy workload (about 2500 pages) and are of considerable expense (\$23 at bookstore prices), but worth it.

ORGANIZATION: Requirements: three short papers, two tests (one of which is optional), and a final. The tests are quite difficult; you must know the material in depth to be able to back up your statements with sufficient detail in order to score well. The final counts one-third, the papers one-third and the other test(s) one-third of the final grade. A's do not come easy, and even a B or a C requires considerable work.

COMMENTS: This course is excellent for one who is interested in its subject material. The teacher is good and the readings are valuable. However, if the student cannot maintain his interest, the work load will become difficult to manage.

History 134 History of 19th-Century England, 1 MWF Robert Burns

CONTENT: As the title suggests the course covers the chronological period of the 1800s. Political, social and constitutional developments are considered; major emphasis is on the political. The student composition is primarily junior and senior history majors with a few other Arts and Letters students. There are no prerequisites.

PRESENTATION: The presentation and style of Robert Burns' course is unique in our history department. Burns is a conscientious teacher and is always attempting to bring new perspectives as well as teaching devices into the course.

Use of video-tapes, film strips and other aids has been made. Burns' lectures are generally good but do not deal with the chronological sequence of events. He generally picks certain topics or areas of interest and delves into them in depth. The student who is looking for a chronological series of events is likely to find Burns' lectures disjointed and unrelated.

READINGS: The readings are, in general, worthwhile although some have been quite boring. Besides the texts, which have not yet been decided upon, some outside reading is required. The reading is quite heavy.

ORGANIZATION: Two exams and a final are given which provide testing for both those who are fact-mongers and for those who prefer the broad interpretive approach. The tests reflect what the student has gotten out of the material. Usually there is a choice of questions. Grades range from A to C with B the average. One paper is given and it is truly an educational experience. Taking an unresearched problem (usually in Irish history), Burns prepares a packet of all available source materials on it. It is then the student's responsibility to become the historian, to interpret the data and write the narrative. Page lengths are from five to fifteen pages. Final grade is based equally on the three exams and the paper.

COMMENTS: The course is generally a good one, though some of the lectures and readings can be boring. Dr. Burns is interesting and learned in his field. He encourages class discussions and welcomes questioning. The real strong point of the course is the test structure; the weak point is that at times Prof. Burns seems to take too much for granted in his lectures.

History 138

Russian History since 1725, 10 MWF

Boleslaw Szczesniak

CONTENT: Mr. Szczesniak's course covers Russian history from the end of Peter the Great's rule to the present. There is special emphasis on the background and movement of the Russian Revolution. There are no prerequisites to this course, and in fact, most students in the class are unfamiliar with most of the material.

PRESENTATION: Mr. Szczesniak is very knowledgeable in all aspects of modern Russian History. His lectures, however, often tend to become dull and even difficult to follow. There is little room for discussion in the class although digressions by Mr. Szczesniak are not uncommon.

READINGS: The basic text for the course is Florinsky's *History of Russia Vol. II*. There are also several other readings required, the best of which is probably Venturi's *Roots to Revolution*.

ORGANIZATION: There is only one paper, approximately 15-20 pages long, and one test, a final, required for this course. One's grade is based on the result of these two, along with the teacher's personal evaluation. The latter is based much on class attendance. Mr. Szczesniak's grades are generally high with the majority getting A's or B's, but excessive absence from class can lead to failure.

COMMENTS: The course is not rigorous and the subject itself is an interesting and certainly relevant one. Therefore in spite of the fact that the course sometimes drags, it is a worthwhile experience for anyone with an interest in Russian History.

History 140

Japanese History, 8 MWF

Boleslaw Szczesniak

CONTENT: This course is a survey of all Japanese history. It is an attempt to acquaint the student with a broad picture of Japanese culture. There are no prerequisites for this course.

PRESENTATION: Prof. Szczesniak has a tendency to read his lectures and he places a heavy emphasis on this method of teaching with very little room for discussion. His lecture style can be tedious but he does at times spice them with personal anecdotes and witty observations on Japanese History.

READINGS: There are three books of readings and one required text (Sansom). At midsemester one is required to submit, for a grade, a progress report on one's reading. The only exam is the final. Readings are not as important for this as class lectures.

ORGANIZATION: There are two main grading criteria for the course—one 15-20-page paper and a final exam. The paper counts 35%, the final 50%, and the remainder of one's grade is based on class attendance and Prof. Szczesniak's opinion of the student.

COMMENTS: This course is worth taking if for no other reason than that it acquaints the student with a new subject matter. The scope of the course is perhaps too ambitious for one semester and might be stretched over two. Finally, it should be noted that some students find Prof. Szczesniak's dry lecture method a bit hard to take after half a semester.

History 150

European History, 1920-1970, 11 MWF

Bernard Norling

CONTENT: The course deals with the political, diplomatic, and intellectual trends in postwar Europe. There are no prerequi-

sites, although a basic knowledge of European history is helpful. The course is approximately 60-70% history majors.

PRESENTATION: Prof. Norling is an excellent, exceptionally well-organized lecturer. His material is presented in a consistently clear and interesting manner. The lectures are spiced by Prof. Norling's own opinions, which tend to add humor to the class as well as stimulate the student's thinking. The student is not asked to accept the teacher's opinion but merely to consider it.

READINGS: About ten paperbacks are assigned. Most students feel that the books are generally very good, and relevant to the lecture topics. The reading load is quite heavy, however, and many feel, too demanding. In addition, ten paperbacks tend to be expensive.

ORGANIZATION: Short quizzes are given on each book assignment. These are not especially difficult if the student has done the reading. The student has the option of reviewing the book instead. A final is also given, which counts for one-third of the grade. Most students in the course are genuinely interested, and as a result, the grades are fairly high.

COMMENTS: The course is an excellent one. Most students would definitely take it again, and many called it the best history course they have taken. The only recurrent criticism regards the reading load. It should be reiterated, however, that the readings are of high quality. Thus, despite, or perhaps because of, the demands, Prof. Norling's course is a highly rewarding experience.

History 168

Afro-American History since 1876, 11 TTS

Samuel Shapiro

CONTENT: The course begins with the inception of the slave trade. Moves on to a study of the American colonies. Both North and South America, in their relation to the slavery issue, and then concentrates on slavery in the United States. Personal estrangement on the part of both slaves and slaveowners and the devastating effects of this "institution" on people is brought out and placed in a wider historical context. Frequent discussion sections bring out relationships to modern problems. No prerequisites, and the class is made up of juniors, seniors and graduates, black and white.

PRESENTATION: Shapiro's lectures are chaotic, but contain much solid historical material. Approximately one class period a week is given to chosen outside lecturers who speak on specific areas of specialty. Another class period is generally given to discussion of topical subjects, often led by outside people. The outside lectures and discussion vary from good to poor, but they do cover areas of necessary material. Tests are fair, and integrate reading material, lectures and discussions reasonably.

READINGS: Readings are excellent, although difficult. There are 12 paperback texts, costing approximately \$32.00. Reading assignments are consistently heavy, requiring the students to keep up. The reading list is a good learning experience in itself.

ORGANIZATION: One project is required, usually a book review but possibly term papers, special lectures or presentations. Prof. Shapiro is very open in this area. Exams: midterm and final, solid history is expected and graded as such, but the midterm was very fair. The grade combines the two exams and the project.

COMMENTS: I feel the course is valuable from the white viewpoint, in that it fulfills a need in the white experience to learn of an area in which most are totally ignorant. It does not, however, fulfill the needs or wants of the black students. The glaring need for a black studies and a black history course taught by a professor who is black and for black students is apparent. On the other hand white students also need an education in this area, and having blacks in the class and learning of their culture and experience is a major educational contribution. I

would take the course again and urge other white students to do likewise.

History 192

The American City II, 10 TTS

John Williams

CONTENT: This is the second of two semesters concerned with the evolution of the American urban phenomenon. Rather than beginning at a specific date this semester starts with the growth of the industrial city and continues to the present-day megalopolis. While the main emphasis of the course is on the history of the American city, political and sociological aspects of the city are given consideration. A general knowledge of American history adds to the understanding of the course. Approximately one-fourth of the students are in various stages of graduate work.

PRESENTATION: The most revealing comment on Dr. Williams' presentation is that while no attendance is taken, few students are absent at any given class. The size of the class (15-25) precludes seminarlike discussions, but good questions are welcomed. Each graduate student presents an hour-long lecture sometime

during the semester. These have proven to be very professional and well received.

ORGANIZATION: Grades are determined by a paper (ten pages), a midterm and a final. The average grade is a B, but it must be earned. A's reflect honor work.

READINGS: The readings are taken from an anthology of the best writings on American urban history and from three full-length books.

COMMENTS: The second semester is expected to prove more interesting and relevant. Though at times boring, the topics in the first semester were important. Dr. Williams' command of the many influences both on and of the city is the major factor in the success of the course. Yet he appears to be constrained by the traditionalist's approach to this field of history. Unlike some professors, Dr. Williams states his personal views on the course matter early and does not express them again. This is unfortunate. Nevertheless, a front-row student with a watch and a good supply of cigarettes is at a distinct advantage. While it should be remembered that this is a history course as opposed to one in urban studies, it is recommended to those of other disciplines, particularly sociology.

Modern and Classical Languages

Celtic 250

Old Irish, 2 TT4

Robert Nuner

CONTENT: "The aim of this course will be to give to the student a basic knowledge of the grammar of Old Irish. Since this is an extremely complicated matter, the course will be introductory in nature. As soon as students are able to organize the elements of the language, simple reading materials will be introduced, usually consisting of glosses in Old Irish of Latin texts and as much narrative material as possible. Students will not need to know any other foreign language although some acquaintance with Latin and a modern language would be useful. It is hoped that students taking the course would become interested enough to continue with work in Old and Middle Irish so that they could begin reading in the many texts of those periods." (Instructor's synopsis).

Classics 150

Greek and Modern Mythology, 10 MWF

Francis Lazenby

CONTENTS: This course, offered each semester, consisted of a detailed presentation of the body of Greco-Roman myths and legends with a treatment of Greek mystery cults towards the end of the semester. Professor Lazenby emphasized a factual presentation of the material, drawn mostly from Homer, the Greek tragedians, and Ovid. Most of the students were arts and letters upperclassmen. There were no prerequisites for enrollment.

PRESENTATION: Since the class was small, the teacher assumed a rather informal lecture style and was at his best when he digressed from the sometimes overly encyclopedic presentation. There was very little discussion although the teacher often asked factual questions about the readings. The lectures followed the readings very closely and elaborated upon them. Professor Lazenby commands a vast knowledge of his material and fills in variations and details that the texts often pass over.

READINGS: Readings proved to be informative and usually enjoyable due to a timelessness inherent in the myths. The two books used were Gustav Schwab's *Gods and Heroes* and the *Metamorphoses* of Ovid, both in paperback.

ORGANIZATION: Depending on the preference of the class, three or four objective tests contributed equally to the student's grade. The average grade was B.

COMMENTS: Probably due to the huge amount of material involved the teacher rarely probed the myths in depth. The bases of the myths that made the readings worthwhile were never really explored. As a result the class was disappointing at times and improvement along these lines could make the course more beneficial. However, the teacher did not intend to approach the myths in this manner. He set out to give a broad acquaintance with Greek and Roman mythology to his students and in this he was extremely successful and the class worthwhile. The course provides a good working knowledge of factual mythology which can be useful especially to students interested in literature or theology.

Classics 156

Classical Archaeology II, 10 TTS

Francis Lazenby

CONTENT: In Roman Archaeology the student is presented with a survey of the important sites in the Roman world from Neolithic beginnings through the Etruscan civilization and into the great Roman Civilization and its decline. The customs of the people are studied and a good deal of time is spent studying monumental architecture, topography, art, and their progression and development.

PRESENTATION: Informal lectures are presented while slides are being shown of the site or objects under study. Students are encouraged to ask questions at any time and the class usually develops into an informal discussion.

READINGS: One paperback is required for this course: *The Mute Stones Speak* by Paul MacKendrick. All readings subject to testing are stressed, point by point, by Dr. Lazenby so that the student should have no doubt as to exactly what general or basic material a test will cover.

ORGANIZATION: Each student is required to give a short presentation on a pertinent topic related to the course. There are also three tests and a final exam which are based on the reading material and identification of slides. The prime requirement for this course is showing up for class since many slides are shown. The tests should prove to be not too difficult if the student has been paying attention.

COMMENTS: Dr. Lazenby takes a particular interest in each of his students and makes this course interesting for anyone who is interested at all. He is quite knowledgeable and is willing to discuss anything with his students. This course is not rigorous, the grading is very fair, and the course offers a real classical experience.

French 36

French Literature II, 2 MWF

Paul Duet

CONTENT: This course is a continuation of the basic survey of French literature. During the second semester, students will study the major French writers of the nineteenth and twentieth centuries. This survey will not dedicate any great amount of time to any one author. But instead, it will serve ideally as a basis for more advanced reading in French literature.

PRESENTATION: Professor Duet normally begins the study of any particular author by lecturing on him in French and afterwards turning the class over to discussion. When studying any particular piece of literature, he normally assigns a section of it to each student in the class. The student is then expected to present a summary of that section to the class while also emphasizing its major themes. A large part of the success of the course will consequently be determined by the willingness of the students to respond.

READINGS: During the second semester, students will once again use an anthology but will also be expected to do outside reading from time to time in order to enhance their understanding of the writers being studied.

ORGANIZATION: Students can anticipate small papers on a rather regular basis. They will, of course, have to be written in French. Students will also be required to give oral reports. There will be at least two major examinations during the semester. The average grade can be expected to be a "B."

COMMENTS: The student will find Professor Duet quite approachable and at all times willing to assist him should he have any difficulties. Any student who is a non-French major and wishes to improve his knowledge of both the French language and its literature should consider taking this course. It should provide him with a good understanding of the French people and the major influences on their way of thinking.

French 191

Nineteenth-Century Novel, 4 MWF

Charles Roedig

COMMENTS: Professor Roedig has not yet decided whether or not he will give this course. He is still thinking of taking a leave of absence from the university.

German 34

German Conversation, 11 TTS

Laurence Broestl, C.S.C.

CONTENT: This course will be offered during the spring semester only. Students should have completed at least a year of Elementary German. Emphasis will be, as the course title implies, upon spoken German. Most of the material for discussion will be drawn from current newspapers and magazines, although Fr. Broestl can be counted on to relate some of his experiences in Austria as director of the Innsbruck Program.

PRESENTATION: Father Broestl's prolix "deutsche Aufsprache" should be quite well suited to this type of course. Since the material will lend itself quite easily to digressions, one can expect to cover a wide range of vocabulary situations. If not his "Aufsprache," at least, the student's "Aufhöre" should be rather proficient from the course.

READINGS: Although the exact reading material has not yet been selected, it will consist of readings from German newspapers, magazines, and other current material. The material should give the student a more current and practical vocabulary than that used in literature courses.

ORGANIZATION: Assignments will consist of readings from articles, etc. Judging from past courses, the assignments should not be too demanding. Several quizzes during the semester will be weighted with the final for the grade.

COMMENTS: Any student looking to improve his spoken German beyond the "Berlitz' 100 Common German Phrases" stage, or students looking for a relatively painless way to complete their language requirements would do well to take this course.

German 36

German Literature II, 2 MWF

Albert Wimmer

CONTENTS: As a survey course, German Literature II covers the age of Goethe and German Literature since the time of Goethe. As well as introducing the student to the genius of Goethe, this course captivates the mentality of the German people. Emphasis on the evolution of various themes and their treatment relates the different periods and gives insight into German traditions. The scope and level of the works necessitate a student's having had an intermediate German course or at least a working knowledge of the language. The course is therefore generally limited to sophomores, juniors, and seniors.

PRESENTATION: Lectures are presented by Professor Wimmer in fluent, rapid German. Students are encouraged to answer questions in German; however, if ideas cannot be adequately explained in German, English is permitted. Ideas, regardless of the language in which expressed, are paramount. Professor Wimmer not only follows the texts carefully, but also supplements discussions with outside references. Major emphasis is also placed on discussion of the authors and the particular periods. In relation to the readings and lectures, tests are not difficult for a diligent student.

READINGS: Readings are extensive, but very interesting and worthwhile. *The Age of Goethe* by Atkins and *German Literature since Goethe* by Steinhauer are the texts used for the semester.

ORGANIZATION: Approximately every other week an essay, usually not over four pages, is assigned to be written in German on a certain topic. Again, in the papers ideas instead of grammar or style are of more importance. Besides daily assignments and papers, a mid-term and a final are given. Grades are consequently based on daily assignments, papers, class participation, and exams.

COMMENTS: A good background for this class would be highly beneficial yet not entirely necessary. One will assuredly acquire

a good background by the end of the course. Professor Wimmer, by drawing excellent insights from the subject matter as well as many other related fields, creates an intellectual yet relaxed atmosphere. Although the class is equally open to German non-majors as well as majors, a definite interest and desire to apply oneself will make the class much more rewarding.

Greek 166

Greek Civilization 1, 2 MWF

Robert Vacca

CONTENT: This course will be offered for the first time this spring. There are no prerequisites and all readings will be in English. Mr. Vacca will turn primarily to the literature of ancient Greece in order to analyze and understand the culture that produced Homer, Aeschylus, and others.

PRESENTATION: Mr. Vacca's anecdotal style and his wit make even an elementary language class worth arising for at 9:00 a.m.; however this class will be at 2:00 p.m. Mr. Vacca's interpretive knowledge of the Greeks can yield a fascinating lecture, but he hopes that a seminar arrangement can be worked out.

READINGS: Homer, Hesiod, Herodotus, Aeschylus; Nilsson's *History of Greek Religion*; and others.

ORGANIZATION: The course will approach the Greek mind initially through religion and the religious attitudes that eventually coalesced into social and political forms. In the literature itself Mr. Vacca intends to investigate style and content for insights into the conditions under which the Greeks lived and thought. The areas of concentration will not be rigidly defined, and if the students express an interest to investigate the origin of tragedy or philosophy the course may well concern itself with that kind of problem. One or two papers and a final are required.

COMMENTS: Mr. Vacca comes to Notre Dame from the University of Chicago and is teaching his first courses here this semester. He injects the classics with a needed dose of life. The Greeks have a lot to offer; Mr. Vacca makes it accessible.

Japanese 12

Elementary Japanese II, 1 MTWTF

George Minamiki, S.J.

CONTENT: Open to students of St. Mary's College and Notre Dame, the Elementary Japanese course has no prerequisites. The course is generally geared for freshmen in preparation for their sophomore year at Tokyo. With special permission, upperclassmen may enter the course. However, class membership is limited to 15-20 students. The course runs through two semesters, meeting six hours a week of which two hours are in the language laboratory. The course emphasizes basic conversational patterns, the standardized vocabulary of the Japanese educational system, and an introduction to the oriental writing system.

PRESENTATION: Daily class presentations include new conversation patterns, additional vocabulary and review conversations with previous patterns. There are periodic discussions about Japanese culture, customs, and history. Laboratory exercises deal with specific areas of emphasis in the language and with reviewing the conversation patterns.

READINGS: Reading material is limited and consists basically of dialogues from an assigned text. Outside reading, although not required, gives the student an understanding of the oriental society.

ORGANIZATION: The course is highly organized and systematically follows the assigned text. There are daily homework assignments that consist of grammar and writing exercises.

Quizzes, frequent and unannounced, cover daily assignments and a general comprehension of the language. Labs are designed to review the material and correct individual speaking difficulties. Course grade is determined by a combination of the quiz grades, homework exercises, class performance, and a final exam.

COMMENTS: The course is not just a language course but also a course in being Japanese. Emphasis is placed on writing and conversation that, as the teacher will constantly stress, "looks and sounds oriental." The teacher's style and mannerisms reflect his Japanese discipline. Much work is demanded of the student in order to keep up with the pace of material presentation. The teacher is demanding, yet understanding, and will make allowances for students' faults and habits. The course generates enthusiasm among the students and an appreciation for the language.

Portuguese 12

Elementary Portuguese II, 3 MTWTF

Fernando Souza

CONTENT: This is an introductory course in the general comprehension of the Portuguese language, with an emphasis on reading and pronunciation. It is offered to Sophomore AL students in order to fulfill the language requirement. There are no prerequisites and it is a two-semester course.

PRESENTATION: The class meets in an informal atmosphere because of its small size, and dialogue in Portuguese between teacher and student is encouraged. The teacher also introduces many helpful everyday phrases during the course of the class, which usually consists of working from a reader, or discussing certain points of grammar. Work in class progresses at a reasonable pace.

READINGS: The main text is *Portugues Contemporaneo* (this is primarily used in the laboratory), and the two readers are *Alvorada* (used mostly in class) and *Teatro Brasileiro Contemporaneo* (a book of plays, seldom used). All three of the books are very good, especially *Alvorada*.

ORGANIZATION: Oral preparation of the selections in *Alvorada* and one written paragraph on a certain subject per week are the usual assignments. The written homework is corrected and graded. The grade is broken up as follows: 4 written departmentals, 4 laboratory exams, written final exam, laboratory final, teacher evaluation.

COMMENTS: This is usually considered a very good introductory course. The teacher teaches the basics of the language itself without getting bogged down with too much grammar. Each student is required to keep a notebook, used to "copy everything off the board"—this proves to be quite helpful, and aids in building a large vocabulary. This notebook is graded periodically. Each student is also required to buy a dictionary. The tests are fair, and a thorough knowledge of the vocabulary and the grammar is needed to do well . . . it is not exactly the "jock" course one might suppose it to be. Two criticisms raised are, one, that the books were not received until the class was 3 or 4 weeks into the course (through no fault of Mr. Souza); and, two, that Mr. Souza occasionally had trouble correlating some of the Portuguese words and idioms with English equivalents. Otherwise, the course is recommended.

Russian 146

Readings in Russian Literature, 3 MWF

Aleksis Rubulis

CONTENT: This course is a chronological survey of Russian literature. It emphasizes reading comprehension and oral proficiency, both demonstrated through class participation. It would, therefore, be difficult to succeed in this course without at least

three years of Russian under one's belt.

PRESENTATION: All materials for the class are carefully mimeographed by Mr. Rubulis. A class usually consists of preliminary discussion, class reading and perhaps an informal presentation of the biography of an author. Mr. Rubulis also likes to use available films to illustrate the work under study.

READINGS: Readings are limited in number. The reasons are simple: some are very difficult and others deserve more attention due to the magnitude of their authors. Mr. Rubulis has a decided liking for Pushkin, and that particular author is therefore stressed.

ORGANIZATION: There are three tests. They consist of simple essays which seek to demonstrate the student's ability to handle the material in the language itself. Grades are based on the student's interest as well as his linguistic ability; improvement of any kind counts for a great deal.

COMMENTS: This course is required in the Department for all aspiring Russian majors, but nonmajors who have considerable background in the language should also examine the possibility of the course. Mr. Rubulis conducts his classes in an enthusiastic and informal manner.

Spanish 34

Spanish Conversation, 10 TTS

Antonio Botet

CONTENT: This one-semester course is intended for juniors and seniors, although sophomores are allowed. A knowledge of the spoken language, at least equivalent to that of Intermediate Spanish, is prerequisite. The course is strictly an experience in improving upon one's conversational Spanish.

PRESENTATION: The class will be a seminar in Spanish. Since it is conversational, there are no lectures. As well as using essays as a basis for discussion, the students are encouraged to promote controversial issues and carry them along. The professor is adept at drawing his students into active participation and improving their facility in speaking the language.

READINGS AND ORGANIZATION: There is very little reading; only enough to initiate conversation among the students. *Temas de Arciniegas*, edited by Osvaldo Soto/Cecil McVicker, and Reader's Digest *Selecciones en Español* are used at various times. The average grade is B, based upon improvement in class conversation and two informal oral examinations.

COMMENTS: The course can be extremely valuable for majors and nonmajors who deem it important to converse in Spanish. The professor is attentive to helping the student improve; nevertheless, deriving full value of the course in conversation depends on the student's participation.

Modern Language 216

Survey Linguistics, 2 MWF

Frederick Columbus

CONTENT: Linguistics is the study of language, its forms and its concepts. There are two courses offered in this field each year. The spring course deals more with language concepts (generative linguistics), while the fall semester course treats language forms (structural linguistics). Since each course is essentially introductory in nature, they need not be taken in sequence. Although these are graduate courses, there are openings for undergraduates in the section.

Various aspects of language are discussed in the course. Language acquisition, language and thought, language change, and relations between languages are topics covered.

PRESENTATION: Class size is small and easily lends itself to an in-

formal seminar-type format. Discussion and lectures keep along with the reading of the text, although interesting diversions are not infrequent. Examples are often given in class from Eastern European languages, which may at first be confusing to a student unfamiliar with these languages. But the pace is leisurely, and the student has time to assimilate and become familiar with the material and technical vocabulary of linguistics.

READINGS: *Language And Its Structure* by Ronald W. Langacker is the main text used for the spring course. It is very clearly written and the examples are numerous and often quite interesting. Since most of the examples are drawn from English, knowledge of a second language, while helpful, is not a prerequisite to understanding the text. A secondary text will also be used which will draw from a wider range of languages for its examples.

ORGANIZATION: Main assignments are readings from the text, along with some linguistic problems presented later on in the course. There are also suggested readings which will help the student towards preparation of the final. The only test is the final, which covers essay material from the text and class discussion as well as a problem similar to those encountered in class.

COMMENTS: With increasing relevance of linguistics today, and its applications, especially in language teaching, this could be a valuable course for those interested in language careers.

Because of the relations between linguistics and sociology and psychology, this course would also be of interest to students in those related fields.

Modern Languages 295

European Romanticism, 3 TT 5

Randolph Klawiter

CONTENT: This course is the first course of what will become in the next few semesters a series of courses in comparative literature. The major emphasis of this course will be to contrast the classical point of view to that of a romantic writer on four different areas of interest: man, philosophy-theology, politics, and theory of art. It is aimed at juniors, seniors, and graduate students from any of the colleges, though sophomores could take it, if they are interested. There are no language requirements, though Professor Klawiter qualifies this slightly: "One hopes that they would read and write English."

PRESENTATION: Professor Klawiter prefers to have the students discuss the texts that the class reads together. He likes the students to be able to offer their points of view or observations, to which he may add his own. He often uses the "Socratic method" in drawing out student opinions.

READINGS: Readings include classical and romantic writings pertaining to the four points of interest mentioned above. Some of the authors included are Rousseau, Aquinas, Montesquieu, Herder, Pope, Fichte, Descartes, and Mazzini. Parts of the works of these authors will be read by everyone in the class. Additional readings can be arranged in a number of foreign languages. All the required readings may be read in English.

ORGANIZATION: One 15-page paper will be assigned in the field of interest of the individual student. Hopefully, the student will read the author he chooses in the original language, though this is not obligatory. The grades are based largely on the class discussion, though there will be a final exam (the only test) which gives the students the opportunity to evaluate subjectively some idea terms of the course. A model question might be: "Is Romanticism a phenomenon of human character or a movement in history?"

COMMENTS: This evaluator has never been a member of a class of Professor Klawiter. Most of the students who have had him think very highly of him as a teacher. They say he is very interested in the individual students and will give of his time outside class to talk with them.

Music

Music 34 Music History, 2 MF Eugene Leahy

CONTENT: The second semester course will cover the history of Western music from the Renaissance to the present. The first semester treated music from the Greeks to the Renaissance, but it is not necessary to have taken the first semester in order to appreciate the second half of the course.

PRESENTATION: The lectures, though based on the subject matter currently being read, do not stress the details of the book. These the student must get on his own, and he will be tested on them. The lectures are mainly concerned with the interrelation of trends in music with trends in the other arts, as well as with life in general. It is in this area that Dr. Leahy's course has its greatest value. Dr. Leahy also encourages dissent and personal evaluation in the lectures.

READINGS: The text, for both semesters, is Grout's *History of Western Music*. It is probably the most scholarly and comprehensive, yet very readable, work ever written on the subject. It costs \$8.50.

ORGANIZATION: The grading is based on two or three tests during the semester, plus the final. Part of the testing will include open-end subjective essays. There will also be from one to four short papers. Because of the amount of subjective work in the tests and papers, the grading is somewhat lenient. Average final grading is probably a little better than B.

COMMENTS: Typical comments: "Doctor Leahy is an experience." "They should call the course 'Philosophy of Music.'" "The man communicates his obvious enthusiasm for the subject."

There are no prerequisites for the course, and previous musical training will have little bearing on success in the course. It is really a course in appreciation of the historical impact of music, with, naturally, assimilation of a certain number of details.

Music 61 Introduction to Music, 11 MF, 10 TT, 11 TT Eugene Leahy, Charles Biondo

CONTENT: An aesthetics course in how to listen to music. The intent of the course is to teach the students what to listen for in "serious" music.

PRESENTATION: The lectures include the playing of pieces and commentary on them, plus general discussion of music aesthetics. The two sections are not very different, except that Dr. Leahy will tend to more abstract discussion of the principles of appreciation, and Dr. Biondo will put more emphasis on immersion in the music. Class discussion is encouraged by both professors.

READINGS: The texts used are *The Enjoyment of Music* (Joseph Machlis, \$6.75) and *This Is Music* (David Randolph, \$.75). These are discussions of the aesthetic principles of music in terms understandable to the nonmusician.

ORGANIZATION: There will be one or more short papers and two or three tests, plus the final. Involved in the testing are a

limited number of historical facts and familiarity with certain pieces, plus subjective evaluations. The average grade is B.

COMMENTS: The course does not pretend to be very specialized, but it will be of value to those students who have no idea of what goes into "serious" music, or who couldn't tell you within a century the difference between the Baroque and Classical periods. Since there is a great emphasis on listening to actual pieces in class, class attendance is important. There are no prerequisites, and the nonmusician will not find the work load very demanding. The result will be at least a minimal understanding of the elements of music that is heard and some awareness of the stylistic differences between Baroque, Classical, Romantic, and Twentieth Century music, plus familiarity with a few specific works and composers. Typical comments: "A good primer course." "All science students should take it." "Relatively painless."

Music 63 Classical Masters, 11 TT Dean Pedtke

CONTENT: Dean Pedtke's appreciation course, concentrating on Mozart, Haydn, Beethoven, and Brahms.

PRESENTATION: Approximately three works from each composer are discussed. There is general discussion on the formal structure of the piece (sonata, rondo, theme and variations, three-part song, etc.) and various genres are presented (symphony, concerto, etc.). The basic elements of these forms are made understandable to the nonmusician, so there are no prerequisites for the course. Besides general discussion of the forms, Dean plays the main themes on the piano before presenting the work on the record, and the student is expected to be able to remember these themes.

ORGANIZATION: During the tests, certain sections of the works are played, and the student is expected to identify the composer, the work, and, if possible, the specific place in the work. There are a midterm and a final, and the average grade is B.

COMMENTS: Dean Pedtke does a thorough job of presenting this limited area of music, and it is a valuable course for anyone who has taken the introductory course and wants to go into certain works more thoroughly, or to someone who is particularly interested in the music of this period.

Music 64 Introduction to Opera, 10 TT Patrick Maloney, C.S.C.

CONTENT: The course begins with a general discussion of the origins of opera, and with each shift to a different area or composer, there is a discussion of the peculiarities of that area. The rest of the course is total immersion in the operas of Purcell, Monteverdi, Mozart, Verdi, Strauss, Moussorgsky, Wagner, and others.

PRESENTATION: Opera is Fr. Maloney's specialty, and this course presents selections from the entire history of opera, from the

17th to the 20th centuries. The emphasis of the course is, above all else, on listening in class. Fr. Maloney stresses the importance of class attendance. There are no prerequisites.

READINGS: The texts are *Opera as Drama* by Joseph Kernan (\$1.45), a discussion of the aesthetics of opera, plus two books of English translations of the libretti, *Opera Themes and Plots* (Rudolph Fellner, \$1.75, 32 works by 15 composers) and *Mozart's Librettos* (Robert Pack, \$2.25, five complete operas — Mozart is stressed heavily in the course).

ORGANIZATION: Grading is based on a few short papers and a final. Average grade is a little better than B.

COMMENTS: The value of the course lies in Fr. Maloney's peculiar ability to make an area that has the reputation of being very dry come alive. Typical comments: "Fr. Maloney obviously loves opera, and his enthusiasm is contagious." "I took the course mainly out of curiosity, since I knew nothing about opera and didn't even like it very much. I wanted to see what there was that people got excited about in opera, and I found out."

Music 100

Meaning of Music, 1 MWF

Carl Hager, C.S.C.

CONTENT: This is the second presentation of Fr. Hager's experimental course, developed last summer, and it attempts to concretize the means by which music communicates.

PRESENTATION: The course is all lecture, and for examples it draws on pieces from all periods, but particularly from the 20th century.

ORGANIZATION: The testing (a midterm and a final) is based on the lectures with subjective evaluation.

COMMENTS: By focusing on new, 20th-century methods of composition, Fr. Hager tries to get down to the fundamental elements that distinguish art music from entertainment music in all periods. His approach is based on the success he had in this area in the course "Modern Trends," which has been dropped in favor of this new course.

Program on Non-Violence

Program on Non-Violence 41

Seminar on Non-Violence as a Life Style,

4 MW 6, 7 TT 9, 4 TT 6

James Douglass

CONTENT: "Nonviolence, or truth force, is impossible without the kind of discipline and spiritual toughness which will prepare one to meet not only such classic hardships as imprisonment or voluntary poverty but — of more immediate concern — the task of reading thoroughly and critically all basic texts on the issues, and of hammering out through reflection and discussion one's own position on them."

The above statement by Mr. Douglass gives the rationale for studying the nonacademic subjects of nonviolence as a life style. The course defies evaluation in academic terms. The student finds himself responding as a whole being to the crucial questions raised. Talking about life styles is only a beginning — nonviolence is not limited to three or four hours a week.

Students enrolled in the course for its first semester were sophomores, juniors, and seniors. It was required of no one; everyone was concerned and interested. Mr. Douglass' experience is helpful — experience in both research on the Christian way of life and activity resulting from a commitment to nonviolence. Yet rather than taking the role of lecturer, he considers himself a fellow student of nonviolence. The student is free to grapple with the revolutionary concept of peaceful resolution of conflict at his own pace. Since the subject matter is so vitally concerned with the present, one student cited a problem with the "very thin line between meaningful discussion and just talking about current events."

READINGS: The readings are extensive and excellent. The list for the first semester included *The Non-Violent Cross* by James Douglass, *Civil Disobedience* by Thoreau, *Gandhi: An Autobiography*, *Conquest of Violence* by Joan Bondurant, *The Trumpet of Conscience* by Martin Luther King, *A Punishment for Peace* by Philip Berrigan and many more. Discussions dealt with nonviolent figures, truth-force in theory and action, the Resistance, and the relationship of the Church to questions on war and peace. Emphasis was also placed on related campus political events, in addition to speakers available in the area.

ORGANIZATION: One paper was required for the first semester. Failure to submit this paper would result in a grade of F. Apart from this, grading was not a concern of either students or teacher.

COMMENTS: The seminar and program itself are an experiment. One potential problem is that students enrolled have many varied reasons for interest in nonviolence. In this case, Mr. Douglass' manner — quiet and unimposing but firmly committed — helps to resolve the problem. But the quality of the discussion depends upon the seriousness of the students. Seventeen or twenty students together, each examining his potential to fulfill a rarely attained ideal, can cause acute frustration.

Some students complained that the zeal of the teacher and of many of the students blinded their vision of the complexity of the material. In any case the tension between reflection and action was always apparent. For some students, there is a tendency to seek certainty before action, a certainty never won by reflection. For others, the tendency is to act without ceaseless reflection since reflection inhibits the life of action.

Questions raised in class sessions do not disappear when a bell rings. For this reason, many students feel the seminar to be the best "course" ever taken — uneasy, yes, but most meaningful for the future of the individual and humanity.

Program on Non-Violence 41

Seminar on Non-Violence, 7 MW 9

Charles McCarthy

CONTENT: The seminar meets twice a week for two-hour meetings that consist entirely of discussion. Books on nonviolence, theology, and politics are read. The major emphasis is placed on the student's coming to a realization of the true ethic of Christianity and nonviolence. There are no prerequisites for the course, as it is the basic course in the nonviolence program. The course consists mainly of liberal arts students, although anyone is welcome. It is co-ed, and a one-semester course.

PRESENTATION: Mr. McCarthy is always in firm control of the class. The readings are used basically as a background for the

discussion, being referred to infrequently during the two hours. Mr. McCarthy will start the discussion with a quote or idea from the assigned reading, with the intention of focusing attention on one aspect of the human condition (e.g., Being, Conscience, Suffering). Rhetorical questions constitute the body of the presentation. The students are challenged to examine deeply their own ideas and preconceived notions about life. For the most part, the sessions are heavy, sometimes with people saying very little because of the depth of the ideas being examined. Other times a very wide discussion will occur. The rhetorical questions are never answered, leaving the student to examine his own feelings about his basic relationship to other people. This atmosphere spills over into the papers—full and free expression of ideas is greatly encouraged.

READINGS: The readings all center around the nonviolent life style: treating persons as persons, not as objects. All are excellent, thought provoking, and challenging. Some examples: *Wretched of the Earth* (Fanon); *In Solitary Witness* (Zahn); *Faith and Violence* (Merton); *The Non-Violent Cross* (Douglass). There are twelve books assigned over the semester, with approximately three classes devoted to each one. The approximate cost of the books is \$12-15.

ORGANIZATION: Three papers are assigned, and there are no examinations. The basis of grading consists in doing the assignment with sincerity and dedication along with the amount of class participation. The grades are fairly high—but this is insignificant since grades have nothing to do with the goal of the course.

COMMENTS: The nonviolence seminar is recommended for anyone with a sincere desire to confront himself with the basic relationships in his life. The only problem is in the size of the seminar—approximately twenty-five students. This dampens the discussion, but the atmosphere created alleviates the crowd problem. Professor McCarthy is excellent in his presentation, not because he has a corner on morality or truth (who does?), but because he is able to draw out of the students the most serious questions they have ever asked, or will ever ask. For example, can anyone truthfully state what is right and be sure of it? Must the self be completely denied before a man can become nonviolent? Can a person be a member of our society and Christian at the same time? Everyone should take the course; it is true education.

Program on Non-Violence 43 Non-Violence: A Personal Perspective, 4 MW 6, 4 TW 6, 4 MW 6, 7 TT 9

The five sections are co-led by Daniel Boland, Sheridan McCabe, Arthur Hochberg, Dr. Wirth (St. Joseph County Mental Health Center), and six PhD candidates in counseling psychology.

CONTENT: You and the other members of your group are the textbooks in this "course." You are given the opportunity to meet with persons from the Notre Dame and Saint Mary's student community in an atmosphere which will help define and deepen your commitment to the kind of education that can be found here.

The major emphasis of the course will be to deal with non-violence as a life-style in relation to yourself and the other persons in the course. There are no prerequisite courses required.

The sections will be structured to allow informal discussion in an atmosphere of group support and good will. To facilitate this informal discussion, there will be five groups, each composed of ten students and two group leaders. The group leaders are trained in group dynamics, counseling, behavioristic and humanistic psychology, and will help the group build and sustain this atmosphere of trust which is so necessary for meaningful discussion.

PRESENTATION: Tutorial style, group discussion.

READINGS: There are no readings, other than the "reading"

of self and other persons, who we and they are and who we and they want to be. Students are free, of course, to bring readings they would like to discuss.

ORGANIZATION: No assignments will be given, but because of the nature of the course, attendance is vital and necessary. Examinations and the basis of a final grade will be determined by each group.

COMMENTS: This course will be continued next fall, if desired by the students.

Program on Non-Violence Philosophy of Revolution and Violence, 4 MW 6 Rudolf Gerber

CONTENT: Meat, not milk. The thesis of the course is that non-violence can be best appreciated by a thorough appraisal of its contrary: revolution and violence. Emphasis is on the recent philosophical and political origins of our era's current fixation with revolution. Prerequisite: an ability to think from an open mind. Course will meet at SMC to encourage a more equal distribution of male and female insights; it is limited to 25 in number, seniors and juniors only, with seniors given preference.

PRESENTATION: Quality and content will be as philosophical as it is practical; style will be a blend of the serious and jovial. Each meeting will consist of a nearly equal distribution of lecture and seminary-type discussion. Students may be asked occasionally to lead discussions.

READINGS: Most of the selections will be short rather than long excerpts from explicit discussions of revolutions from Hegel down to the present situation in the West. Among others, these readings will likely include: Marx, Sartre, Marcuse, Merleau-Ponty, Cohn-Bendit, *Beyond Marxism*; Skolnik, *Politics of Protest*; Brinton, *Anatomy of Revolution*, and the Stanford report on American violence. Price of the books ought not to exceed \$12.00.

ORGANIZATION: Two exams, a midterm and a final. A 15-page paper on some aspect of revolution is required. There may be an occasional assignment to lead discussion on a certain topic. Final grade will be revolutionary in character, in that it will reflect thoughtful class participation as well as slavish academia.

COMMENTS: This course is not recommended for pious pacifists or for violent revolutionaries whose ideologies are already sewn up tight; it is aimed at those who wish to question and to search afresh. Dr. Gerber's lectures have been called the most lucid in the University.

Program on Non-Violence 95 Directed Readings in Non-Violence Charles McCarthy

CONTENT, READINGS, ORGANIZATION: To be decided by mutual agreement between student and teacher. Upon approval from Mr. McCarthy, students can set up readings in this area with faculty members of other departments.

Program on Non-Violence 159 Humanistic Psychology, 10 MWF, 2 MWF Arthur Hochberg

CONTENT: The course will explore an area of contemporary psychology dealing with a) the development of a concept of human behavior that will account for unity of personality, self-determination, and the primacy of self; b) re-examination of the assumptions basic to psychological methodology; c) values and inner strivings related to creativity, self actualization, love, growth, and existential awareness.

READINGS: The text for the course will be *Readings in Humanistic Psychology* and assigned outside readings by Rollo May, Erich Fromm, Martin Buber, and others.

ORGANIZATION: The course will be conducted predominantly in

seminar fashion and the grade will rest heavily upon a final term paper and class participation and will be determined by both the teacher and the student. This is the first time the course has been offered.

Philosophy

Philosophy 31 Philosophy of Man, 1 MWF, 2 MWF John Carpenter

CONTENT: The course objective is to understand man through the study of classical and modern philosophy, as displayed by selected writers. This is a required course for all sophomores in the Arts and Letters and Business Administration Colleges.

PRESENTATION: Mr. Carpenter's lectures are dry. He is not a dynamic speaker and his abilities as a lecturer are lacking. His favorite method of presentation consists of writing prepared material on the blackboard for a solid fifty minutes, as the class copies it off. There is rarely time for discussion, and questions in class are also rare since the student finds it difficult to concentrate on the material while in the process of copying it. A firm grasp of the material cannot be had until after class when the student can review his notes. The lectures are however relevant to the tests and helpful in understanding readings.

READINGS: The readings entail Plato's *Meno* and *Pheado*, Aristotle's essay *De Anima (On The Soul)*, and Michael Polanyi's *Personal Knowledge*. The quality of the readings is very good, although the *De Anima* is a bit tedious and complicated. The time allowed to read the assignments is very reasonable. The approximate cost of the books is \$8.50.

ORGANIZATION: Mr. Carpenter gives three equally weighted tests at various intervals throughout the semester. There are no papers; and no final as such, since the last test is not cumulative. The tests are comprehensive yet not difficult since a list of questions from which the exam questions are taken is distributed to the class a week prior to the test. The tests themselves are a choice of essays.

COMMENTS: The breakup of the course places twelve weeks on Plato (4) and Aristotle (8), with only three on Polanyi. To spend so much time on Aristotle's definitions and proofs of the soul is very poor structure. The students tend to lose interest, sleeping out most of Mr. Carpenter's written reiterations of proofs and arguments. The marriage of Aristotle and Mr. Carpenter renders an already weak course helpless.

Philosophy 31 Philosophy of Man, 10 TTS, 11 TTS C. Mramer

CONTENT: Mramer's course is an introduction into philosophy. It involves studies of the Platonic dialogues, and the philosophies of Descartes and Berkeley.

PRESENTATION: Classtime is comprised of a short lecture by the instructor, and then moves to a class discussion.

READINGS: *The Death of Socrates*, by Romano Guardini, *Discourse on Method and Meditations*, by Descartes, and *Three Dialogues*, by Berkeley. Lectures correspond to the readings, and

they are helpful, if not essential, to do these readings.

ORGANIZATION: Grades are based on a series of short papers on the readings. The only exam is a final.

COMMENTS: The course bogs down too often. Too much time is spent on the material involved, and one's attention span should not be asked to be kept on such a minimal amount of material. Time is spent on seeming trivialities. The course could be improved by covering a greater amount of material. However, Mramer is a good lecturer, and he possesses a good knowledge of the subject. The course serves its purpose well as an introduction into philosophy.

Philosophy 42A Systematic Metaphysics, 2 MWF Joseph Bobik

CONTENT: This course presents a brief study of three approaches to metaphysics. The first is the system of St. Thomas Aquinas, the second is the system of those philosophers who use the "ontological argument" for God's existence, and third is a systematic rejection of metaphysics. Ideally the professor spends an equal amount of time on each, but this last semester more time was spent on Aquinas than had been planned.

PRESENTATION: The style of the lectures is in no way exciting, but Dr. Bobik's approach is very clear, with attempts to explain the more difficult arguments in a variety of ways. He has definite opinions, but is characterized by a genuine scholarly humility and is always open to questions. There is little discussion because of the nature of the course, that is, it is a junior requirement and most students do not find it "relevant," and therefore make little or no attempt to assimilate the material. Attendance is often less than half the class.

READINGS: The reading is quite limited, serving as an introduction to the same material that will be developed more fully in the lectures. They include *Aquinas on Being and Essence* (the teacher's own careful analysis and commentary), *The Ontological Argument*, and *Language and Logic* (by Ayer). Cost is about \$7.50.

ORGANIZATION: The basis for the final mark is several tests, requiring some limited memorization and understanding of the lectures. They are not terribly difficult. The average final mark is between B and C.

COMMENT: The basic problem with the course is a fashionable feeling that metaphysics is irrelevant and not really worth the effort. This feeling is buttressed by the fact that Thomistic metaphysics is admittedly somewhat difficult for the average student, with its other than everyday thoughts and phraseology. The result is small class attendance and participation. For the student interested and open to metaphysics however, Dr. Bobik gives a clear, scholarly, and very worthwhile introduction to the subject.

Philosophy 42A Systematic Metaphysics, 10 MWF John Donnelly

CONTENT: The course centers around the writings of a number of classical and contemporary writers who have proposed various solutions to certain fundamental problems in metaphysics. The lecture topics are the traditional questions of metaphysical investigation, such as the proofs of God's existence, the mind-body problem, free will and determinism, appearance and reality, etc. This is a fairly high-level course, and the topics are explored in some detail. The class is comprised mostly of Arts and Letters juniors fulfilling their Philosophy requirement, along with a few seniors.

PRESENTATION: Dr. Donnelly lectures in a pleasant, easygoing manner which encourages attentiveness. He pays extra attention to difficult points, often repeating them two or three times to insure that the average student can grasp the material. There is a very adequate overlap from class to class so that continuity of thought is easily maintained. Students are free to ask questions and they are all well answered, helping the understanding of the course substantially. Dr. Donnelly realizes that some of the students taking the course are doing so because it is a requirement.

READINGS: The five paperback books used in the course (total cost about \$9) are fairly difficult reading but are pertinent to and the backbone of the course. Dr. Donnelly does not reiterate specifically what is in the books, but expects the student to read them and to absorb the material more or less on his own and to show evidence of this on the tests. The anthologies are all good, and the one on the existence of God is excellent.

ORGANIZATION: An outline was issued at the beginning of the semester portraying the topics and their sequence. There are no term papers or projects, but Dr. Donnelly does expect the student to keep up with the reading. The amount of reading appears to be more than that required for the other metaphysics courses, but is not excessive. The material in the books, as already stated, weighs heavily on the tests. There are one or two tests, plus a final. The test questions are very general and broad, and few in number; but they are fair and predictable. The final grade appears to be based solely on the tests, as Dr. Donnelly does not take attendance.

COMMENTS: The course is a high-level, good-quality presentation and a worthwhile elective. It seems to be designed for those who have little interest in becoming philosophy majors, and yet are interested in what the great classical and contemporary philosophers have to say about the Great Questions. I definitely recommend this course to interested students who have to take a metaphysics course and also to "elective hunters" that don't. In my opinion, it was a broadening exposure to metaphysics and well worth the effort.

Philosophy 42A Metaphysics, 9 TTS William Hund, C.S.C.

CONTENT: The course is an attempt to evaluate different views of reality, beginning with the modern philosophies of Existentialism, Linguistic Analysis, and Dialectical and Historical Materialism, then proceeding in the second half of the course to the Classical philosophies of Plato, Aristotle and Aquinas. There are no prerequisites although most of the students have had Philosophy of Man. The course was taught in the fall of 1969 and is a requirement for Arts and Letters Juniors.

PRESENTATION: Father Hund has a relaxed and thoughtful manner, but doesn't let the class get sidetracked into irrelevant humor or discussion. His lectures on the whole are stimulating and effective.

READINGS: The lectures build on the original works of the philosophers discussed as they are presented in the course text *Perspectives in Reality*.

ORGANIZATION: There are 2 or 3 non-research papers assigned as well as a midterm and a final, the exams counting somewhat more than the papers. Grades are fairly evenly distributed from C to A.

COMMENTS: Father Hund seems to adjust his intellectual demands to the caliber of the class and this makes him an effective teacher for the majority, but a bit less recommendable for the exceptionally bright or exceptionally jock. Neither of these two types belongs in the course. He takes attendance, but doesn't hold strictly to the old three-cut rule.

Philosophy 46 Introduction to Philosophy of Science, 8 MWF Gary Gutting

CONTENT: Philosophy 46 is centered on class discussions. The general subjects treated are, as Carl Hempel says: "We will examine how scientific knowledge is arrived at, how it is supported, and how it changes; we will consider how science explains empirical facts and what kind of understanding its explanations can give us."

The course is geared for engineering and science majors, even though there are no such prerequisites. Nevertheless, the AL and Psychology students in the class have enough background to make very significant contributions to the discussions. A recent class was composed of 51 students: 40 in engineering, 7 in science, and 4 in liberal arts.

PRESENTATION: Starting with the spring semester '70, Dr. Gutting may start using *Between Science and Philosophy* by J. J. C. Smart as a textbook, but this is not for sure. Up until now the student has depended upon his notes from class and a certain amount (little) of background reading. In any event, the material covered in the course will be pretty much the same.

Very often in the course of his lectures, Dr. Gutting will start discussions by asking the class for their opinion on the subject. Most of the times though, discussions will start spontaneously from the students. The lectures are very well presented and the discussions are quite enlightening. This is due both to the knowledge of the professor about a surprisingly large number of fields and also to the many intelligent students in the class.

Nevertheless, it is easy to get carried away by a discussion, thus losing the overall picture of where the discussion fits in the general framework. This situation can be avoided by reviewing the notes periodically.

READINGS: There is little reading to be done. (A semester average of about 10 pages a week.)

ORGANIZATION: Grades are given in proportion to the amount of work done. All tests and papers are graded on the satisfactory-unsatisfactory basis. Here is how it works:

Work required for a C: Writing two 1- or 2-page papers and getting an S (satisfactory) on both. If one should fail them, they may be rewritten. (They are relatively simple to write.)

Passing with an "S" the four tests. These can be made up orally in case of failing one or more. One and only one of the tests can be made up after failing an oral make-up test. This is done by writing a ten-page paper.

The tests are about one half true and false. On a typical test, 41 students got an S, ten had to take the oral and three had to write the 10-page paper.

Work required for a B: All the work for a "C" plus two book reports. Books are about 200 pages and may be selected from a list containing many different subjects. No details are asked and a good general idea of the books is enough. There are no sharp deadlines for the reports.

Work required for an A: All the work for the B and the C, plus a 15- to 20-page term paper.

COMMENTS: The course is thought-provoking (about as much as the other philosophy courses that I have taken). I think that every engineer and scientist will find it rewarding to take a semester of Philosophy of Science.

Philosophy 46

Introduction to Philosophy of Science

10, 11 MWF
Edward Manier

CONTENT: Dr. Manier himself states at the beginning of the course that the purpose of the class is not to study some philosophically idealized form of scientific method which, he states, probably never existed anyway. In a major departure from the usual Philosophy of Science course, the emphasis is placed on the consequences of the present-day scientific revolution on society.

There are no prerequisites for the course. The class, it would be fair to say, is top-heavy with junior-senior science and engineering students fulfilling general philosophy requirements.

PRESENTATION: To say the least, the course structure is not rigid. In general, books will be assigned and will then be discussed in class. Dr. Manier, however, is a man of many interests; his education is in the sciences but he has a great interest in social and political affairs. As a result, Dr. Manier frequently cancels the scheduled discussion topic in favor of a particularly interesting magazine article which may come along. Dr. Manier's discussions are always interesting even if the point to be made is not clear. Discussions become most interesting when Dr. Manier's liberal views clash with the classes' more conservative views.

READINGS: The readings which will be assigned will include selected reprints from *Scientific American*, and *Government Documents on the Relation of Science and Technology*. There will also be the paperbacks: *Scientists in American Society* by Walter Hirsch, *Science and Human Values* by Peter Caws, and *The Structure of Scientific Revolutions* by Thomas Kuhn. Judging by last semester's work these readings will be valuable in a general way to the course work which is discussed below.

ORGANIZATION: There are no examinations per se in this course. The basis of the grade is the semester research paper which is due in two installments, the first at mid-term. The topic of the paper, chosen by the student but subject to Dr. Manier's approval, is to deal with some interaction of science and technology with society. The paper should be interdisciplinary in approach and involves a significant amount of research on the part of the student. Students may work on this singly or in small groups. In grading the paper, greater emphasis is placed upon the content and thought behind the paper than upon its style. Papers lacking in the former will receive poor grades. Also, at the end of the semester, each student will have to present an oral defense of his semester's paper in addition to class presentation of the better papers.

COMMENTS: The organization of the course should not discourage students from taking it. Dr. Manier is always interesting to hear and he understands what most science students dislike about philosophy courses. Aristotle never rears his ugly head. The semester term paper, if it's going to be worth anything, will require considerable work. In doing this paper though, the student is free to pursue a topic that interests him in a way that he would like to do it. Several students are irked by the fact that no clear-cut guidelines are set for the paper that will determine their grade, but it is precisely this fact that gives the student freedom in the course and presents him with a challenge.

Philosophy 52

Business Ethics, 1 MWF

Herbert Johnston

CONTENT: Actual business cases or dilemmas are presented in the readings. The course revolves around the means and methods

of finding the ethical or moral solutions to these practical dilemmas. Anyone interested in ethical procedure from a business standpoint is encouraged to take this as a philosophy elective.

PRESENTATION: The lectures are well thought out and presented in an organized manner, the major drawback being the slightly dry material. There is a strong attempt to involve the class by having students lead discussions; however, more involvement is needed.

READINGS: The readings are worthwhile if you are thinking of going into business. Most of them are one- or two-page sample stories of real problems businessmen face, such as an act that is economically worthwhile and legal but possibly unethical.

ORGANIZATION: A syllabus is presented at the outset, containing all text and outside readings. Two or three tests and a final make up the grade. Class participation is advisable and excessive absence is discouraged. If the work is done it should not be difficult to receive a B or an A; otherwise a student could flunk.

COMMENTS: This course is undoubtedly the most relevant philosophy course to the actual day-to-day work many of the students will be doing after graduation.

Philosophy 55

Contemporary Ethics, 1 MW 3

John Donnelly

CONTENT: An examination of the major problems of meta-ethics (i.e. the theory or philosophy of ethics) and normative ethics (operational ethics) facing contemporary moral philosophers will form the direction of this course. Discussion will focus primarily on eight problems: Soren Kierkegaard and existential ethics (the subject of Dr. Donnelly's thesis); the classical question of moral philosophy—"Why should I be moral?"; the three theories of ethical justification: naturalistic, intuitionism, emotivism; the polemic of free will and responsibility; the relationship between morality and religion; between morality and law; a consideration of medical ethics; and an inquiry into the nature of conscience; and justice. As the course title denotes, the course will deal with *contemporary* ethics; the ancient and medieval philosophers will only be brought in briefly to establish a perspective for the course. This is the first time Dr. Donnelly has taught Contemporary Ethics; it is a senior philosophy elective.

PRESENTATION: Since this is the first time the course is being offered by this professor, the course itself cannot be evaluated. However, Dr. Donnelly has indicated that he will use a lecture-question format of presentation. It should be noted that the lectures will not merely be a paraphrase, or commentary on the readings. Readings are designed to supplement, build on the lectures. Lectures will provide a foundation, a framework for the consideration and study of ethics. Emphasis most certainly will be put on *doing* philosophy—i.e. actively coming to grips with, appreciating, and investigating the problems and parameters of ethics.

If the writer's acquaintance with Dr. Donnelly, and his Ancient and Medieval Philosophy course are any basis for extrapolation, a guarantee can be made of well-organized, penetrating lectures that are both cogent and stimulating. Enough cannot be said for the professor's willingness to deal with students' questions during class, after class, and to discuss issues further any day of the week in his office.

READINGS: Soren Kierkegaard's *Fear and Trembling*; W. Frankena's *Ethics*; and R. T. DeGeorge's *Ethics and Society* are definitely on the reading list which will probably also include Nowell-Smith's *Ethics*, and possibly one other reading. All books are in paperback editions.

ORGANIZATION: There will be one or two tests during the semester, and a final. It was the opinion of Dr. Donnelly's Metaphysics class that his tests are very well related to the

course material, and fairly graded (only an oral final is to be given in his Ancient and Medieval class). One can expect no "curve ball" or picayune questions on tests. There are no quizzes; and attendance will not be taken.

Dr. Donnelly is adamantly opposed to term papers which he feels concentrate the attention of the student on a particular topic at the expense of a fuller understanding of the entire subject. Further, the course will be conducted in as non-competitive an atmosphere as possible; grades and grading will be deemphasized. If a student is interested, and does the reading, he should have no trouble in pulling a B. This does not imply, however, that this is a jock course; a student's efforts and interest will be reflected adequately in the mark he receives.

COMMENTS: The subject area is not only relevant in this day of civil disobedience, situation ethics, social ethics, and the decline of traditional ethical standards, but should be more stimulating from Dr. Donnelly's presentation. It is recommended for anyone looking for a stimulating and rewarding course in an area of contemporary and personal concern.

Philosophy 56

Basic Concepts in Political Philosophy, 10 MWF Joseph Evans

CONTENT: This course is a philosophical approach to some of the root questions about man, society, and government. It is not merely a single, contemporary set of political beliefs, but rather an examination of man, his nature, and his life as a "see-er" who exists together with other people. The core of the course is an extensive series of questions presented in the opening lecture, and touched upon throughout the course. Sample questions are: "is it natural for man to live in society?" "what is a society's common good?" and "what about an organized international political society?" The emphasis is on the philosophical — there is no attempt to be "relevant," except insofar as what is said is relevant to all men of all times. This is a check-mark course, with primarily arts and letters juniors and seniors.

PRESENTATION: Dr. Evans' lecture style is slow and halting, with careful presentation of certain "intuitions" which he attempts to pass on through repeated formulation and reformulation. He is always open to questions and, if the students take the initiative, the class may become a good discussion session. People who look for dialogue and dialectic, though, may be disappointed, because an intuitive approach is difficult to "take apart" and analyze; but the questions provide good topics for outside class time, with either classmates, or Dr. Evans, who is most generous with his time.

READINGS: These include chapter excerpts from contemporary writers (especially Jacques Maritain), some Plato and Aristotle, an encyclical or two, and a profound little story. They are of excellent quality and will repay greatly any careful reading. Hurried work here will probably be boring, so it requires some effort on the reader's part. The work is not extensive, and one is given adequate warning about due dates. All the books are on reserve at the library, and most are paperbacks in the bookstore.

ORGANIZATION: The readings are the only assigned work in the course. There are several "serious writing engagements," and a final, which determine the final grade (usually about B).

COMMENTS: Most students come out of the course with great respect for Dr. Evans, and for those who spend time with him, great affection. One is sometimes disappointed with the lectures, because of a great degree of repetition and lack of rapid, continuing exchanges; if one enters the course looking for little work and fascinating lectures, he may be somewhat bored. But Dr. Evans' focus on the really crucial questions at the very root of political philosophy provides a unique opportunity and tremendous challenge to any interested student. Careful reading and a willingness to think about and discuss these questions with Dr. Evans and classmates can make this course a fabulous opportunity for budding political philosophers.

Philosophy 62

Sartre, 4 TT 6

William Hund, C.S.C.

CONTENT: This course will be offered for the first time in the spring of 1970. It will focus on the ethical implications of Sartre's philosophy.

READINGS: Paperbacks, *Nausea*, *Words*, *Being And Nothingness*, *The Devil And The Good Lord*.

PRESENTATION: If the class is small enough, Father Hund would like to conduct it on a seminar basis; otherwise, it will be a lecture-class.

ORGANIZATION: In a seminar situation Father Hund would assign students to present papers to the class. In addition there would probably be a midterm and a final. If the class is large, necessitating a lecture format, Father Hund would determine the grade on the basis of several outside papers and the two exams.

COMMENTS: If his treatment of the Dobu islanders in his Anthropology and Ethics course is any indication (Dobus believe that good is bad and bad is good) I would predict no reactionary reflexes from this priest-philosopher toward the atheism of Sartre.

Philosophy 78

Evolution and Man, 1 TT 3

Edward Manier

CONTENT: Professor Manier describes his course as a consideration of the philosophical consequences and methodological structure of evolution theory. The problems of novelty, direction, purpose, and progress will be investigated in their philosophical implications. The historical and systematic modes of explanation will be contrasted.

READINGS: G. G. Simpson's *The Meaning of Evolution*; T. A. Goudge's *The Ascent of Life*; Morton Beckner's *The Biological Way of Thought* (Professor Manier is said to consider Beckner a sort of hero); A. G. N. Flew's *Evolutionary Ethics*.

ORGANIZATION: Students will be required to submit two ten-page papers on such topics as the future of man, or biology and race. There will be an oral final. The average grade is about a B.

COMMENTS: Since in this course Professor Manier relies heavily on the scientific conclusions of genetics, the equivalent of freshman biology will be necessary for a full appreciation of the course. This is the first time the course will be offered in several years. A biology grad student who took the course as an undergraduate, however, was contacted. He recommends the course highly, especially as an interesting philosophy course for the science major. He describes Mr. Manier as conscientious and interested in his students, beyond a simple professional competence in his field.

Philosophy 88

Indian Philosophy, 11 MWF

Biswambhar Pahi

CONTENT: Professor Pahi will deal with Indian philosophy from the perspective of a historical survey. This approach he feels will provide the basic introductory-type acquaintance with Indian philosophy as a whole, which is a necessary prelude to any deeper philosophical approach.

Starting with early Vedic and Upanishadic traditions, Professor Pahi will trace their development through the subsequent epic and classical periods of Indian philosophy and conclude with the meeting of Eastern and Western philosophy and the evolving synthesis occasioned by this contact.

Topically, Indian philosophy will examine the formalism and ceremonialism that precipitated the Buddhist reaction to earlier teachings, the individuals of the Great Epic Period who provided the basic teachings for all Indian philosophy until contact with

European ideas, as well as the scholastic systems that branched into numerous schools and sects and carried traditions down through the following centuries.

READINGS: Readings will be from an anthology of basic texts and a critical examination of those texts, *Oriental Philosophies* by John Koller. Both texts should total less than \$10.00.

ORGANIZATION: Mr. Pahi seems to demand more than just a passing interest in the subject, for the course work consists of four three to five-page topic papers of one's own choice, a ten to fifteen-page term paper, as well as a midterm and a final. Describing himself as an average grader, he went on to say that he does give A's and he does give F's.

PRESENTATION: He intends his presentation to take the form of two lectures a week and a third tutorial type discussion period. But the ultimate format will depend on the size of the class. While Mr. Pahi has never offered this course at Notre Dame, he has given the course several times before at Central Washington State College, his last post.

COMMENTS: Although this course should be somewhat demanding, it nevertheless has great potential. Mr. Pahi promises to relate Indian philosophy directly with life in India. He holds that religion as we most often experience it is detached from our philosophy of life and would harken back to the Socratic sense of "religion" as an inner sense of an outer application of what we philosophically see as reality. Although Indian philosophers view reality in quite different terms from those we are accustomed to, the contrast provided cannot help motivating one to a more observant and critical approach to his own reality.

Philosophy 102 Modern Philosophy, 2 TT 4 Guido Kung

CONTENT: Modern Philosophy is usually offered in the spring semester as a requirement for philosophy majors, although non-majors are certainly welcomed. This course covers the period from Galileo and Descartes until Kant and Hegel. Professor Kung, teaching this course for the first time at Notre Dame, will focus on two theses: (1) modern philosophy (i.e., rationalism and British empiricism) is a product of the "new science" initiated by Galileo's application of the empirical method to science; and (2) the contemporary analysis of human consciousness is developed from the epistemology of this modern period. These two points will be developed historically.

ORGANIZATION: Professor Kung requires one paper of about medium length (about ten pages). This paper is due at midterm, and is expected to be revised. He gives a final exam and possibly two other tests.

Philosophy 105 Hellenistic Philosophy, 1 TT 3 Anton Chroust

CONTENT: This course surveys the philosophical thought of the period from the death of Aristotle to the 4th century A.D. The major emphasis centers on the Stoics, Epicureans, Skeptics, Platonists, Parapatetics, and the Neo-Platonists. The course is designed to present to the student an overview of Hellenistic thought with a view to contrasting it with Classical Greek thought as well as to discover the dominant effects of the Hellenists on the subsequent development of Western philosophical culture.

ORGANIZATION: The required texts for the course are an anthology of Stoic and Epicurean writings and Brehier's *The Hellenistic Age*. There are no quizzes, papers, or exams. The final, however, is comprehensive, and is itself a unique and challenging experience. The average final grade is usually B.

COMMENTS: The major attraction of this course is its instructor. Dr. Chroust is a world-renowned scholar and a genuine personality in his own right. (PhD's in law, history and philosophy; 1928 Olympic gold medal winner in water polo; and owner of, in his words, "St. Joseph's County's fastest sports car!") His lectures are taken from a collection of sensoriously yellowed notes that, while seldom referred to and undoubtedly unnecessary, are as much a part of the legend as the Porsche. Dr. Chroust is given to interjecting into his presentation contemporary commentaries, informed aphorisms, and pastoral allegories related to a broad range of subjects. (A note of caution: students of a liberal persuasion are on occasion likely to feel slightly intimidated.) All of this makes for a high degree of sustained interest and an all too short class session.

The majority of the students that have taken the course have been philosophy or history majors, but any interested student is welcome.

I recommend this course for the student desirous of a rewarding educational experience resulting from diligent work and the tutelage of an amazing teacher and man.

Philosophy 106 Aquinas, 9 TT 11 C. Williams

CONTENT: The focus of this course is the philosophy of Aquinas, but particularly his epistemology as distinct from that of Aristotle. Mr. Williams will investigate the contemporary implications of medieval philosophy in the light of Kant and the present Oxford school. This is a major course but will be open to interested nonmajors with some background in philosophy.

READINGS: A glance at the books that Mr. Williams intends to use may give a better appreciation of the scope of the course. The texts will be: F. Copleston's *Aquinas*; an anthology, *Aquinas*, edited by Anthony Kenny; G. E. M. Anscombe and P. T. Geach's *Three Philosophers: Aristotle, Aquinas and Frege*; Lonergan's book, *Verbum* (ed. by D. Burrell), will be considered, and, of course, the *Summa Theologiae*, in the Latin text with English translation.

COMMENTS: This is the first course taught by Mr. Williams at Notre Dame. Though apparently a newcomer to Notre Dame he is known and highly recommended by several members of the Philosophy Dept. At Bristol where he is a full lecturer in Philosophy he enjoys great student favor, a tribute not only to his thorough competence as a teacher, but also to his genuine personal interest and concern for his students.

Philosophy 115 Nineteenth-Century Philosophy, 11 MWF Robert Caponigri

CONTENT: The course will be a discussion of the major trends of nineteenth-century philosophy: the dissolution of Hegelianism, the German idealists, and the rise of positivism. Subject matter will center around volume four of Dr. Caponigri's *History of Western Philosophy*. The thrust of this course is historical; consequently, the emphasis will be upon breadth, rather than depth.

PRESENTATION: One is advised to save himself the cost of a notebook. Though a fantastically erudite man (and perhaps a result thereof), Caponigri's lectures are as goal directed as a Jack Kerouac hero. Tangents are plentiful (he has been known to quote at length from Italian poets—in Italian) and somewhat interesting in spite of themselves. The student is advised to read the material carefully and formulate questions, for it is in answering questions that Caponigri is at his informative best.

ORGANIZATION: Loose. Tests will be infrequent, papers for the most part will be discursive, rather than critical, and not lengthy. The basis for the final grade is an amalgam of performance in class (attendance is a definite factor), and the

results of whatever tests and papers.

COMMENTS: One in search of rigor is advised to look elsewhere. Caponigri's knowledge of the history of philosophy is remarkable, as is his knowledge of literature and the arts in general, but he gives the impression that he is more concerned with displaying that knowledge than imparting it. Serious students will avoid his course.

Philosophy 123 Systematic Metaphysics, 10 TT 12 Michael Loux

CONTENT: Deals with mind-body problems and identity theory, free will, notions of time, existence of God and religious belief, and universals and particulars. The particular emphasis is on analytical and reflective thought. One semester, offered twice a year. No prerequisites. Composed mainly of Juniors taking the metaphysics requirement.

READINGS: Not terribly extensive. 15 or so relatively short articles in contemporary vein of philosophy: analytic, precise, language-oriented. Difficult, but Mr. Loux distills the dialectical form clearly and concisely. Can be read in a couple of hours a week. Cost is about \$10.

ORGANIZATION: Three tests and a non-cumulative final, all equally weighted. One paper required (*thought* exercise, not research). Tests require a continuous understanding of material. Grades fall in A's and B's, or D's and F's. Read material and take good notes for a B.

PRESENTATION: Michael Loux in lecture is the best part of the course. Mr. Loux has a fantastic mind for this sort of thing. He knows his stuff, and likes it. His presentation is dramatic, never subdued—always to the point. His style wildly insists that these are interesting problems. He jumps, shouts, whispers, derides, and encourages a similar openness of thought in his students. Lesser men would follow the arguments; he lives them. If you want to use your mind, take the course.

Philosophy 132 Symbolic Logic, 9 MWF Biswambhar Pahi

CONTENT: The course is a continuation of Philosophy 131, and it is not advised that one take the second semester unless he or she is well-versed in at least the elementary principles of mathematical logic. It should be emphasized also that, although the course is listed under the department of philosophy, its orientation is decidedly mathematical, and those for whom mathematical thinking comes only through gritted teeth would be advised to look elsewhere. The subject matter of the course will be chapters three and five of Elliot Mendelson's *Introduction to Mathematical Logic*: formal number theory, a close look at Gödel's Theorem, Tarski's Theorem, Markov and Turing algorithms, et al.

PRESENTATION: The material presented in Mendelson's book is of a very compressed and almost collapsed nature, and Pahi's lectures are designed to amplify and explain that subject matter. He succeeds very well. The organization and precision with which he presents those lectures befit a logician; the subject matter is treated in an orderly and thorough manner.

ORGANIZATION: The basis for the final grade is as follows: (a) Two or three tests during the course of the semester (fair and reasonably comprehensive)—50%; (b) Assigned exercises, usually a set every week or so—20%; (c) A comprehensive final—30%.

COMMENTS: The limitations posed by the nature of the course cannot be emphasized enough to prospective enrollees. It would be folly for one without a sufficient background and ability in mathematics to jump into the second half of the course. If one

is considering enrolling for the second semester, it is suggested that he first acquaint himself thoroughly with the material presented in chapters one and two of Mendelson's book.

Philosophy 133 Philosophy of Science, 10 MWF Gary Gutting

CONTENT: Unlike the introductory course, which is directed to the engineering and science students, this course is being offered for philosophy majors interested in the philosophy of science. Dr. Gutting, who has a background in physics as well as philosophy, has taught the introductory philosophy of science course offered this fall. This semester will be the first in which he has taught this particular course.

PRESENTATION: The course will treat first the problem of induction and conventionalism as approaches to the nature of scientific knowledge. It will then consider the meaning of scientific theory in the realistic and instrumentalistic accounts. Dr. Gutting will also devote part of the course to a discussion of the relationship between scientific discovery and various other areas of human thought. In particular, he will treat the sense in which these other areas of thought might be considered sciences. Finally, a large part of the course will be devoted to answering the question: "How does scientific discovery happen?"

READINGS: There will be no central text for the course, but Carl Hempel's *Philosophy of Natural Science* will be a good introduction for the course. Much outside reading will be required from books and journals.

ORGANIZATION: Approximately three or four exams will be given and perhaps two papers required. Dr. Gutting has not as yet decided upon any particular type of grading system for this course.

COMMENTS: Dr. Gutting encourages discussion and will, at times, develop the treatment of certain issues by encouraging discussion on sample problems from the history of science, particularly of physics. If the class is sufficiently small it will be conducted in the seminar style.

Philosophy 143 Phenomenology, 4 TT 6 Rudolph Gerber

CONTENT: The purpose of this course is to give an understanding of the basic themes of phenomenology, especially as developed in Heidegger's *Being and Time* and Sartre's *Being and Nothingness*. There are no specific prerequisites, and no former familiarity with the subject matter is presumed. The spring class of 1969 was small (about 15) and was about equally divided between juniors and seniors with a goodly concentration of philosophy majors.

PRESENTATION: The whole course was well organized, and the syllabus given at the beginning of the course was followed rather closely. Dr. Gerber has good control of the subject matter; each theme is methodically introduced and developed. His lectures are remarkably clear and precise considering the often vague and obtuse formulations of Sartre and Heidegger. His classes show clear comprehension of and familiarity with both primary and secondary sources.

READINGS: The amount of reading is not excessive. However, the actual material is often difficult to grasp and at times almost unintelligible without the lectures. The selected readings are well chosen to give the student an acquaintance with and an understanding of the kinds of issues with which phenomenology deals. Both *Being and Time* and *Being and Nothingness* are in paperback form and combined cost around \$3.25. Another paperback, *The Marxism of Jean-Paul Sartre* may also be required.

ORGANIZATION: In the past, two papers were required—one about five to seven pages and the other ten to fifteen pages. Approximately three tests were given. These may be either taken home or done in class, depending on the desires of the students. The grading itself was very fair and the final grade was determined with fairly equal emphasis on the three tests and the longer paper, with the shorter paper weighing less heavily. The course was reasonably easy to pass, but higher grades were somewhat more difficult to earn. The average grade was in the B area.

COMMENTS: This course is a “must” for all philosophy majors and those interested in this area of philosophy, not only because of the subject matter, but also for the exposure to Dr. Gerber. Most will find it to be much more relevant and stimulating than most philosophy courses one is exposed to as an undergraduate.

Philosophy 167 Residentialism, 10 MWF Bolgi Pabstau

CONTENT: In this course visiting professor Bolgi Pabstau who received international recognition for “The Phenomenological Approach to Whitehead and Other Assorted Mental Disorders” will make his first appearance on the Notre Dame undergraduate scene. The course will have as its primary concern a historical survey of that oft neglected corner of modern sophistry, Resis-

tentialism. But this is not to say that the pressing questions of the day will be neglected. Questions such as “does residence in fact precede resistance? Golda Meir — the residential woman?; and angst and/or super-angst?” will receive complete coverage by Mr. Pabstau.

PRESENTATION: As Mr. Pabstau intends to lecture in his native tongue, Polish, notetaking could prove something of a chore. Nevertheless, Mr. Pabstau hopes to overcome this drawback by supplementing his lectures with Eastern European stag films smuggled from Czechoslovakia during the recent months of liberalization. Discussion is encouraged but hooting and cheering during the films is decidedly frowned upon.

READINGS: To include: *Seeing and Nothingness*; *The Inscrutable Man*; *The Myth of Jean Harlow* (abridged); *Up-Chucking*; *Naked Came the Stranger*; *Fruit-Flies* and *The Queer and Trembling*.

ORGANIZATION: As yet indefinite. Papers will probably be of typically immoderate length. Tests will be true/false.

COMMENTS: Some students find Mr. Pabstau’s insistence that his pet armadillo be present at all the class meetings distracting. But, for those students able to overlook this peccadillo, the class should prove more than worthwhile. It is rare to find a dirty old man at this University — at least one who admits it. And if for this reason, if for none other, I leave this course highly recommended.

Psychology

Psychology 30 General Psychology, 9 MWF; 11 MWF John Borkowski, Gerald Giantonio

CONTENT: This course will cover the following areas: framework of scientific psychology; psychological testing and the assessment of individual differences; verbal learning and higher cognitive processes; personality, social and abnormal psychology; physiological and sensation-perception; motivation and emotion; and, learning. The course is open to all ND and SMC students except freshmen, and is a requirement for majoring in the department. However, the course has wide appeal to those of other majors and intents.

PRESENTATION: The course will be presented in well-prepared lectures which overlap in varying degrees with the reading assignments. There will be opportunity for questions and some discussion despite the large class size. Both professors present stimulating, comprehensive lectures, and each will teach for half of the semester.

READINGS: The textbook is *Principles of General Psychology* by Kimble and Garnezy, one of the best general texts on the market. Supplementary paperbacks, *Frontiers of Psychological Research*, *Readings in Psychology Today*, and *Psychobiology*, will also be used and are available in the reserve room of the library.

ORGANIZATION: There will be four examinations, each timed to coincide with the termination of a three-week lecture period. The exams generally consist of 60 multiple choice items in order to facilitate objective evaluation (as well as easier correcting). In addition, participation in various learning and perception experiments will be required and can be used for extra credit points, if requirements are already met. The grading system is based on the normal distribution, generally

with as many A’s and B’s as lower grades.

COMMENTS: Those attracted to the course for any reason should not be disappointed — Drs. Borkowski and Giantonio are excellent lecturers and teachers. The course should hit all the important areas without going into too fine detail. Both have a good knack for relating scientific psychology to applied situations which most students find greatly increases interest in the course.

Psychology 31 Experimental Psychology I and Lab 2 MWF, Lab 7-10 Wed. Night Paul Jennings

CONTENT: Experimental I is the first part of a two-semester foundation course in Psychology. It is a 5-credit course and a requirement, hence most of those in the class are Psychology majors. The primary purpose of the course is to give the student a workable knowledge of statistics, the main tool of description in psychology. As such the course is somewhat math-oriented but high school algebra should be sufficient in most cases.

PRESENTATION: Dr. Jennings’ lectures are well organized and fairly clear. His pace of presentation is rapid and some have trouble trying to listen, understand, and write at the same time. Mimeo sheets of the subject matter when available are most helpful. Correlation between text and lecture is sometimes rather low, and this places a great emphasis on class notes—therefore, on attendance. Questions are well received and play a surprisingly large part in the course.

READINGS: The text is *Introductory Statistics for the Be-*

havioral Sciences and costs approximately \$8. It was thought to be good by most, though some found it lacking in the detail and depth needed to match the lecture material.

ORGANIZATION: An exam schedule is announced early in the course. There are two three-hour tests and a final which most judged somewhat difficult. Quizzes in lab are frequent and helpful.

COMMENTS: The value and necessity of the Experimental course are without doubt, especially for those majoring in Psychology. For the non-major Experimental I offers a chance to understand the basics of statistical inference and description.

Dr. Jennings is a fine teacher, well equipped to handle the course. Common complaints are his rapid pace of presentation, that there is a lack of correspondence between the book and lecture, and that the examples from class don't approach the difficulty of actual test problems. However, it should be noted that Dr. Jennings reviews previous material frequently and does answer any and all questions. His pace of presentation is not *excessively* rapid and most found his congenial lecture style and subtle humor definite contributions to the somewhat dry course material.

Psychology 32 Experimental Psychology II, 1 TT 3 Bobby Farrow

CONTENT: Experimental psychology, a five-credit course, is a required course for psychology majors. Prerequisites for the course are General Psychology and Experimental I. Emphasis is on the development of research skills, that is, learning to design and write up experiments and learning to critically evaluate other research.

PRESENTATION: Lectures serve to synthesize the text, outside reading, and experiments being conducted. Students felt that the content and presentation of Dr. Farrow's lectures were good.

READINGS: There is a major text—Underwood's *Experimental Psychology*, a minor text—Reynold's *A Primer of Operant Conditioning*, and a fairly large amount of outside reading. Although much of the reading is repetitious, it is considered very worthwhile.

ORGANIZATION: There are three exams which cover class notes and readings, and four lab experiment write-ups. There is also a term project that counts for a third of the final grade. This project, an original research experiment, is usually done by pairs of students, and is individually supervised by a teacher in the department.

COMMENTS: This is a difficult course and requires much time. Students feel that Dr. Farrow is a very competent teacher who presents the material quite thoroughly. He always allows enough time for questions and is very helpful outside of class. His tests are long and difficult but are graded fairly. The course is very necessary and worthwhile for psychology majors, especially those planning on graduate work.

Psychology 32 Experimental Psychology II, 9 TT 11 Gerald Giantonio

CONTENT: Experimental psychology is considered the primary course for aspiring undergraduate psychologists. Its prerequisites are General Psychology and Experimental I. Emphasis is placed on the theory and application of scientific experimental procedure and the acquisition of a scientific writing style.

PRESENTATION: Lectures, although important, are not the focal point of the course. They serve to synthesize the outside reading and the experiments being conducted.

READINGS: There is a major text — Underwood's *Experimental Psychology*, a secondary text — Reynold's *A Primer of Operant Conditioning*, and a sizeable amount of outside readings.

ORGANIZATION: There are three exams, a non-cumulative final which concentrates on class notes and the readings, and four experiment write-ups. Also there is a term project that counts for one-fifth of the final grade; this is done in conjunction with a faculty member.

COMMENTS: Although the onset of the Spring Semester will mark Dr. Giantonio's fourth semester at Notre Dame, the reputation of a highly competent, well-organized lecturer is already established. Furthermore, his style of presentation not only reduces the students' difficulty in digesting complex material, but also enables the student to maintain an interest during periods in which less appealing material is examined.

This semester will be the first time Dr. Giantonio has lectured in an area encompassing the research skills of experimental psychology. Much preparation will likely go into these lectures with the purpose of encouraging stimulating class discussion.

Psychology 40 History and Systems of Psychology, 9 TT 11 John Borkowski

CONTENT: This course will survey the development of psychology and the systems therein. All the major historical systems will be explored, from structuralism to psychoanalysis. In addition, the various contemporary theories, including learning, personality, field, and existential views, will be considered. The course is intended for psychology majors, who should find their backgrounds and perhaps future aspirations strong incentives for registering. Seniors in particular should find the course an excellent wrap-up to their undergraduate careers.

PRESENTATION: Since the course will rely heavily on the text and articles for content, the classes will contain less lecture and more discussion. In the more controversial areas, debates will be held. Dr. Borkowski's ability to keep discussion moving by making students think for themselves should make this intraclass participation exciting and worthwhile.

ORGANIZATION: The final grade is based on one short paper, two exams, and class participation (25%). Dr. Borkowski's tests are quite comprehensive but fair, with questions ranging from multiple choice to short essay. Most students who take an active interest should get a B or an A.

READINGS: The text will be *History of Psychology* by Marx and Hillix. Furthermore, journal articles and other selected readings, available on reserve and in the psych coffee room, are required. The readings seem to be well selected and not overburdening. The senior major should find it genuinely refreshing to read Sigmund Freud and Rollo May in the original.

COMMENTS: Although Dr. Borkowski's preliminary syllabus indicates tinges of the exemplary departmental bias towards scientific psychology (the course begins with an analysis of the assumptions of psychology as a science), the student should expect a thorough overview of the field with objective analysis, since Dr. Borkowski is quite open and fair. His enthusiasm is often matched with considerable insight into the relationship between laboratory and applied psychology, especially in education. Dr. Borkowski's informal style and irrepressible but somewhat homespun humor should make this course one of the more enjoyable ones in the undergraduate psychology experience. It may be especially interesting for the seniors to trace their training through the ND profs to the early "greats."

Psychology 103
Abnormal Psychology, 10 MWF
Thomas Whitman

CONTENT: The course offered in abnormal psychology is a study of maladaptive behaviors and a consideration of the various therapies offered in contemporary treatment. Traditional forms of psychotherapy are examined in terms of the strengths and weaknesses of their explanations of mental disorder. The medical model of mental disturbance is an example of a traditional form which is considered. Behavior therapy is taken in detail and at length. Different theories of the origins of abnormal behavior are presented. Criteria for successful therapy are discussed and studies are looked at which compare the effectiveness of different modes of treatment. General psychology is a necessary prerequisite.

PRESENTATION: The presentation of traditional views of therapy is done primarily by assigned reading of the text *Abnormal Psychology and Modern Life* by Coleman. This is supplemented by lectures and tapes. The newer forms of behavior therapy are seen in more depth, both in theory and practice. Tapes, movies, and Dr. Whitman's explication of his personal experience in the field aid in understanding. Student ideas and questions are encouraged at all times; and some students present material to the class on a topic of their interest. The general tone is that of a seminar.

READINGS: The amount of reading to be accomplished is heavy. Aside from the text, several readings will be on reserve.

ORGANIZATION: Three tests usually determine the grade. The tests are thorough and fairly exhausting to take, but fair. A written report may be researched and presented to the class for extra credit.

COMMENTS: The course shows forth the wide range of human behaviors considered abnormal. Therapies discussed have implications for the learning of all behaviors as well as those which are maladaptive. This leads to an investigation of child-rearing, criminology, alcoholism, homosexuality and other topics. The question of the value judgments by which we classify a person "abnormal" is not left untouched. This has proved to be a good course for anyone interested in man and his actions.

Psychology 107
Animal Upkeep, 2 MWF
Marlon Perkins

CONTENT: The course is designed as a foundation survey for more specialized courses in rats, monkeys and assorted reptiles. It is a valuable elective for business majors who have planned an aviary in their small but modest suburban home. Mr. Perkins will offer single class lectures on the relative advantages of dry and canned dog foods and elementary shepherding.

PRESENTATION: Groveling, lapping and munching. A weekly lab will pair students and animals in time-trials inside 500-foot mazes.

READINGS: The backs of Hartz Mountain birdseed boxes, travel-ogues on local and national runs of the gravy train.

ORGANIZATION: Degree of difficulty: 7.3 on the 12.5 Richter scale.

COMMENTS: A recent issue of *Time* magazine noted that Ozzie and Harriet Nasal had been divorced. It seems that Harriet sued for divorce on the grounds that Ozzie had been keeping crocodiles, alligators and other reptiles in the home while committing lewd and unnatural acts with them. Ozzie got an A.

Psychology 110b
Cognitive Processes in Children, 9 MWF
Susan Horka

CONTENT: Dr. Horka is teaching this course for the first time here, so it can be evaluated only on a combined basis of her plans for this course and students' opinions of other courses she has taught. This course, unlike Dr. Horka's other classes, is a seminar-type course oriented toward reading together and critically analyzing the readings. There is a tentative plan for individual presentations of various topic areas in class by students, and possibly for individual projects.

The major emphasis of the course is pretty much summed up in the course's title, *Cognitive Processes in Children*. Some of the areas under this general heading that will be covered are cognition, language behavior, modelling, and social behavior (all in regard to children). There will also be some emphasis on evaluation of experimental designs as bases of theory in these various areas.

The nature of the seminar and its success as an "upper level" course, with students sharing the responsibility for the quality of the course, will depend to a large degree on the type of students signing up for the course. Consequently a prerequisite for the course will be junior or senior status or having taken General Psychology or Child Psychology.

PRESENTATION: Opinions on Dr. Horka's lectures range from strong approval to an equally strong dislike. The problem in the past has been that classes were very mixed, ranging from sophomores who had just taken General Psych to senior psych majors who had had every course offered by the department. It is difficult in such a situation to hold the interest of the seniors without going over the heads of the sophomores, or to hold the sophomores' interest without boring the seniors. The consensus is, however, that Dr. Horka's lectures are generally well-prepared and well-presented. Discussion is welcome in all her courses and will certainly play a major part in this seminar course. Of all the psychology professors, perhaps Dr. Horka is the most willing to spend class time seriously considering non-behavioristic points of view raised by students.

In the past readings have served as a basis both for a large part of the questions and for background material for class lectures. This seminar course will have no traditional text, although there will be several fairly high-level background readings to formulate the rest of the semester. In addition to this there will be further readings throughout the semester in conjunction with the sections of the course being covered. A fairly heavy reading load will be necessary to maintain a good level of discussion in the seminar and should be expected. No estimate of the costs of texts, etc., is available, but a good part of the readings will be from psychological journals found in the library.

ORGANIZATION: If the "right" kind of students, "those really interested in the subject matter of the course" sign up, the only test could be a fairly broad essay final. Other criteria for determining grades will be a paper, a class project, and possibly individual presentations in class. There is no reference group for an average final grade; this will depend on the interest shown by students in the course.

COMMENTS: This course is definitely not just a requirement filler. If you're not interested in the subject area you shouldn't sign up for the course; but if you are, Dr. Horka is teaching this seminar in her major field of interest, and it can really go places. If the level of students signing up for the course is consistent enough to one level of presentation or discussion to hold the interest of all, I would recommend this course highly to anyone who has the background and the interest necessary to profit from it.

Psychology 111b
Seminar in Creativity, 1 TT 3
John Santos

CONTENT: This course will consider creativity as a process and as an area of research. Thus, warns Dr. Santos, the course is

not intended to develop personal creativity, but rather to consider what may be involved from a psychological point of view in the process, to discuss some theoretical and hypothetical aspects of the process and to critically review some of the research that has been done in the area. The prerequisites for the course are General Psychology, Experimental I and II, and preferably a course in Personality and/or Abnormal and Developmental Psychology. Dr. Santos emphasizes that these requirements are not absolutely rigid; as a checkmarked course, his approval is necessary. Limited to fifteen students, the class will probably be composed mostly of Junior and Senior psychology majors.

PRESENTATION: The class will begin with a sequence of lecture-discussions with Dr. Santos lecturing more at the beginning of the semester than toward the end, when students will present topics to the class. Generally, the initial lectures and later presentations each require about half of the semester. Hopefully, the class's small number will lend itself to seminar-style discussion, which will be encouraged.

READINGS: There will be no formal text; instead, various journal articles will make up suggested and required readings as different areas are covered in class, so that students may intelligently participate in discussions. The reading load will be extensive, but not burdensome.

ORGANIZATION: Students in two's or three's will be required to read and present each of a number of areas or topics for class discussion. A report based on this reading and usually involving quite extensive coverage, organization, and integration of the literature or problem is required and will provide the primary basis for final grades. Participation in class discussions and quality of oral presentations will also be factors that will be considered in the final grade. Usually, there are no tests, but a broad final essay is a possibility. The average final grade is a B.

COMMENTS: Away for a year's leave of absence to Mexico and Central America, Dr. Santos has not taught this course at N. D. since 1967-1968, making evaluation of his teaching capabilities difficult. However, the material should certainly be interesting, and Dr. Santos appears excited about the course. The value of the course will depend heavily on the quality of the discussions, so be prepared to do a considerable amount of reading.

Psychology 121a Seminar in Advanced Physiological Psychology, 2 MW 4 Charles Snyder

CONTENT: As indicated by the title, the course is intended mainly for psychology majors. The format and specific material to be covered have yet to be decided and the students will probably have a major voice in deciding these issues. No specific prerequisites are made, though, of course, Experimental II and either Biology or Physiological Psychology will be a helpful background.

PRESENTATION: The expected small class size (5-10 students) will make possible a working knowledge through actual experience with equipment and procedural techniques. Lectures when given are short and to the point; discussion is more often the channel for learning.

READINGS: No assigned text yet; though Grossman's *A Textbook of Physiological Psychology* would serve well as a reference.

COMMENTS: Professor Snyder believes in molding his class to serve the interests of his students. The range and depth of topics covered will be governed by class interest. This should be a very worthwhile course for anyone interested in going to graduate school in experimental psychology.

Psychology 121b The Experimental Foundations of Clinical Psychology, 4 TT 6 D. Chris Anderson

CONTENT: This is a one-semester course to be offered for the first time. According to Dr. Anderson, the course will survey the following areas:

(1) Etiology—the presumed conditions of emotional disturbance and the associative, motivational, and physiological factors involved.

(2) Diagnosis—the strategy behind it and the evidence for it, as well as the various tests and approaches used.

(3) Rehabilitation or Cure—the physiological manipulations involved (drugs, surgery, etc.), as well as the interviewing techniques employed.

(4) Recent Innovations—the teamwork of batteries of sociologists, anthropologists, and psychologists and the behavior modification approach to rehabilitation.

The only prerequisite for admittance to the course is General Psychology.

PRESENTATION: Based on Dr. Anderson's performances in a variety of courses, the members of this course can expect interesting, well-prepared and fast-moving lectures, frequent provocative discussions, and an open, informal atmosphere. Alternate points of view are not only accepted but encouraged. The prepared lecture is frequently set aside when the opportunity for discussion arises.

READINGS: Since there is no specific text for a course of this nature, there will probably be none assigned. Instead, Dr. Anderson will compile a syllabus of readings (not extensive) which will be made available to the class.

ORGANIZATION: Short student presentations and guest lecturers will be interspersed with the class lectures and discussions. Grading will be based on a variety of possible alternatives including two or three examinations, optional oral exams, optional papers or projects, and in and out of class discussions. The final grade is based on the total number of points achieved through these various means. Students in classes which used this grading procedure in the past received an average final grade of B or B+.

COMMENTS: This course is meant to broaden the scope of areas of study offered by the Psych department. The novelty of the course material as well as the open format provided by Dr. Anderson should add greatly to the vitality of both the lectures and discussions. Dr. Anderson himself will provoke considerable reaction through both his arguments and his manner of presentation. This course will introduce students both to an as yet unexplored field and, if they have not yet had Dr. Anderson, to one of the finest teachers on campus.

Psychology 121c Seminar: Contemporary Issues in Psychology, 2 MW 4 Bobby Farrow

CONTENT: This is the first time any course of this nature is being offered. The seminar will attempt to survey the professional roles of psychologists as they move away from the lab and into applications of their knowledge. The major emphasis will be on the discussion of problems which face psychologists today, such topics as overpopulation, prejudice, pollution, and student revolts may be studied. The class will review the difficulties of scientifically studying these problem areas, and also what psychologists have thus far contributed to their solutions. Dr. Farrow will be open to suggestions from the students concerning topics to be covered. The class is mainly intended for seniors, and will be restricted to students who have completed the Experimental II course.

PRESENTATION: Lectures will be minimal. Emphasis will be on student participation and discussion.

READINGS: There will be no formal text, and selected readings are yet to be decided.

ORGANIZATION: Dr. Farrow believes that such a course does not lend itself to exams. The final grade will be determined by the student's participation, and a major project. This project will probably consist of researching the literature on a particular problem area, and provoking discussion on it by presenting and defending some position or solution to the problem.

COMMENTS: The fact that the class is fairly restricted in number of students and background anticipates discussion on a pertinent level.

Psychology 240 Advanced Perception—Cognition, 9 MW 11 William Dawson

CONTENT: This is a graduate level course open to undergraduates

with permission from Dr. Dawson. The course will consider perception with particular emphasis on visual perception. This is the first semester the course has been offered.

PRESENTATION: Manner of presentation will depend upon the size of the class and the students' familiarity with the subject matter.

READINGS: Texts are as yet undecided upon, but readings may emphasize recent research topics.

ORGANIZATION: A research project is possible.

COMMENTS: Anyone interested in the course is encouraged to speak to Dr. Dawson concerning the subject matter and organization of the course.

Dr. Dawson has a most pleasing personality and is very willing to help students in any way possible. His manner of presenting material is more effective when class is conducted in a seminar fashion.

Sociology

Sociology 7 Anthropology of Vice (daily) Adam Reficul

CONTENT: The considerations of this course are bent upon proving that a truly catholic sociology is both impossible and not a whole lot of fun. The major emphasis of the semester will be upon the seven deadly sins: sloth, calumny, pride, envy, gluttony, anger, and lust—not necessarily in that order—and their cultural relevance and economic importance. Time will be provided throughout the semester for study of any private fetishes which students might wish to bring to the attention of the class. Course structure will be flexible and contingent upon the qualifications of the students.

PRESENTATION: Reficul's classroom technique is a shining display of horn-rimmed, cloven pedantry. He has done extensive field work among the ancient Romans, the Guinean headhunters, and at The Pink Poodle, relying heavily on these experiences to provide the lighter side of the course. His anecdotes are relevant to the material and really spicy. Reficul has a certain flair for his material and is always able to command a similar sentiment in his students.

READINGS: Anthropology need not be dull; texts include: *Antisocial Functionalism for Fun and Profit*, Parker and Barrow. *Adaptive Ugliness*, Quasimodo. *Satisfaction*, Jagger.

ORGANIZATION: The major project of the course will be a long paper, dealing either with research on the implementation of sloth in the modern world or a field study in the South Dining Hall. There will be three exercises in which the student is expected to match wits with the teacher. Trick questions, multiple choice without correct answers, true-false-maybe, and undesignated fill-ins comprise the tests. If the student shows more imagination in his response than the professor did in asking the question he will do well.

COMMENTS: If one is to understand the rise and fall of the Roman Empire or even the cancerous growth of Foible one must understand the relation of cultural institutions to their corresponding degeneracies. All students, whether they be majors or part-time connoisseurs, will find this view of man and his depravity a most enlightening answer to the ambiguities of the

Baltimore Catechism, an answer made elegant through the wondrous sophistication of sociology.

Sociology 27 Social Psychology, 9 MWF Carl O'Neil

CONTENT: Social Psychology deals with the individual in relation to society. In contrast to psychology, which focuses almost entirely on the individual, and sociology, which emphasizes the group, social psychology is a discipline which adequately deals with both and the relationship between them.

The emphasis in the course seems to be upon those men who have recently developed the science, and the experiments which they performed regarding human behavior. Such phenomena as values, culture, goals, motivation, etc., are studied.

There are no prerequisites for this course, and most of the students come from the College of Arts and Letters.

PRESENTATION: The lectures were clear, distinct, and well organized. The professor made it a point to proceed at a reasonable speed, and there was plenty of time to take decent notes. Mr. O'Neil was willing and eager to answer any questions which the students may have had. In my opinion, Mr. O'Neil's presentation was excellent. The notes and text were equally stressed, and, in the interests of increasing knowledge, the lectures did not merely re-create what was said in the text.

READING: The basic text to be used, *Integrating Principles of Social Psychology* (J. Cooper and J. McGaugh) is worthwhile, and relevant. The number of outside readings, however, could be reduced, and the special reprints could be eliminated. There was ample time to read the text, and if the student keeps up with the work, he will not find himself cramming before the tests.

ORGANIZATION: There are no papers to do in this course. Neither must the student do any projects. I do think, however, that the one-day-a-week discussion groups on the readings should be eliminated for they proved rather uninteresting and monotonous. The course could have been improved by having three lectures a week.

There were two exams and a cumulative final. These exams were straight from the book and notes and no "intensive knowl-

edge" was required.

The final grade was determined from the two tests, final, and a ridiculous grade, received from the proctor in the day-a-week discussion groups. This final grade was given undue importance and was completely subjective (supposedly according to how much the student participated). This grade should be eliminated. While it was not mandatory to attend the lectures, a student was indirectly coerced into attending the discussion groups, or jeopardize his grade. It is very difficult to get an "A", and "B's" and "C's" are more likely to be found at the end of the semester.

COMMENTS: The course, per se, is not bad. One can learn many interesting things about human behavior, social fields, learning, conditioning, etc. The teacher's seemingly resistant attitude towards handing out "A's" is "irking." I would recommend the course as meaningful and significant educationally to both sociology majors as well as nonmajors.

As far as improvement goes, I would think the outside readings should be minimized and grading system somewhat liberalized. The discussion groups should be substituted with a third lecture period. The teacher's knowledge of the subject matter is excellent and the material is interesting and provocative.

Sociology 27 Social Psychology, 10 MWF Clagett Smith

CONTENT: This course is designed to be a broad introduction into the discipline of social psychology. The first part of the course treats psychological processes and personality manifestations in social behavior, concentrating on cognition, motivation, interpersonal response traits, and attitudes. The latter part of the course treats relationships between the individual and various groups in society, from small groups to the community and large-scale organizations. Although there are no prerequisites for the course, some background in sociology and/or psychology is helpful. The course is designed to be a sophomore course fulfilling the AL social science requirement, but it seems to be fairly popular among sophomores, juniors, and seniors in the other colleges as well.

PRESENTATION: Dr. Smith prepares his lectures well, and delivers them in an organized and straightforward manner. Questions and discussions are welcomed. The lectures parallel the text and outside readings quite closely, but the lecturer's elaborations and frequent use of examples make the classes illustrative rather than repetitive of the readings. Some students found Dr. Smith's delivery style rather dry, but most agree that this did not take away significantly from the lectures.

READINGS: The readings for this course are rather extensive, although a student can get by with a mastery of the main text and notes. The basic text is *Individual in Society*, by Krech, Crutchfield, and Ballachey (\$9.50). The supplementary book of readings is *Dimensions of Social Psychology*, by Vinacke, Wilson, et al., (\$5.95). Other supplementary readings include *Games People Play*, by Eric Berne; *When Prophecy Fails*, by Leon Festinger; *The Hidden Persuaders*, by Vance Packard; Burdick and Wheeler's *Fail Safe*; and the *Report of the National Advisory Commission on Civil Disorders*. Total cost of books comes to around \$20.00. The basic text is excellent for the course, and the outside readings are interesting and elaborative.

ORGANIZATION: There are three tests in the course — two during the semester and one final, all of approximately equal length. Each counts for one-third of the grade, and the grade is based solely on these tests. There are no papers. The tests are not difficult if one has read the material and has good notes. The average final grade is B.

COMMENTS: This is a very worthwhile course, and it gives the student an excellent introduction to social psychology. It is highly recommended for those who intend to go on in sociology, and also for those who wish to take an elective of high interest.

However, the course is not recommended for the slow or procrastinating reader, for each of the tests covers a very large amount of material. This, however, should not deter any interested student from taking this course.

Sociology 28 Introduction to Anthropology, 9 TTS Ernest Brandewie, S.V.D.

CONTENT: The course begins with a brief discussion of physical evolution and with an attempt to show how much of human behavior is based on our biology or is the result of our biological development. This recurs throughout the course.

Then "culture" is presented and analyzed according to its various parts, e.g., economics, kinship, child-rearing, ritual, and others as time permits. The central theme is *culture* in the anthropological meaning of the word.

ORGANIZATION: Students are required to read three books of their choice. They are related to either the biological basis of behavior (ethology) or to evolution, to culture in general, or a monography which describes a people's way of life. Quizzes, midterm and final examinations make up the rest of the requirements and form the basis of the final grade. Other selected readings may be strongly suggested, but the class materials form the main content of the course.

PRESENTATION: Overall the lectures are well presented and to the point, but Fr. Brandewie often tries too hard to make the course interesting with trivia and irrelevant examples. General concepts are well dealt with, and the student easily comes to view the biological and cultural evolution of man from the anthropological viewpoint. Questions are encouraged, but often answered inadequately as Fr. Brandewie tries to ride through on his train of thought. The teacher has accumulated a wealth of experience, living for several years in New Guinea and the Philippines. Lectures are the key to the course, but the relation of lectures and readings to test material was very vague and often frustrating.

COMMENT: The field of Anthropology is interesting and informative and the course is very useful and worthwhile in that respect. There was general discontent, however, concerning the objective test questions, which at times tended to be quite ambiguous. Fr. Brandewie is a new teacher and does not seem to have yet developed a definite lecture or test pattern. It is felt, however, that with his knowledge of the subject and his amiable personality the course will improve as he becomes better oriented to student desires.

Sociology 28 Introduction to Anthropology, 10 MWF Harry Izmirlian

CONTENT: Mr. Izmirlian's course is basically a concept course covering the history, vocabulary and various popular concepts of cultural anthropology. It begins with an attempt to show how much of human behavior is based on our biology or is the result of our biological development. Then "culture" is presented and analyzed according to its various parts, e.g. economics, kinship, child-rearing, ritual and others as time permits. The central theme is *culture* in the anthropological meaning of the word.

PRESENTATION: The presentation of the course is almost entirely lecture with some time taken for specific questions from the class. The lectures are relaxed, free flowing, and well prepared. Mr. Izmirlian possesses a great talent for tying together loose ends and preserving a sense of continuity throughout his lecture series.

READING: Required texts: *Pattern in Cultural Anthropology*,

Jacobs (\$4.50); *The Teachings of Don Juan*, Castaneda (\$.95); *Readings in Anthropology*, Fried (\$5.95). The readings vary in difficulty.

ORGANIZATION: Three tests, two midterms and a blue book final are given with a mixture of essays and objective questions. On the last two tests the emphasis is on the essays.

There is also one anthropological group project to be performed by groups of six people chosen from the class. A choice of several project areas is suggested by the professor. The average grade ranges from C to B.

COMMENT: Mr. Izmirlian presents a stimulating and well-organized lecture class. His high quality presentation as well as his deletion of unnecessary technicalities make this class well worth the effort for the serious student.

Sociology 29 Social Disorganization, 9 MWF John Kane

CONTENT: This course is basically a survey introducing the student to some of the elementary social problems of American society today. Topics in the past have included world population, mental illness, juvenile delinquency, drug addiction, alcoholism, suicide and homosexuality. These problems are studied using the "Situation Value" approach. The course has no prerequisites, is co-ed, and is used by many to fulfill sophomore social science requirements.

PRESENTATION: Lectures are given to supplement the assigned readings in the text. Because the present class size (approx. 80) has been reduced from previous semesters, questions, and discussions have become a part of class format. Students who are now taking this course feel that there is a correlation between the text, the lectures and the outside readings. Attendance is taken and Professor Kane does hold to the three-class-cut policy.

READINGS: Merton and Nisbet's *Contemporary Social Problems*. Readings consist of the text, a collection of sociological papers, McDonagh's and Simpson's *Social Problems*, and two paperbacks that have varied over the past semesters. Adequate time is given to read the material.

ORGANIZATION: Two major tests: a midterm and a final. Two minor tests on the paperbacks. No papers.

COMMENTS: As of this writing, Professor Kane is in the middle of teaching a course which has been revised, and thus it is difficult to evaluate. Juniors who have taken the course in the past have generally given a fair to poor rating, listing outdated text, the class size and the large amount of material to be covered as prime objections to the course. The text has been replaced, the class size reduced, and the basic focus of the course has become a survey. Because the course strives for an overview, the social problems cannot be studied in depth, and the students should be aware of this. Perhaps the only possible way to evaluate this course is to comment on the marked discrepancy in opinion between juniors who have taken the course and reacted rather negatively and the present sophomores who generally find the course worthwhile.

Sociology 29 Social Disorganization, 10 MWF Hugh O'Brien

CONTENT: This is a one-semester course offered in both the Fall and the Spring. It has no prerequisites and is composed mostly of sophomores, with some junior and senior nonsociology majors. The course concerns itself with a general introduction to some of the social problems of today—among the topics are Alcoholism, Juvenile Delinquency and Drug Addiction. The "situation-

value" approach to social change is the major emphasis of this course.

PRESENTATION: Professor O'Brien's lectures are usually interesting because he flavors them with sidelights from his wealth of personal knowledge and experience. They are geared to coincide with the assigned chapters in the text. Class participation is encouraged, but the size of the class — 90 — limits its effectiveness.

READINGS: There is only one required text, *Social Process and Deviant Behavior*, which costs about \$5.00. It seems satisfactory as a basic, general introduction to contemporary social problems.

ORGANIZATION: There is one paper required in addition to the midterm and the final; and the final grade is based upon these three. The tests are considered to be fair, coming primarily from the class notes.

COMMENTS: As of the Fall semester, attendance was taken daily, with three cuts being allowed. Students were generally satisfied with the course, but the criticism was raised that the material was sometimes vague and tended to be "sketchy." This is a survey course and consequently topics cannot be explored fully. Professor O'Brien could help rectify this situation by giving a more organized presentation in class. He seems to have a "hit-or-miss" delivery, which makes it difficult sometimes to follow the general train of thought. On the whole, however, this course should prove beneficial to those who wish only to acquire a general awareness of the social problems of today without exploring them to any great length. It seems to be an adequate and interesting introductory survey course.

Sociology 71 Criminology, 1 MWF Hugh O'Brien

CONTENT: Professor O'Brien's course is a one semester course, offered only in the Spring semester. The course will cover the etiology of crime, criminal law, and penology. Major emphasis will be given to recent Supreme Court Decisions, delinquency, and crime in the streets, as well as selected theories on crime and criminal patterns. There are no prerequisites for the course, and it is open to students from all colleges, although mostly AL.

PRESENTATION: Prof. O'Brien began the course well last spring, in which there were almost 300 students, but seemed to lose interest. The course became somewhat disorganized toward the end of the semester; the lack of structure was compounded somewhat by the "assistance" of graduate students. Fortunately, the use of these grad students in lecturing will be discontinued in the coming semester.

READINGS: Although there were no readings last year, this course will include one text this Spring, with required readings on the side. Both are intended to complement the lecture material.

ORGANIZATION: There will be one quiz, one exam on the readings, and a final, with a research paper or project required also. These four criteria will be the basis for the final grade. Prof. O'Brien's tests, all objective, have tended to be lengthy and vague. The average final grade last year was approximately "C+".

COMMENTS: The general consensus opinion of this course last year is that it was not a particularly significant educational experience. Although initially showing promise, it was, for the most part, disorganized, uninformative, and uninteresting. As the course was presented last year, most students feel they wouldn't take it again, nor would they recommend it. The new outline for the course, however, implies a departure from the presentation and material of last Spring. This, combined with the fact that there will only be fifty students in the coming course, may mean more organization and a more rewarding course.

Sociology 79
Social Theory, 1 TT 3
William D'Antonio, Richard Kurtz, Joan Rytina

CONTENT: Upon this writing, information relating to this course is somewhat limited. This is first of all due to the fact that the course has never been offered before at Notre Dame so that any critique based upon past experience is impossible and, secondly, because the three professors who will teach the course are still somewhat unsure of the basic thrust of the course.

This is not to say that Drs. D'Antonio, Kurtz and Rytina are still casting about for topics to discuss. The course will be divided into three segments with each professor developing some sub-theme in the area of social theory. Along this line, then, Dr. Rytina has indicated that she will go into "The Epistemological Relevance of the Sociology of Knowledge," an area which should be of considerable interest and import. Dr. Kurtz, in turn, will lecture on "Polar Types of Social Theory—The Emergence of Sociological Knowledge." Finally, Dr. D'Antonio plans to develop "Aspects of Weberian Theory as Re-evaluated by Samuelson and Lenski."

The class size will be limited to twelve students, open only to junior sociology majors.

PRESENTATION: The course will attempt to introduce a new concept of presentation, that of team teaching. As may not have been made clear above, this means that each professor will lecture separately for a period of several weeks on his or her one area of concern instead of all three lecturing, or perhaps competing with one another. This new method may, perhaps, have some problems in establishing itself but the advantages should far outweigh any difficulties.

Class participation will play an integral role in the course. All three professors are especially open to and tolerant of class discussion. Dr. Rytina, it might be noted here, is especially adept at this sort of thing and at defending her views.

In courses they have taught so far, all three professors have proved more than adequate in their handling of lecture material. Dr. Kurtz, whom this writer does not know personally, is generally regarded as a genuinely interesting lecturer. Dr. Rytina, although sometimes tending to get sidetracked into matters of lesser consequence, has a completely entertaining (in the best sense of the word) style that is, at once, both humorous about and sympathetic towards her subject matter. Dr. D'Antonio's lectures are firmly grounded in sociological theory and findings while still being directed toward the important and "relevant" issues of the day. His frequent references to personal experiences and findings are both interesting and pertinent.

READINGS: There will be required readings but they have not yet been decided upon. Judging from past classes, they should prove moderately heavy but nevertheless worthwhile.

ORGANIZATION: There will be no formal exams. The final grade will be dependent upon assigned papers (the number of which has yet to be determined) and upon class participation.

Average grades in Drs. D'Antonio's and Rytina's classes are somewhere between a C and a B with Dr. Kurtz regarded as a somewhat easier grader. More importantly, though, all three are quite *fair* in their grades and as there will be no tests where the unexpected might happen, it is clear that whatever grade the student is willing and able to opt for can be had as long as he is willing to work for it.

COMMENTS: The addition of this course to the department's curriculum fills a wide gap. It will hopefully serve to integrate the somewhat diffuse pattern of the Introductory Sociology courses and the specialized courses the department offers into some sort of coherent whole.

The three professors who will combine their services to teach this course are all interesting and important in their own way, and every sociology major ought to take at least one of their courses before graduating.

In short, the course should prove worthwhile, the only drawback being the limited number of students who will be allowed to participate.

Sociology 81
Research Methods, 9 MWF
John Koval

CONTENT: Though there will be some changes in course format this year, Research Methods will continue to emphasize scientific method and inquiry, the design of research instruments, measurement of social facts, and the relation of theory and fact. The course is required of sociology majors and consists chiefly of juniors in the department. It is offered only in the spring and there are no prerequisites.

PRESENTATION: The lectures, when considered in relation to the course, sociology, and the cosmos, stand somewhat dwarfed. Due to the technical thought nonquantitative nature of the material and an often skeletal plan of approach, the lecture material was difficult to condense into a valuable set of notes. There were many interesting ramble and rap sessions, but the most valuable of these were shamelessly disrespectful of research methods Mr. Koval knows his stuff and is willing to spend time outside of class with students.

READINGS: There will likely be one textbook, a number of readings from the reserve room of the library, and possibly a paperback or two. A planned change of texts will improve the course. Last year's material was good but by its nature somewhat bothersome to those with bursting humanistic ideals. It was technical, but on the whole very worthwhile. There was a fair amount of reading and the greatest problem was the time involved in working from the reserve room.

ORGANIZATION: There will most likely be a major project of some sort. Last year the project was delayed to the very end of the semester due to computer maladies, short circuit, German measles, or whatever, but Mr. Koval promises that time will be no problem this year. There may be a few case studies, possibly some participant observation. The number of exams is flexible. Last year's final grade was based on three exams of moderate difficulty and the final project. Average grade was a B.

COMMENT: The course material is necessary to every budding young sociologist. It is the heart of the science but in its approach the course has become somewhat narrow, failing the diverse needs of the many who are required to take it. It seems the department and teachers involved have realized this and the course should take on a new look this semester. Last year's course was, frankly, very weak due to insufficient organization and technical difficulties. Things never seemed to get off the ground. An indirect, case method might be more rewarding and permit greater flexibility.

Sociology 81
Research Methods, 10 MWF
Lawrence Saha

CONTENT: This course, offered only in the Spring semester, is a companion course to Sociological Analysis. It is essentially a Junior course. Research Methods focuses on the techniques of acquiring sociological data. A discussion of the various techniques, including participant observation, the use of documents, interviews, and questionnaires, will be accompanied by various readings. These will be concerned with some of the more notable studies that have been done.

PRESENTATION: Father Saha hopes to work closely with Professors Koval and Smith, who will also be teaching sections of this course. The class size is unknown, but will probably be small enough to encourage a seminar-type atmosphere. Father Saha encourages participation and is extremely open toward his students.

READINGS: As yet, the text has not been decided upon. Father Saha would like to use a text and a reader, possibly *Sociologists At Work*.

ORGANIZATION: In addition, there may be some practical experience in field work, such as drawing up a questionnaire, coding it, and evaluating it.

COMMENTS: Father Saha is extremely knowledgeable and any course he teaches should be very worthwhile. Furthermore, he has proven to be an equitable grader.

Sociology 81 Research Methods, 9 MWF Clagett Smith

CONTENT: A requirement for all majors, this course examines the various aspects and techniques of research methodology in sociology. Emphasis is placed primarily on preparation for analysis of specific problems and the subsequent choice of an effective research design. Sociological analysis is a helpful, but not necessary, requirement. Composed of sophomore and junior majors, this course is of little value to the nonsociology major.

PRESENTATION: Lectures range from dry to moderately interesting. While informative and well prepared, the manner of presentation is often monotonous and unprovocative. Discussion is welcomed and encouraged. Lectures are intended to supplement the readings, and are by no means repetitious.

READINGS: The basic text, *Social Research: Strategy and Tactics* (Bernard S. Phillips), is a necessary evil. While cumbersome to read, it is essential in understanding the complexities of research methodology. A number of outside readings are frequently assigned, and are available in the Reserve Room at the Library. The cost of the text is \$7.95.

ORGANIZATION: There are three essay exams throughout the semester. The class agreed that the tests were extremely fair and of moderate difficulty, requiring insight rather than memory. A research project is assigned in which two or three students work together and construct a research design to test a hypothesis. The tests and project are given value in determining the final grade. Average final grade is a "B".

COMMENTS: Dr. Smith is an extraordinarily competent man in the field of research methodology. Although his presentation is somewhat less than exciting, his accommodating sincerity, his interest in the students, and his informal approach make the dry subject matter at least tolerable.

Sociology 102 Social Psychology, 8 MW 10 William Liu

CONTENT: Prof. Liu aims this course toward an analysis of basic concepts relevant to social psychology which can be applied to meaningful topics. The emphasis will be uniquely social psychological—combining the approaches of sociology, anthropology, and psychology. There are no lab experiments and previous courses in social psychology are not required. The course is designed to focus the first four weeks on basic concepts and various theoretical approaches. Stress will be placed here on the self-concept and interactional processes. The course will then open up to contrast different interpretations and highlight topical areas. Such areas are quite relevant, e.g., loneliness; achievement; depression; humor; violence; shame and guilt; and problem solving in cultural, social and personality contexts.

PRESENTATION: Class lectures are encouraging. Although Prof. Liu may become quite abstract at times, his lectures always touch upon timely areas of inquiry. This fact, along with the light style of Prof. Liu, redeems the drudgery of lectures in general. Discussions will center upon the particular topic being covered. Unfortunately, the quality of any discussion rests mainly upon the students, yet Prof. Liu is highly successful at keeping the discussion from wandering aimlessly.

READINGS: There is no text for this course. At present, there are plans for possibly two or three paperbacks. The remainder of the

readings will come from anthropological, sociological and psychological journals, selected chapters from books placed on reserve, and minimal handouts. The readings in the past have been rigorous—combining heavy theorizing with pages of empirical studies. The addition of the paperbacks will probably ease the aridity of the journal articles.

ORGANIZATION: Prof. Liu gives no tests. The basis of the final grade rests in two papers (approximately 15 pages). Topics, which are usually suggested, are drawn from one of the areas mentioned earlier. Source materials for the papers are generally provided by Prof. Liu, the idea being for the students to develop their own ideas from a common starting point.

COMMENT: The course will be interesting and enlightening if it is taken as such. Prof. Liu intends to be very basic in his approach, so this course may be taken by those with some acquaintance of sociological concepts as well as by those students who desire a solid foundation in social psychology. Prof. Liu is excellent at the seminar level and his knowledge of the field is extensive. This course is more than just a theoretic outline of social psychology. Its concepts are readily applicable to the kind of self-conceptualizing and interactional events that occur in this particular university. Those interested in looking at things in different ways must take this course.

Sociology 112 Juvenile Delinquency, 1 TT 3 David Dodge

CONTENT: The primary intention of the course is to consider what is involved in the statistical measurement and official handling of juvenile delinquency, while thoroughly confronting the student with the sociological and social psychological theories of causation which have been formulated in response to this basic social problem. Juvenile Delinquency is a one-semester course offered only in the spring. Some sociological background (Introductory Sociology, Sociological Analysis, Social Psychology) is recommended but not required. The course is limited to juniors and seniors.

PRESENTATION: The classroom presentation of Mr. Dodge should in itself be studied. It is a phenomenon which would provide appropriate material for an old-time movie. From the start of the class until he passes out from exhaustion, Mr. Dodge is analogous to an overwound toy soldier. Adequate time for discussion is thus provided. His lectures are very well organized, are closely related to the outside readings, and form the basis for the examinations. His knowledge of the field is comprehensive, and if you can keep up with his style, it is very well presented to you. The discussions demand a critical reading of the outside articles and unless this is done, they will tend to be a little too much Mr. Dodge.

READINGS: Next semester a text will be added to the outside articles. Most found the readings to be very well selected, covering the major theories and research in the field. Last spring with outside articles alone, the amount of reading was not overburdening and the cost was relatively inexpensive (\$6).

ORGANIZATION: The course requirements consist of three exams and a paper. The exams are difficult in that a student must be thoroughly familiar with both the readings and the class material. The average final grade last spring was about a low B. However, this no indication of what it might be next semester. The grade is determined by the quality and effort of each student without any help from a curve.

COMMENT: Overall, I would have to say the course is extremely worthwhile. I would recommend it to anyone who is at all concerned with the development of contemporary youth, especially as he is confronted by his social environment. The course manages to be sociological, and yet retains a personal element which makes it even more effective. The exams are in themselves a learning experience and are graded very fairly. The course is valuable in that one's understanding of the delinquent

condition is greatly expanded. The student is stimulated to consider critically all that is currently written on the subject.

Sociology 116 Population Dynamics, 10 TT 12 Fabio Dasilva

CONTENT: The course will be offered in the spring semester only. The course, dealing specifically with methods in demography, includes portions on evaluation of data quality (census), the time dimension of demographic data, the life table, population models, estimates of population, uses of matrices in population analysis, and present directions of research in population methods. There are no specific prerequisites for the course, though some knowledge of mathematical-demographic procedure is advisable. The course is open to all upperclassmen.

PRESENTATION: The course will be lab style consisting of a varying mixture of lecture and small group discussion. Mr. Dasilva generally lectures quite well, though one must become accustomed to his style.

READINGS: There are no required texts for the course. However, there is a substantial reading list, mostly articles (many of them from United Nations' publications). Sufficient time is always available to keep up with the assignments.

ORGANIZATION: There are exercises for each of seven discussed units. These exercises are quite complex, involving methodology presented in the course. There are no tests; however, the seven exercises are both difficult and time consuming. Information used for these exercises is based on reference articles and census reports of both national and international scope. Thus, the exercises are the complete basis for the final grade. The average grade is B.

COMMENTS: Mr. Dasilva can be a very interesting lecturer, but one should not take his course unless he is interested in the material. He will not leave you excited at the end of a lecture, so to avoid a growing boredom be certain you are sincerely interested. For this reason the course is suggested only for sociology majors, though others are admitted. Mr. Dasilva is an intelligent, logical man, more than willing to help individual students, and deserving of a recommendation.

Sociology 122 Urban Society, 9 TT 11 Richard Lamanna

CONTENT: This course is designed to give a general introduction to the perspective of the sociology and problems of the contemporary city. It is broken down into eight areas of emphasis: the origin and growth of cities; the nature of cities and urbanism; the ecology of urban communities; social stratification in urban society; the social organization and disorganization of urban society; the governing of the metropolis; and housing, renewal, and planning in urban communities. It is open to juniors and seniors and in the past has included students with a wide variety of backgrounds.

PRESENTATION: Mr. Lamanna, while not being a brilliant lecturer, makes every effort to encourage discussion and questions. The discussion is by far the best part of the class.

READINGS: The final decision on the text and reader have not been made, but the reading requirements will be comparable to those of past years: *Urban Society* by Gist and Fava; *Metropolis: Values in Conflict* by Elias, Gilleis, and Riemer; *Cities and Society* by Matt and Reiss. Besides these there are large numbers of readings on reserve in the library as well as readings in various journals. If these readings are anything like those for Mr. Lamanna's other courses they will take many long hours of reading. Be prepared to read a lot, if you take this course.

ORGANIZATION: There will be two hour-long exams, plus a final. All undergrads will be required to write a short research paper. Each of these (three tests and one paper) will count as one-fourth of the grade, with some consideration for class participation.

COMMENTS: In another course by Mr. Lamanna, more sociology was learned than in any other sociology course so far taken by this reviewer, although the amount of reading was oppressive. The discussions could be great but the good professor seems too chummy with the grad students, leaving the undergrads with a left-out feeling. However, if you want to learn, by all means take Mr. Lamanna.

Sociology 126 Industrial Sociology, 10 TT 12 John Maiolo

CONTENT: This is a one-semester course presented during the spring semester. The course is designed to introduce the student to the area of large, complex organizations, their structure, intra-organizational functions, and their relations to other institutions found in a modern industrial society. There are five primary areas with which the course is concerned: an overview of the modern industrial base with emphasis on the cross-cultural and anthropological approach, the relationship between the economic institution and other institutions in the society, the various roles found in modern, complex organizations, the formal and informal structure of the modern, complex organization, and finally an investigation of the future from a sociological viewpoint. There are no prerequisites and the class is approximately one-third sociology majors.

PRESENTATION: Dr. Maiolo seems to achieve the perfect combination of lecturing from his notes which complement the text, discussing particularly significant topics taken from the text, and indulging in what may initially seem extraneous conversation but eventually proves to be an important element in fully understanding the subject. This is not simply a "read the book" or "just take notes" course. Both are important and necessary for a full appreciation of the subject matter and Dr. Maiolo. This is anything but a boring course.

READINGS: The textbook used is *Readings in Industrial Sociology*, edited by William Faunce. There are also several readings in the Bobbs-Merrill reprints in the social sciences. The total cost is around seven dollars.

ORGANIZATION: There are two examinations, a midsemester and a final. There are also three field trips to local, industrial complexes which are scheduled at the convenience of the class. The two exams contribute ninety percent of the final grade, with the remaining ten percent coming from class and field trip participation. Approximately one half of the class earned grades of B or better. The anticipated class size is 20-25 students.

COMMENT: Most students have expressed a high degree of satisfaction with the course. This satisfaction stems not only from the contemporary applicability of the subject, but equally from Dr. Maiolo's dynamic classroom personality. Although Dr. Maiolo demands a sincere effort on the part of the student to grasp the material, he by no means preaches dogma. There is ample opportunity for each student to express his own opinion and question the "facts." Dr. Maiolo is both fair and realistic in his handling of the subject matter and the student. This course is recommended to anyone desiring a better understanding of the operation of the large, modern industrial complex. It also presents revealing insights into the methods of the contemporary sociologist.

Sociology 132 Social Anthropology, 10 MW 12 Ernest Brandewie, S.V.D.

CONTENT: This course will consist of a brief discussion of the biological basis of human behavior (based on such readings as

Morris' *The Naked Ape*; Lorenz, *On Aggression*; Ardrey, *African Genesis*). Then the readings will deal with the relationship between culture and society, and will attempt to clarify the anthropologist's approach to an understanding of human behavior as complementary to that of the sociologist. The final part of the course—and the bulk of it—will be taken up with a study of (primitive) economics and kinship, especially from the viewpoint of reciprocity and exchange.

PRESENTATION: Father Brandewie's lectures are by and large interesting, informative, and pertinent. He is always open and receptive to questions and differing interpretations and opinions. Discussions are frequent and are an important part of the course. Lectures and discussions use the readings as a takeoff point and are used to clarify and extend the material covered in the readings.

READINGS: Readings for the last two-thirds of the course will be taken from such authors as A. Kroeber, L. White, C. Kluckhohn, F. Nadel, M. Mauss, A. Gouldner, G. Homans, P. Blau. Materials on kinship and economics will be taken from various cultures.

ORGANIZATION: 1) A paper on a topic of interest to the student and relevant to the course work 2) Serving as a resource person for discussions 3) Reading and partaking in discussions.

COMMENTS: I feel completely unqualified to make recommendations or evaluations of the course proper. I do feel, however, Father Brandewie is an interesting, competent, and certainly knowledgeable lecturer and discussion leader. The course seems to me to be of value not only to those within the department, but also to anyone interested in understanding human behavior. Because of the way in which the course is structured, however, its success will lie not so much in Father Brandewie's ability but in the willingness of the students to work up to the course's potential.

Sociology 133

Social Psychiatry, 8 TT 10

Richard Kurtz

CONTENT: The sociological perspective on mental health, mental illness, and mental retardation. Topics considered: the distribution of mental illness and retardation by sociocultural groupings, a consideration of competing theories of the causative factors leading to these conditions, the labelling process in illness, the mental hospital as a social system, the influences of the community in etiology and treatment, treatment philosophies, differential perceptions of mental illness, and the significance of insight gained from examining mental health and illness in other societies.

There are no prerequisites for the course. Last semester a number of graduate students were in the course. The undergraduates were mostly pre-med students or sociology majors. The total enrollment in the course was around twenty-five.

PRESENTATION: Dr. Kurtz is an expert in this area. He has extensive experience with the mentally ill. Illustrative anecdotes often spice his lectures. The lectures are well organized and easy to follow. Class discussions often arise from students' questions and are generally interesting. Though problematic, one criticism often heard about Dr. Kurtz is that he is rather prejudiced to a strictly sociological viewpoint. The student can best decide this for himself.

Dr. Kurtz is a dedicated man and has devoted much time and effort to helping the mentally ill. His enthusiasm and sincerity will be appreciated by the student.

READINGS: According to Dr. Kurtz, there will be three books required next semester with additional outside reading. Two of the books are books of readings, one edited by Silverstein and the other by Spitzer and Denzin, which were both used last semester. The other readings have not been decided yet.

The readings last semester proved adequate. There is ample

time given to finish the reading before each exam.

ORGANIZATION: There are three exams (worth 70% of the grade) and a final (worth 30%). Average final grade is probably around B—.

The exams are not too difficult and anyone who decides to work can achieve an "A" or a "B" without much pressure.

COMMENTS: In summation, the course is worthwhile. It can effectively break the stereotyped framework in which most people view mental illness. The writer would take the course again if he had it to do over. It is strongly recommended for sociology majors and more strongly recommended for pre-med majors.

One mode of improvement that the writer suggests is that more time be devoted to understanding the psychiatric theories that are discussed in the course.

Sociology 136

Spanish-speaking Minorities, 1 MW 3

Arthur Rubel, Julian Samora

CONTENT: This course is a study of Spanish-speaking people of the American Southwest with a special emphasis placed on Mexican groups. The course evaluates how these minorities adapt to the environment, as compared with Anglo adaptation to the same geographical area. Also studied are Mexican migrants in Northern cities such as Chicago and South Bend. Some emphasis is placed upon the role of the Church in determining the nature of their society. From a colonial study of the area, the effects of the Protestant-Catholic division are discussed as developing some essential characteristics of the people.

There are no prerequisites for the course, but a background of at least one social science course will be helpful. Class size is small, limited to mostly AL juniors and seniors.

PRESENTATION: This year the lectures will be 20-25 minutes long and intimately tied to the readings. General discussion will follow, and all students will be encouraged to participate. Students felt that the lectures were well thought out and interestingly delivered. In the past, discussion was felt to be somewhat lacking; however, the extension of the discussion period this year will help to improve participation.

READINGS: In the past, the readings have been very worthwhile. This year a text is being considered, but no final decision has been made at this time.

ORGANIZATION: There is one paper due at the end of the term which is of a research and/or practical nature. There is a mid-term, and the term paper is used in place of a final. Also, an effort will be made to include class participation in the final grade.

COMMENTS: The students felt that if the subject interests you, the course will be useful and worthwhile. The course is valuable for sociology majors and nonmajors as well. The students interviewed said that they would take the course again, but they would like to see less reading.

Sociology 145

Sociology of Law, 1 MW 3

Robert Vasoli

CONTENT: This course is an inquiry into the social and cultural foundations of the legal order, patterns of legal change, the implementation of law, and how law contributes to the functional requisites and goals of society. Law is examined as an instrument of social control. Discretion and the common, everyday application of law are treated. The course is usually limited to approximately 10 students, generally for seniors in sociology or pre-law.

Anyone interested in taking the course should see Dr. Vasoli.

PRESENTATION: Although Dr. Vasoli's lectures are clear and well-prepared, he moves rapidly and must be interrupted often with questions, which he welcomes. The first two weeks of the course are lectures, presenting necessary sociology and historical perspectives. The remainder of the course is a seminar, devoted to discussing the readings.

READINGS: The readings make up an essential part of the course. Much is demanded of the student in this area, but the readings are interesting, relate well to the course, and are revised each year, thus keeping up to date. This course is offered second semester only. Last year the readings were: Chambliss, William J., *Crime and the Legal Process*; Devlin, Patrick, *The Enforcement of Morals*; Frank, Jerome, *Courts on Trial*; Hart, H.L.A., *Law, Liberty, and Morality*; Levi, Edward H., *An Introduction to Legal Reasoning*; Mayer, Martin, *The Lawyers*; Skolnick, Jerome, *Justice Without Trial*. All the books are paperbacks.

ORGANIZATION: There are no examinations. The final grade is based on the student's participation in the seminar discussions, his performance in the seminar he is assigned to lead, and a term paper, designed to relate the law to a designated area, such as poverty, sociology, etc.

COMMENTS: Any student interested in law, whether soc major or not, is advised to take this course. No student contemplating a career in law or law-enforcement can afford to be unaware of the impact that sociology and law have on one another, or to fail to see the law from a sociological perspective.

Sociology 157 Social Change in Latin America, 1 TT 3 Fabio Da Silva

CONTENT: This course will be directed towards change in Latin America. The course will basically evaluate Latin American change from four different perspectives: revolutionary change, economic systems, the family and religious systems.

PRESENTATION: Professor da Silva's lectures are extremely well prepared. His knowledge of the subject matter is very good and he welcomes questioning at any time.

READINGS: There is no specific textbook. The student is required to read one book (by personal choice) concerning the subject matter every two weeks. A bibliography of suggested readings is handed out at the beginning of the semester, but the student is welcome to choose other readings.

ORGANIZATION: A three-page book report is required on each book read and is due at the end of the two-week period. These reports along with a midterm and final are used to evaluate the student's grade. There is no term paper required for the undergraduate. Both midterm and final exams are essay. Usually the student has a choice of questions to be answered.

COMMENTS: The course is recommended only to those who entertain a special interest in Latin America. Professor da Silva's spontaneous answers to students' questions are presented in a much more interesting manner than his lectures which are read and tend to be somewhat dry.

Sociology 177 Family Changes, 8 TT 10 Donald Barrett

CONTENT: The individual's total development in the sexual cycle and his subsequent relationship with the family form the main focus of the course. A brief study of biological and demographic material will introduce the student to the family

institution. From this point the course will proceed to study the individual's personal identity — his total psychological and sociological development, and his social identity with respect to religion and other social forces. Prof. Barrett will stress the connection between fertility and the family in the context of sexuality.

PRESENTATION: Lectures are interesting, well-structured, and well-prepared. During the semester Prof. Barrett covers a large amount of material which is often flavored with his personal experiences. The classes are usually informal and provide the student with opportunity for discussion. Prof. Barrett uses many books, articles, and other sociological reports as a springboard for his lecture topics. This encourages the student to form his own opinions and basis for a well-rounded understanding of the subject.

READINGS: There are two books which will probably be assigned for the semester: *Family and Sexual Revolution* by Edwin Schur and Dr. Jessie Bernard's *The Sex Game*. In addition to these Prof. Barrett recommends additional readings in periodicals and paperbacks which will add to the student's understanding and knowledge of the subject.

ORGANIZATION: Prof. Barrett centers the course around the student. Each student is required to take on a term project which will be presented orally at the end of the semester to the professor and anyone else interested. The presentation provides the basis of the student's final mark. The student is free to choose any topic which interests him and will be expected to develop his theme fully. During the semester Prof. Barrett requires the student to write a number of reports concerning the project. This serves a twofold purpose. They keep the student working and give the teacher a chance to criticize or direct the student's work.

COMMENT: Prof. Barrett offers the student a great opportunity to learn for himself. He does not believe in holding marks over the student's head, but tries to base his marks on the student's development throughout the semester. He is always available to guide or direct any student in his studies.

It should be noted that Prof. Barrett expects an all-out effort on the student's part to learn and develop his understanding of the course material. The student who has a genuine interest and is willing to work hard will find Prof. Barrett's course a worthwhile venture in learning.

Sociology 179 Social Theory, 9 TT 11 Andrew Weigert

CONTENT: In the professor's words, this will be a "theoretical approach to sociological theory." This will not be a survey course of sociology's theoretical literature or an empirical study of various theoretical/empirical studies. With a survey and study of empirical works ruled out, this course will focus on three aspects of social theory: the question, "what is theory?"; secondly, a sociological look at theory; and finally, a look at several modern theoretical constructs. This course is offered only in the Spring for Seniors in Sociology. It will be limited to 10 students.

PRESENTATION: Social Theory will be a seminar, with few, if any, lectures. The quality of the course, then, will depend as much upon the students as the teacher. The classes will vary in interest and quality as each one depends on the interest generated by the participants on a particular day. There are no firsthand reports as to what this course was like last year, but the word is that it was a very worthwhile and stimulating seminar for the seven students involved.

READINGS: Since the whole course centers upon discussion and analysis of the readings, the key to it is the books chosen by Dr. Weigert. They will be: *The Social Construction of Reality* (Berger and Luckman); *Theory and Verification* (Zetterberg); *The Structure of Scientific Revolution* (Kuhn); *The Functions of Social Conflict* (Coser); (possibly) Mill's *Sociological Imagina-*

tion; plus several more books yet to be chosen. A couple of books from last year have been dropped because of their poor reception by the class. These books all have excellent reputations and should be stimulating (if at times abstruse) reading.

ORGANIZATION: As the professor expects each student to exhibit his worth during a semester of discussion, there will probably be no exams (unless the class size should become too large). One goal of the course will be for each student to write a paper of depth in a topic of his own choosing in this area of study.

COMMENTS: This is only Dr. Weigert's second year at Notre Dame but the word has been spreading quickly that he is one

of the Sociology Department's better professors. His interest in, and knowledge of, his courses are points immediately stressed by many of his former and present students. This course will demand much reading, and the teacher will demand much thought concerning the readings. Anyone who balks at the idea of spending class periods somewhat painstakingly pulling out the major ideas, assumptions, and inferences of an author and his work would be best advised to find himself a more "loosely structured" seminar. For Weigert's seminar classes are nothing if not relevant to the text and materials at hand, for they rarely stray far from the course's objectives. A Senior willing to put a little extra time into his last semester study, however, should find this an excellent course and come away from it with an understanding of what modern sociological theory is all about.

Speech and Drama

Speech and Drama 35 Introduction to Theater, 11 MWF, 2 MWF Reginald Bain

CONTENT: The purpose of this course is to acquaint the student with the various aspects of the art of theater. Covered in the course are the history and literature of the theater along with the technical skills used in theater. The major emphasis of the course is on the practical, working portion — acting, directing, scenery, lighting and makeup. The course is intended to give the student a better understanding of the theater and the ability to appreciate the phenomenon of theater. There are no prerequisites for the course. The course is a requirement for all drama majors. It is open to all students.

PRESENTATION: The course follows no formal outline. The classes consist of lectures which are sometimes on the material in the text and at other times unrelated to the text. The lectures are for the most part interesting and informative.

READINGS: The readings consist of assignments from the text and about seven or eight plays which are discussed in the text.

ORGANIZATION: There are no written assignments. Two or three tests are given during the semester which cover the text and lectures. Regular class attendance while not required is desirable since a large portion of the tests is taken from the lecture material. The tests are comprehensive but fair. Thirty hours of work for the Notre Dame-St. Mary's Theater on such crews as set construction, costumes, etc., are required to receive credit for the course.

COMMENTS: Mr. Bain's presentation of the Introduction to Theater is extremely interesting and enjoyable. The two major criticisms were that the course followed no smooth outline so that students could not prepare for lectures and the reading assignments did not coincide with the lectures. Considering the amount of material the course attempts to cover, however, the student must realize that he must learn much of the material on his own. Mr. Bain's enthusiasm in teaching coupled with the students' willingness to learn can make this course very worthwhile for all. It is recommended to those who wish to learn what comprises the creation of theater.

Speech and Drama 51 Speech Education, 1 MW Karen Huber

CONTENT: The aim of the course is to teach the fundamentals of

speech and ease in delivery. The course is designed especially for those who plan to teach. One way of giving the experience of classroom speaking was given to the students by having them tell stories to the children of the St. Mary's Campus Grade School.

PRESENTATION: The course material was presented by both lectures and speeches, with the emphasis on the speeches. The lectures were very well organized and prepared, and were usually given before each new chapter. The class was considered to be interesting and not too difficult or demanding.

READINGS: The assignments consist of readings in the text, five prepared speeches, and one lecture demonstration. There is only one text for the course, costing about seven dollars.

ORGANIZATION: One test and a final exam are given besides the speeches. The test was in essay form and was considered to be very fair, as were the assignments. This is the first semester Miss Huber has taught the course at St. Mary's, so an average final grade cannot be given. The final grade consists, however, in the average of the test, final, and the speeches. Attendance seemed to be important as roll was taken at every class. The class was composed of a mixture of sophomores, juniors, and seniors — the majority being seniors. Almost all of the students plan on being teachers.

COMMENTS: Miss Huber is very well respected and liked by her students. She knows the subject and is able to communicate it to her students. The class is enjoyable and looked forward to by many. This course is taught both semesters and is especially recommended for those who plan to teach and would like to attain an effective classroom delivery.

Speech and Drama 57 Oral Interpretation, 10 MWF Fred Syburg

CONTENT: The major emphasis of this course is the development of the student's ability to interpret and effectively communicate to an audience, in an oral presentation, a wide range of literary works, including fiction, nonfiction, poetry, and drama. It should be emphasized that this is not a public-speaking course although there is some emphasis placed on developing the mechanics of voice and breathing control. Most of the classes are concerned with student presentations. Lectures are given before every new assignment.

PRESENTATION: In the lectures, the main concern is to point up some requirements and practical guidelines for choosing a

particular work for presentation to a particular audience, as well as developing a workable method for interpretation and presentation. Lectures are not completely academic; generally, Mr. Syburg presents an example of the type of oral interpretation that should be prepared in each type of literary work studied. After each student presentation a thorough critique is given.

READINGS: The text is *Oral Interpretation* by Charlotte Lee. Cost: \$6.95. Nine of the eleven chapters were assigned. These readings corresponded with lectures and assignments. The reading is not difficult and is very worthwhile.

ORGANIZATION: The number of assignments depends on the size of the class. Ideally, the class should be small (5-10 students) so that each student could have a chance to read once or twice each week. However, since the number of students is usually greater than this, the number of assignments varies from eight to twelve. Some of the readings are assigned by the professor, others are selected by the student. The final exam consists of a poetry reading (eight to fifteen minutes) and a prose reading (twenty to thirty minutes).

COMMENTS: The majority of students consider this an interesting and enjoyable course. Mr. Syburg has excellent knowledge pertaining to the course matter and gives constructive and encouraging critiques on all readings. The course is very good for the student who has had limited interpretive experience. The benefits are less tangible for those who have previously worked with interpretive readings. Improvement, though, is the basis for grading and Mr. Syburg is regarded as being very fair. This course is recommended for both majors and nonmajors.

Speech and Drama 86

History of Modern Theater, 11 MWF

Roger Kenvin

CONTENT: The title of the course is an accurate description of the course's content. The major emphasis of the course is the development of one trend in theater from other trends; a basic knowledge of theatrical terminology and major playwrights is a helpful, but not a necessary background. The students in this course are mostly drama majors, but other fields including history are represented.

PRESENTATION: Dr. Kenvin's presentation is interesting, and manages to keep the class from falling asleep during lectures. His lectures are well prepared, and he has a thorough knowledge of this field. In addition to these regularly scheduled lectures, each student in the class (this semester there are nine) is required to do independent research and present a full class period lecture on his study. This research is then to be followed up by a formal paper to be turned in before the end of the semester. The tests are fair and interesting — they cover the student's ability to assimilate the material and think things out. It is not a "memorize the book and you have an A" course.

READINGS: Outside readings consist of plays from the periods of theatrical history studied in class. These readings are not overly long, and as there are invariably test questions covering them, they cannot be skipped. The text used for class is a \$3.00 paperback, *A Source Book In Theatrical History* by A. M. Nagler. It consists of excerpts from period documents on theater.

ORGANIZATION: The assignments and projects are not unduly long, tedious, or difficult. There are three examinations — the third one being the final. The final grade consists of class participation, the independent research and subsequent paper, and of course, tests. This is the first semester the course is being offered; average final grades cannot be estimated. The first part of this course — in progress now — covers theater history from the Greeks through the Elizabethans. The second half, to be offered next semester, covers Restoration through Modern Theater.

COMMENTS: This is a course primarily for drama majors, and as this is the third time around on this subject, most do not

take notes in class. (N.B. Good note-taking can make this course much easier than it appears to be.) After finishing this course, most students evaluate this as an excellent educational experience. One receives more than isolated facts, and will have a general, comprehensive knowledge of theatrical history.

Speech and Drama 75

Voice and Body Training, 9 MTWTF

Karen Huber

CONTENT: As inconsistent as it may seem, the purpose of this course is to train the voice and body primarily for the stage. A student will improve his or her vocal quality and range while, at the same time, being instructed in the use of his or her body.

PRESENTATION: At the beginning of the course, the entire class time is focused on exercises in order to get the students in some semblance of shape. Gradually, however, the exercises become secondary, only for the purpose of warming up, while the class concentrates on mime and stage fencing.

ORGANIZATION: How a student does in this course is entirely up to him since it requires his doing the exercises on his own every day. Individual instruction is always available if needed. There are no real tests, and grades are given out by improvement and attitude. The course is recommended for majors only.

COMMENTS: Miss Huber, as a new faculty member, is a welcome addition to the ND-SMC Drama Department. She is a very talented person and an excellent teacher. She has the understanding of a person in the arts; yet she is also very willing to give up some of her spare time if one has a problem.

Speech and Drama 80

Argumentation, 11 MWF

Leonard Sommer

CONTENT: Leonard Sommer's speech courses are extremely good in content. They would make an excellent textbook. However, in application by Professor Sommer, the rules he has set up tend to be lost underfoot.

The problem with the speech courses at Notre Dame is that the University has chosen all but to ignore this potentially vital area. As a consequence Professor Sommer is the sole speech teacher on the combined ND/SMC Speech & Drama Department faculty and his courses are consistently overcrowded and, of necessity, superficial. There is not enough time for individual attention or careful discussion of the techniques of speech and speech education.

PRESENTATION: The presentation of the Argumentation course is simple: the members of the class discuss a variety of topics. From this practice, Professor Sommer hopes that the student will gain from experience.

ORGANIZATION: There are no readings (aside from necessary research on discussion topics) and no formal assignments or tests. Mark is upon participation in class discussion.

COMMENTS: The Speech Department is not good, and little can be done by one man and several overcrowded classes. The courses have little to offer a serious student of speech, although it could be of some use to the inarticulate student or the student in need of a high grade.

Speech and Drama 172

Development of the Drama II, 2 MWF

Fred Syburg

CONTENT: This course is a general historical survey of the dramatic form (e.g., fall semester, Classical-Romantic). Ap-

proximately thirty plays are read and the intended purpose of the course is to teach the student "how to see a play" — to propagate an educated *theater* audience. All aspects of dramatic art are discussed; the plays are not taught strictly as literature. There are no prerequisites and while the majority of the class may be drama majors, there are a large number of other students. The class is composed primarily of juniors and seniors.

PRESENTATION: Mr. Syburg's lectures are very well prepared, but he has apparently delivered them (verbatim, perhaps) many, many times. This is not to say they are dated (occasionally comments or readings are interjected concerning recent theories or productions — Mr. Syburg is quite familiar with what is happening in theater *now*) — but they are dull. There is heavy reading from the text of the assigned plays. This approach bears some validity (ultimately we *are* concerned with the text), but it is very boring considering one must read the play carefully at least once, perhaps twice, in order to take the daily check-up "quote quizzes."

There is little or no discussion beyond an occasional question aimed at the opposing team by either Professor Syburg or a student.

READINGS: The readings are, of course, valuable. They are the basic reason for the course, and its saving grace. One cannot very well discuss the development of dramatic art without a firsthand look at that art. There is one text (around \$12) from which a play per class is read.

ORGANIZATION: The course is well organized; a syllabus is handed out telling exactly when tests (two plus final) are given, what material is covered, and dates and topics for the five critical papers (2-3 pages). Student opinion is usually frowned upon, especially in the papers, which must be entirely objective, with the purpose of fostering a valid critical sense. But somewhere decisive thought must round out any criticism. Mr. Syburg, however, feels students have little to offer on this level.

COMMENTS: The best description for this course would be an introduction to theater course where plays are read instead of mentioned. It is recommended, however, for anyone truly interested in drama; a great number and wide variety of plays are read. If the lectures aren't interesting, the plays usually are.

Speech and Drama 174 Scene Design, 3 TT 5 William Byrd

CONTENT: The course is a study of basic principles of design, mass, line, color, and texture. The course's purpose is to apply these principles to set and lighting design for the stage. The course is not restricted to drama majors, but the students are normally junior and senior drama majors.

PRESENTATION: Because the content of the course is of a practical nature the emphasis is placed upon what the student himself can do and how he applies the principles that he learns. Therefore, Mr. Byrd spends only part of the class period lecturing followed by time for the students to work on their own. This work includes doing floor plans, elevations, working drawings, and perspectives.

READINGS: There is no specific text, but it is often necessary to do research for the projects. Material for such research is available in both schools' libraries and the Architecture library.

ORGANIZATION: After a lecture students will be required to do a small project applying the principles discussed. There are no written examinations. The final assignment was a complete design for a show of the student's choice.

COMMENTS: Mr. Byrd is a demanding instructor with a very thorough knowledge of his subject. He is interested in giving

help to individuals. However, because he is a very busy man it is often very difficult to catch him for help, unless one spends a great deal of time around the theater. For this reason and because of the nature of the subject the course would not be recommended to anyone who is not a drama or fine arts major. However, I do think it is a very good course for drama majors, especially anyone interested in directing.

Speech and Drama 190 Dramatic Theory and Criticism, 10 MWF Roger Kenvin

CONTENT: Formerly and formally called Aesthetics, this course will investigate the chronological history of dramatic criticism from Aristotle to the critics of today. Aristotle will be examined thoroughly, followed by Scaliger, Castelvetro and others, stretching through the centuries to reach the modern Anagogical critics and the Chicago school of new criticism. Playwrights such as Schiller, Lessing, Corneille, Shaw and Arthur Miller will also be analyzed as proponents of dramatic theories. Emphasis will rest on criticism dealing with tragedy and serious drama. It is an elective open to all majors but is recommended for upper-classmen who have a comprehensive background in the theatrical pursuit.

PRESENTATION: Due to the expected small enrollment in the class, it will be held largely on a seminar-discussion basis. Prepared lectures will be diffused on that basis; student involvement is anticipated and expected.

READINGS: Two texts have been chosen: Clark's *European Theatre of the Drama*, \$5.95, which comes highly recommended, and Gilbert's *Literary Criticism — Plato to Dryden*, \$3.45. The reading will consist of primary material rather than published critical evaluation of the critics.

ORGANIZATION: There will be one critical paper, its topic chosen from a list supplied by the professor. The one test and comprehensive final should be somewhat difficult owing to the subject matter involved. The final grade will be based on performance on the test, on the paper and in class. Participation or lack of it is an influencing factor.

COMMENTS: There is no basis for comparison with past presentation. Dr. Kenvin will start his second semester here in February and the course was not offered in the fall. Both the content and the purpose of the course, to sharpen the student's own critical ability, could result in a significant educational experience. The historical approach, however, may cause dryness. But a redeeming factor may very well lie in its structure as a seminar-discussion class, allowing the free interplay and exchange of attitudes and opinions. And owning the outspoken nature of the drama major, he (she) is usually highly opinionated.

Speech and Drama 192 Costume Design, 10 TT 12 Jane Shanabarger

Miss Shanabarger's course is an addition to the regular Speech and Drama curriculum for the spring semester. It is a 3-credit, one-semester course directed to teaching interested students how to design and construct costumes for the stage. The major emphasis will be on the theory of theatrical costuming based on historical periods and the practical execution of the costume plate (or drawing) itself. Time will be required in the costume shop. The text to be used will be Lucy Barton's *Historic Costume for the Stage* (around \$8).

Theology

Theology 20

Problem Seminar, 10 MWF, 11 MWF

Robert Meagher

CONTENT: Theology 20 is the required sophomore-level theology course. Mr. Meagher's course will concern itself with the problems and the possibilities of conscience, community and faith.

PRESENTATION: Bob Meagher is an exceedingly personable individual. John Dunne, perhaps the most respected teacher in this University, has called Mr. Meagher the best student he ever had. Meagher has a scholarly background; but to him, the problems treated in the Problem Seminar will be far more than academic exercises; they will be areas of vital and passionate concern. The course will be primarily a seminar with the teacher occasionally giving introductory lectures.

READINGS: In the first part of the course entitled "Conscience," the class will read Plato's *Apology*, the classic depiction of Socrates before his accusers, and Robert Bolt's *A Man for All Seasons*, Thomas More before his accusers. Three novels by Camus, *The Stranger*, *The Plague* and *The Fall* will comprise the readings for the study of community. The third section of the course on faith will study the "Book of Job," Archibald MacLeish's *J.B.*, McGill's *Suffering* and Meagher's own book, *Beckonings*. Every book on the list is, then, interesting, insightful and worthy of discussion.

ORGANIZATION: Each student will deliver one seminar paper. The paper will concern itself with conscience, community or faith but will not necessarily be on one of the books read by the class as a whole.

COMMENTS: More than likely, the course will be among the most personally important in any sophomore's curriculum.

Theology 31

Christ and Faith, 9 TTS

George Coulon, C.S.C.

CONTENT: Fr. Coulon wants this course to culminate with the Christ of today's faith. As in last semester's treatment, this course will begin with the Christ of the New Testament, and from there, present the directions followed by the early Christian heretics. One student placed the emphasis on "different ways to look at Christ." It appears to be more of a historical look at the various ideas about Christ, and yet the course really seeks "to get at" the human Jesus in modern Christian thought.

PRESENTATION: Next semester the format will be revamped to include "7 or 8" seminars throughout the semester instead of lumped at the end. Fr. Coulon feels that possibly every other week a discussion centered on the texts will be complementary to his lectures.

READINGS: Daniel Callahan's *Christ, Jesus, and Spirit* and *Understanding the New Testament* by Kee, Young, and Froehlich will definitely be used. Access to the *Jerusalem New Testament* is necessary, and Albert Schweitzer's *Quest of the Historical Jesus* might be read. Total cost approximately \$15.

ORGANIZATION: He has said that one term or three shorter papers

will be required in addition to a midterm and a final exam.

COMMENTS: Students have considered his lectures as good, "when he's going," that is, not while questions and discussions sidetrack him. He does tie his lectures to the texts required, and plans to funnel the discussion into biweekly seminars. Fr. Coulon's grading is deemed fair, and his deadlines for the readings and papers generally allowed adequate time for their completion. Comments seem to indicate that the course is a comprehensive study of Jesus, and formulations of the human Jesus as related to any given student's life must be made personally.

Theology 33

Transcendental Experience, 8 MWF

Kenneth Grabner, C.S.C.

CONTENT: The purpose of this course is to examine a new method of viewing reality. This will be done on both the conceptual and the experiential levels. The examination will be primarily from an Eastern point of view: an attempt will be made to see the world from within, to understand oneself in relation to reality and not vice versa. The course will also look at some of the techniques of Eastern thought, and the student will be encouraged to try to experience within himself this type of awareness.

PRESENTATION: There are two lecture periods each week, the lectures being well organized and quite well planned. The discussion groups deal with whatever interests the students, and are the most stimulating part of the course.

READINGS: The proposed reading list for the next semester includes: *The Making of a Counter-Culture* (Roszak); *The Way of Zen* and *The Joyous Cosmos* (Watts); *Buddhist Texts*; *The Bhagavad Gita*; *Yoga, Union with the Ultimate* (Bahm); *Siddhartha* (Hesse); *I Ching*; and *Meditations of Maharishi Mahesh Yogi*.

ORGANIZATION: The course will center on lectures, but discussion — especially when of interest to most of the class — will be pursued. Seminar discussions will be held on the readings. Three papers are required; options include two expanded papers instead of three, or a final exam in lieu of the third paper. There are three basic requirements for the papers (exam): that the student employ readings from the course (or from outside the course), that he show some idea of what goes on in class, and, most importantly, that he do thinking on his own — he must creatively go beyond the material presented in the course.

COMMENTS: Not many students from this course were interviewed, but those who were agreed on the quality of both the teacher and the material; Fr. Grabner knows what he's talking about, and his presentation is informative and interesting. One student who had contact with Fr. Grabner outside the classroom said he found him vitally interested in his material, and quite willing to help a student and to refer him to further readings.

One voice expressed hope that Fr. Grabner would acquire a certain "refinement in approach and delivery" (and confidence that this would develop as the course matured), but no real criticism or suggestions for improvement were made. All considered the course a significant learning experience, and its recommendation to others is high.

Theology 39
Old Testament Theology, 9 TTS, 10 TTS
Matthew Miceli, C.S.C.

CONTENT: This is a one-semester course offered both in the spring and fall, composed mainly of upperclassmen. A preliminary theology course, Biblical Studies if possible, is the only prerequisite. It confronts and attempts to answer the difficult problems about God, the world, and man himself. Problems such as the meaning of life, sin, suffering, death, and freedom are investigated through Biblical insights in the Old Testament.

PRESENTATION: Contemporary authors, both of fictional and non-fictional works, are read and analyzed. Such authors as Melville, Marx, Koestler, Hegel, Nietzsche, Voltaire, Whitehead, and Shakespeare are read in order to compare their views with your own and the Bible's.

ORGANIZATION: There are no tests. Grades are determined from five short papers (5-8 pages) and one's class participation in the seminar. Classes are small (12-15 students); and only one text is used throughout the semester, although the teacher will use other texts as reference material. Novels used in writing the papers are obtained at the library or furnished by the teacher.

COMMENTS: This course enables the student to engage in both a free thinking and learning process. Self-expression is welcomed, but should be accompanied by an open and unbiased mind.

Theology 43
Human Purpose, 10 TTS
Robert Meagher

CONTENT: This course will focus upon the conceptions of human blessedness in the thought of Aristotle, Augustine, and Kierkegaard. Since each of these men speaks of human life as finally lived with a view toward some conceptions of human blessedness, to focus upon their conceptions of human blessedness is to focus upon their understandings of human becoming. The alternatives, then, simply categorized, would be that: man is born to see (Aristotle), man is born to speak, (Augustine), and man is born to decide (Kierkegaard). The discussions of these positions will be primarily problematic rather than textual so as to present them as enduring human alternatives rather than successive historical perspectives. Juniors and Seniors in Arts and Letters, who have a particular interest in philosophy of religion will be most benefited by this course.

PRESENTATION: The class periods will be given over to lectures which will hopefully be questioned, amplified, inspired and expanded upon by student comment. Mr. Meagher is a soft-spoken man who knows his material well, but not so well that he will be unable to gain insight from student comment. The class period, like the instructor, should be casual, unpretentious and enjoyable in every sense of the word.

READINGS: The texts that will be used for this course are *Fear and Trembling* by Kierkegaard, *Nicomachean Ethics* by Aristotle, and *The Confessions* of St. Augustine. The total cost for these books should be about six dollars. The purpose of the texts in the overall course structure is to provide the student with a source of information if he is stimulated by the lectures. In essence, the readings will serve primarily as supplementary material to the lectures.

ORGANIZATION: In the area of course requirements, it is the policy of the instructor that the course requirements remain personally negotiable. However, in lieu of such negotiations which will depend upon the students' initiative, there will be two essay examinations, prepared outside of class, and worked out in advance between the instructor and the students. The dimension of the unexpected will be altogether lacking in the examinations, but hopefully the examinations will not be altogether lacking in challenge.

COMMENTS: Mr. Meagher is a fine man and a fine instructor. He is young and friendly, and since he is not too far removed from undergraduate status himself, he has both concern and understanding for students and the problems that they are confronted with. It is not often that a student has the opportunity to experience a person so enthusiastic about teaching people and having them learn. Mr. Meagher knows his material superbly, and imparts it well. His course is well organized but not rigidly structured. The man and the material have produced a synthesis of philosophy and theology that captures the essence of both philosophy and theology as it relates to the concept of human blessedness. Taking this course, as well as getting to know Mr. Meagher, should be a pleasant and an enlightening experience.

Theology 51
Reformation Theology, 1 MWF; 2 MWF
Hans Boehringer

CONTENT: The main part of this course is a survey of the Protestant Reformation, confined mainly to the 16th century, a short time being spent on the historical and cultural background of the Reformation, and also on the subsequent Catholic Counter-Reformation.

The main reformers (e.g., Luther, Zwingli, Calvin, Müntzer, Knox, etc.) are examined, with close attention paid to their lives and a summary of their doctrinal tenets, and where no particular representative of a sect or faction, such as the Anabaptists, is chosen, the main ideas and beliefs associated with it are examined.

PRESENTATION: Mr. Boehringer's lectures formed the main part of the course, with class discussions of the readings following the assigned date for the completion of each.

READINGS: Bainton, *The Reformation of the 16th Century*, \$1.60; Dillenburger (ed.), *Martin Luther*, \$2.45; Stouffer, *Luther As Seen by Catholics*, \$1.95; Calvin (Kerr ed.), *A Compend of the Institutes of the Christian Religion*, \$2.25; Williams and Mergal (eds.), *Spiritual and Anabaptist Writers*, \$6.00.

The texts are all very worthwhile, especially the Bainton history, which is very readable yet also quite scholarly. The Luther, Anabaptist and Spiritual selections are well chosen, and valuable for anyone interested in the great struggles inside Christianity. The reading assignments are rather close together and take full attention for complete understanding.

ORGANIZATION: The total grade is based on two five-to-seven page papers, the first on an aspect of Luther's theology, the second on some subject within the other portion of the Reformation. Each paper is given careful attention and returned with an added sheet of comments. The average grade is B.

COMMENTS: All Catholics should take a course in the Reformation for better understanding of the Protestant churches and their founders. For most Catholics the great Reformers have been painted with dim, murky colors, like the bogeymen who used to frighten children. It is time they emerged from behind the wall of prejudice raised by most Catholics, to be seen as the truly sincere strivers for a better church and world they were. Reformation Theology, taught by a Lutheran of the Missouri Synod, is an excellent and interesting way to see the Reformation in a clear light.

Theology 53
God in the Modern World, 10 TT
William Jenkinson

CONTENT: "God in the Modern World" is offered both spring and fall semesters. There are no prerequisites, but freshman biblical theology is helpful. The course is an attempt by a most creative systematic theologian to enable skeptically disinterested, secularly oriented catechumens to see their relationship to God through revelation. Father Jenkinson recognizes the active presence of

the Spirit in history, but goes one step further to ask: "Does He make sense?" The course attempts to synthesize the theological, sociological, philosophical, and psychological insights, from Plato to Jenkinson — and their implications — of man's evolving interpretation of himself and his gods. The most basic content of the course is, however, the student's. The course does not simply offer a body of knowledge to be mastered. Rather it is a learning process in itself. Father Jenkinson's ultimate goal is to bring his students to such an awareness or rationality which will enable them to examine his "twentieth century construct," or any other construct for that matter, and to ask: "Does it make sense?" . . . or . . . "Does He make sense?" Whichever you prefer.

PRESENTATION: Theology 53 is one of God's last chances and Father Jenkinson lectures with this in mind. He shows little restraint in dismembering precollege formation myths — even relishes in it. Most agreed that the lectures were uniformly interesting, although sometimes abstruse. Questions during lectures are usually answered more than adequately, although Father Jenkinson prefers that discussions be reserved for the seminar sections. The quality of the seminar sections varies in proportion to the extent that the graduate teaching assistants are aware of the workings of Father Jenkinson's mind. This awareness has been labeled by many as "just adequate." So are the discussions.

READINGS: Required readings will be the same as the fall semester: M. Eliade, *Cosmos and History*; H. Cox, *The Secular City*; Immanuel Kant, *Religion Within the Limits of Reason Alone*; A. H. Maslow, *Religions, Values, and Peak Experiences*; and R. Hillsman, *Insearch: Psychology and Religion*. Last semester, the cost of these books totaled \$11.25. It is impossible to guess what the Bookstore will come up with this semester.

Time given to read each book is from one to three and one-half weeks dependent upon length and difficulty. Most questioned considered all readings worthwhile and pertinent to the course, but all agreed that Kant's book is a masterpiece of imperspicuity.

ORGANIZATION: The final grade is computed on the basis of a final paper (1/3), 3-4 tests (1/3), and contribution to, and short assignments in, the seminar sections. The tests are either one page take-home tests or 30 minute in-class exams on the assigned readings. The final paper is a synthesis of these readings, the insights derived from the seminars, and Father Jenkinson's lectures.

COMMENTS: All students questioned conceded that the course is good; many that it is excellent. However, three complaints were registered.

First, for at least the first two months there appears to be no correlation between the readings/seminars and the lectures. Secondly, discussions in seminar seem to suffer from a certain lack of uniformity in scope, and a somewhat inadequate relating of reading material to the lectures. Finally, many found Father Jenkinson's arrogance annoying.

This fall, Father Jenkinson is offering a critique with respect to his final synthesis of every time period he considers. This critique should eliminate the first complaint. The theology department uses this course as a teaching mill for theology graduate assistants. Consequently, all graduate instructors assist with this course for only one year. And, as long as the theology department continues its present spiralling towards a fully professionalized department at the price of inadequate assimilation of lecture and reading material by assistant instructors, the quality of seminars should fluctuate in proportion to charisma. To the third complaint, Father Jenkinson says that although he does not "lecture truth," he is well aware that it may appear that he thinks he does. At any rate he does offer material and opinions profusely and arrogantly. The choice, however, is the student's.

The course is definitely a meaningful educational experience. Father Jenkinson seems to have a profound ability to order chaos, e.g., the history of the evolution of religious thought. His students generally come away from his course interested in theology — some for the first time. Father Jenkinson is one of the finest teachers at Notre Dame. This reviewer recommends Theology 53 to all skeptical nonmajors and to all majors whose religious objective culture is in need of structuring.

Theology 53

God in the Modern World, 9 MWF, 10 MWF
Luke Miranda, C.S.C.

CONTENT: This course treats the experience of God in contemporary human happenings. Last year it was offered both semesters; this fall the course was called Psychology of Religion. Areas examined are some of the following: contemporary films, modern music, the drug movement, Zen, existential literature and psychological awareness in general. There are no prerequisites for the course. However it is, for the first time, a checkmark course. It is open to all juniors and seniors.

PRESENTATION: Father Miranda's lectures (three per week) are well-prepared, clearly presented and easy to follow. The topics mentioned lend themselves to interesting and thought-provoking lectures. Questions by students are considered throughout the lecture, but discussion is limited because of the size of the class. A few outside speakers will be brought in to relate to specific topics.

READINGS: The readings for Father Miranda's course are well chosen and interesting but usually not critical for grasping the meat of the course. Exams usually treat general concepts that are aptly covered in lectures. Four paperbacks are yet to be determined: two for each half of the semester.

ORGANIZATION: Two book reviews will be required (of the four books assigned); one will be due halfway through the course, the other at the end. Two tests will be given: a midterm and final. Tests are essay type and not difficult. The largest single portion of the grade (30%) will concern a term project, entailing research on a specific topic, such as those covered. The tests and book reviews will account for 70%. The average grade is in the low B-high C range.

COMMENTS: The course is significant and worthwhile in that it presents a good cross section of religious experience, not at all restricted to Christianity. Considering this, most students look on it as a rather novel theo course, out of the ordinary. Some students feel that Father Miranda overemphasizes the topic of drugs; last spring approximately half the semester was spent on that topic. The four books, however, should insure diversity for next semester. Variety is the spice of the life of this course. It is recommended to any student looking for an interesting theology course.

Theology 55

Theology of Marriage, 1 MW 3
Joseph Hoffman, C.S.C.

CONTENT: "An analysis of some traditional and contemporary marital attitudes and behavior with a view toward the student's development of a personal life style according to Christian values." So runs Fr. Hoffman's summary of his course's goals — but he adds immediately that this largely fails to tell what he really tries to accomplish. He says definitely that he does not provide *the* theology of marriage, Christian or otherwise, but rather deals with the attitudes and problems of married life, beginning with marriage as people live it, and attempting to find out what relevance Christian revelation has in the resolution of these. He wants to say in effect, "Here are some possible elements; develop your own synthesis." Getting the student to question the usual assumptions and to think of the whys and hows of marriage is a major objective of the course. The emphasis is on marriage as a positively chosen life style. Some specific topics taken up include various traditional views of marriage, dependency and communication between spouses, divorce, contraception, education of children, mixed marriages, celibacy, historical Church positions, and sacramentality. Offered each semester; no prerequisites.

PRESENTATION: Combines lecture, discussion, and experiential methods of learning. The normal lectures are "not the best" — though fairly good in content, the delivery has been consid-

ered sleep-inducing by some. An average ND-SMC ratio of 2 to 1 helps the small group discussions considerably, and blind-fold exercises in a dependent personal relationship can prove interesting. A married couple as guest lecturers and films are other possible attractions in this varied presentation.

READINGS: Not difficult, most are worthwhile, one or two have been thought irrelevant or mediocre. Four paperbacks and one hardbound, *There Is a Season*.

ORGANIZATION: No papers (!), probably three tests, two of them essay and one factual. The tests will count about 70%, the final 30%. Average grades have been B to B+.

COMMENTS: The general student reaction to the course has been favorable, but not enthusiastic: "It's a decent course" was one evaluation. It is not killing academically, but can be very valuable to those who decide to make it so — and anyone planning marriage should. Fr. Hoffman is an informal, approachable, and sane man, who is fascinated by his subject, but it would help if the lectures could move more dynamically (and he himself make it to class more often). Obviously the topic is of the most vital importance, and this course's practical-religious approach to it is recommended by most of those interviewed.

Theology 56 Church Fathers, 2 TT 4 Abbe Jean LaPorte

CONTENT: The main thrust of the course is to familiarize the student with the intellectual and sociological growth of the Christian Community in its first seven centuries. There are no prerequisites for the course, save a genuine interest in this area of Christian development, without which the material can be tedious. The composition of the students in the course seems to be its principal drawback: aside from the non-major junior and senior AL students, there is a heavy percentage of football-basketball players and an unfortunate number of girls primarily interested in the latter. The low din of conversation and "stadium humor" makes a shameful counterpoint to an otherwise highly interesting course. Any student desiring to take this course should have good self-discipline and an ability to mingle with low-life without being infected by its relaxed attitude of non-learning.

PRESENTATION: Father LaPorte's lectures are excellent and, as an example of his thoughtfulness, his class notes and readings are typed out for the students weeks in advance. He does have some trouble with English pronunciation and coupled with his easy-going attitude toward the class, one has to be a good listener to glean the most. The presentation is a well-integrated mixture of lecture, readings, and free-flowing commentary/discussion.

READINGS: The quality of readings is high, but again hampered somewhat in grammatical errors. The reading time allotted is more than sufficient. The approximate cost is \$2.00 to compensate Father's expenditure.

ORGANIZATION: There is one paper per semester in which the student is allowed to pick a Father of the Church or Council on whom to write. Father LaPorte extends a great deal of help to those who request it. There are two fairly difficult exams which are *fair* tests of the student's knowledge of the readings and class notes. The basis of the final grade is taken from the paper, the two tests and classroom participation. There are also daily-written assignments from the readings, but these would present no real problem from even a thoughtful moron. The average final grade: B/C. The students seem to think well of the course and Father LaPorte's willingness to grant extra time in the afternoons and evenings to interested students.

COMMENT: I would take the course again if it were somehow kept off-limits to those types who are merely trying to find an easy three Theology credits without serious interruption of their social life or blissful ignorance. An impossible task unless: one sets up admission requirements, Father toughens the course, or the evaluator lies to attract only the real students for next time.

The *Scholastic* would be doing a great service to the Fathers of the Church, the Blessed Martyrs, serious students, and an excellent professor, Father LaPorte, if somehow this evaluation could be colored such that it would discourage the non-academic parasites and their "molls" from inflicting themselves on an otherwise splendid opportunity to scrutinize an interesting period of Western and Eastern Christian thought.

Theology 62 The Changing Church, 9 TTS Edward O'Connor, C.S.C.

CONTENT: Starting from changes that have taken place in the Church, and others now being advocated, this course will investigate the nature of the Church and its place in the religious life of the Christian. It will seek to determine what is essential and unchanging, and what possibilities there are for the Church to take on different forms and structures from those now familiar. Among the topics to be treated are: the growing responsibility of the layman, the more positive appreciation of non-Catholic churches and non-Christian religions, the phenomenon of the underground church, and the charismatic movement. This course will require serious study in order to reach a solidly grounded and authentically Christian position.

PRESENTATION: Fr. O'Connor's lectures are well-prepared, well-organized, and well-presented. Tests are based on the lectures and readings, which supplement the lectures. There are no discussions, but questions are encouraged and often treated at length.

READINGS: Text, *The Changing Church*, by Van Bilsen.

ORGANIZATION: There will be three quizzes and a final examination. A term paper is encouraged but not required. Gradewise, this is a no-nonsense course, but a serious student should have no trouble with marks.

COMMENTS: Fr. O'Connor is a competent scholar who takes his subject seriously. He teaches from the orthodox Catholic (not necessarily conservative) viewpoint, a position which is grossly misunderstood today. This course is highly recommended to anyone seeking a mature understanding of Catholicism.

Theology 65 Theology of Ethics Seminar, 2 TT 4 Charles Sheedy, C.S.C.

CONTENT: Oddly enough this course is concerned with ethics. Initial emphasis is on a New Testament approach to the moral teachings of Jesus. From there, Protestant and Catholic systems of ethics will be talked about. And what 1970 ethics seminar would be complete without considering drug use, sexuality, alcohol, war, violence and nonviolence? Certainly not this one.

Any junior or senior is welcome to take this course. It would be nice if one has had some philosophy and some theology, although it is not absolutely necessary. Since it is a seminar, there are usually about 20 students in it.

PRESENTATION: Free and easy. Fr. Sheedy doesn't lecture, he directs discussion. Discussion revolves around the readings with the accent on personal participation. Fr. Sheedy is great to be with, and his congenial style facilitates this student-directed seminar. The greatness of the course rests with the students.

READINGS: Usually excellent, the books for the seminar are not entirely set yet. The important thing about the readings is that some will be for the entire group, and some will be assigned to individuals. Besides being interesting, the assigned readings make for a starting block for group discussion. All in all, they're really worthwhile.

ORGANIZATION: Since one of the objects of this seminar is to bring out the student, not to confine him, tests, papers and projects do not dominate the seminar atmosphere. Father told me he thinks each of his "clients" will probably do a book analysis. Obviously he is not one who wants to strike terror into the schedules of his students. There will be no tests. The basis of the final grade as of yet is pretty much undetermined.

COMMENTS: This course is a seminar in the truest sense of the term. Father Sheedy has great faith in his students, and with his informal viewpoints, discussion is uninhibited and interesting. For the student who has an interest in religious and ethical problems, and who wants to know what a good student-teacher rapport is like, Fr. Sheedy's seminar is very highly recommended.

Theology 64

Apocrypha and Apocalypse: Billy Graham and Bishop Sheen, 11 Sunday To be team-taught by the C.Y.O. staff

CONTENT: This course is viewed by its love-laboring creators as "primarily a remedial one." And understandably so. Too often the tragically promiscuous and unfettered inquiry of "students" *tabula semi-rasa* clutters the cerebral blackboard with iconoclastic jottings and irreverent scribbles which frequently crowd out the finely etched orthodoxy the good sisters had painstakingly carved there. This course hopes to effect a chemical restoration, as it were, of the original clarity and simplicity of our pseudo-intellectually tarnished paintings of that Old-Time Religion which was, of course, good enough for Moses and should be good enough for us. Topics considered will include: Does God Love You? Yes, God Loves You; Do Children Reach the Age of Reason at Seven or Nine? Limbo; an examination of the ancient Holy Water controversy: External or Internal Consumption?; How to Distinguish Blasphemy from Heresy; and The Spanish Inquisition and You.

PRESENTATION: Although this course is a neophyte offering, the no-nonsense elegance and two-fisted candor, which the perceptive observer of campus goings-on will recognize as characteristic of the C.Y.O., promise also to undergird the course's presentation. The delivery will be straight lecture with no discussions or questions to sidetrack or obfuscate the clean, crisp transferal of Knowledge (which has endured for centuries) from teacher to learner.

READINGS: Readings will include:

- subscriptions to *The Reader's Digest*; *Catholic Boy*; and Herbert W. Armstrong's richly evocative *The World Tomorrow* (students are also encouraged to bring in selections from their own parish newsletters);
- Unabridged and Bowdlerized Family Coffee-Table Edition of the Holy Scriptures* (Vatican Press; \$12.95 before Christmas, 1970, \$15.95 thereafter), edited by Roman Authenticity;
- The Daily Missal in Latin*;
- Germane selections from the *Baltimore Catechism*;
- Selected outpourings from Norman Vincent Peale; The Men themselves, Dr. Billy and Bishop Fulton; and the inspirational writings of Art Linkletter and Lucky Luciano.

ORGANIZATION: Rigidly so.

COMMENTS: The course promises to be a topflight offering in remedial dogmatism. We can only wonder why it is not a university-wide requirement in a Catholic institution.

Theology 67

Existential Encounter with Christ, 9 MWF Kenneth Grabner, C.S.C.

CONTENT: This course intends not to look at dogma but to see

how a person might experience the reality of Jesus. An attempt will be made to answer this question of "What can a man experience in himself of the Christ?" and the student will be encouraged to make an evaluation of how Jesus might be an experiential personal factor in his own life. Readings will be both from writers who have a relationship with Christ and from those who do not.

PRESENTATION: The course consists primarily of lectures, which are very good. The class breaks up into small seminar groups to discuss the books; these have a high attendance and there is much participation. Most of the students agreed that "the class is well conducted."

READINGS: Chardin's *The Divine Milieu*, *The Autobiography of Malcolm X*, *God Is with Us* by Boros, *Who Is Christ?* by Padovano, and *The Credibility of the Church Today* by Baum.

ORGANIZATION: Procedures and requirements are the same as for Fr. Grabner's Transcendental Experience course (Theology 33).

COMMENTS: Of the students consulted, all were in agreement that this is a very good course. The lectures are considered knowledgeable and well organized, and are not so structured as to prevent discussion. Most of the good discussion, however, occurs in the seminar groups; these are smaller than the lecture class and so are more conducive to student participation. Fr. Grabner himself has a good reputation — one student said he is "really open-minded" and that he "opened my mind up to lots of aspects of Christianity I had never really thought about before." No unanimous suggestions were made on possible improvements for the course. There was some disappointment with the reading list, but everyone found value in at least one of the books (*The Autobiography of Malcolm X* was a universal favorite). The students expressed much satisfaction with the course, and it is well recommended.

Theology 113

Christian Attitudes Toward War, Peace and Revolution, 1 TT 3 John Yoder

CONTENT: The course title adequately reflects the course scope: large. One semester is packed with a couple of thousand years of debate over one of the central issues of our time, or any time: Christianity and violence. Dr. Yoder begins with a consideration of the *just war* logic, the "common sense" sort of reasoning about war and peace most familiar to most students. He raises important questions about that theory — and about most of the important theories of violence and nonviolence, with emphasis on the latter, throughout the history of the Church. Several classes are devoted to a consideration of the meaning of the life of Jesus to a Christian's attitude toward the realities of war, peace and revolution.

PRESENTATION: The format is well-planned, informative lecture. But historical lecture can be interesting for only so long: it often becomes dry, as Dr. Yoder is well aware. He encourages and often initiates class participation, but from the response of most of the students it appears he is more interested in discussion than they are.

READINGS: The readings supply historical detail and theological depth that cannot be dealt with sufficiently in class. There is no question about their being relevant to the course; they are essential and for the most part interesting as well. Some students have complained that the lectures do not relate directly enough with the assigned readings, which is probably an accurate criticism. Four books totaling about \$10 were required this semester. No book changes are planned for the spring.

ORGANIZATION: The requirements for this course are pretty much bunched up at the end of the semester: the majority of the reading, two short book reports or one larger paper, and an essay final exam treating "the classic options" covered in the course. A midterm will test the student's grasp of the factual

matter of the course's discussion of history. In grading, Dr. Yoder treats papers and tests equally.

COMMENTS: The stuff of this course is necessary for anyone who is concerned by the problem faced by the Christian in war and peace. More importantly, thought, the issues here should be considered seriously by anyone who is at all interested in living a Christian life. The teacher is a pacifist, but is more interested in a rigorous investigation of both sides of the question than in acting as salesman for his own belief.

The course seeks theological meaning from history, an approach with all sorts of inherent difficulties. Prospective pacifists should guard against using the course purely as a means to gather evidence for their position. A preliminary discussion or reading dealing with the relationship of theology and history probably would be helpful.

Any course with a scope as large as this one has problems with coherence. It is a problem easily recognized, but less easily dealt with. Things might be better tied together if two or three short papers on the readings were assigned at spaced intervals in the semester. It could serve to link the readings and the lectures, and to increase the students' involvement and interest with the material at hand.

Perhaps most characteristic of Dr. Yoder is his capacity to move thoughtfully and lucidly to the heart of any matter under discussion. Some reorganization is needed in the course to assist the students in moving along a similar procedural path, regardless of the theological conclusions they may arrive at.

A visiting professor from the Mennonite Seminary in Elkhart, Dr. Yoder will not be teaching at Notre Dame next year.

Theology 123 Religion of Islam, 2 TT 4 James Kritzeck

CONTENT: "It's a funny kind of course. Try teaching a whole culture in one semester!" This is Dr. Kritzeck's sweeping characterization of his offering. The basic, initial assumption is the Western student's relative ignorance of Islam (vulgarly labeled Mohammedanism). The basic goal is comprehensive exposure to Islam — its beginnings, its history, its cultures, and all that these involve.

In no way does this course attempt to arm the student with "answers" to the contemporary problems of the Middle East. It is not a history of the Middle East since 1800. It is not a plunge into the Arab-Israeli crisis. Rather, Dr. Kritzeck presents what he describes as an "intellectual history of the Islamic world — with heavy emphasis on the classical period." It is a study of Islam from a cultural standpoint with an eye to what it was contributing to Europe — when it was contributing.

In the course of this wide-scope examination, interesting sidelights are touched. Included are a basic examination of the alphabet and a look at the poems of Omar Khayam in the original Arabic.

PRESENTATION: Dr. Kritzeck is sold on audio-visual methods of teaching. He tries to substitute for the standard lecture in about every other meeting. Combining deep and thorough knowledge of his subject with a highly articulate style, he offers his students "tons of material." Much of this is outlined in mimeographed handouts. Discussion is only periodic. This is not a drawback, however, due to the nature of the topic and the style of presentation.

READINGS: The suggested readings are extensive and valuable. Approximately 30 titles are given. About eight are required. Readings are meant to be neither overburdening nor frightening.

ORGANIZATION: There is a final exam and one paper. A student may substitute a highly original project for the paper if he wishes and is capable. Grades are not a major concern of Dr. Kritzeck. He requires a personal interview for admission and finds that upperclassmen of above average ability generally comprise the class. The purpose of the interview is to establish the student's interest in studying Islam.

COMMENTS: Dr. Kritzeck is contagiously enthusiastic. He sees the unrestricted scope of the course as a terrific asset. His experience as a professor at Princeton was relatively rigid due to limited course goals and requirements. His present setup and the genuine interest he is encountering seem much better to him.

The only comment about the course which approached criticism concerned those "tons of material." However, the primary course goal is exposure and these vast amounts of material effect this end. The criticism, by the way, is Dr. Kritzeck's. His students have none.

The course is recommended to anyone with a sincere interest.

Theology 132 Christian Scriptures, 9 TT 11 Harold Weiss

CONTENT: It is not entirely surprising that in next semester's Christian Scriptures course, Dr. Weiss plans to examine the New Testament. He hopes to deal with the circumstances for the writing of the New Testament and the purpose behind each individual writing. The main emphasis will not be on purely historical background, but on the content of the writings. The only prerequisite for this course is that the students must have taken the Hebrew Scriptures course taught by Fr. Mackenzie in the fall.

PRESENTATION: Dr. Weiss, a member of the St. Mary's faculty, has become extremely popular with his students in recent years. His lectures are entertaining and lucid, largely due to his grasp of the material presented. The depth of his knowledge enables him to present material in an understandable and enjoyable manner for the student. He entertains questions and welcomes discussion in class.

READINGS: The basic text for the course is Spivey and Smith's *The Anatomy of the New Testament* and, of course, the *New Testament*.

ORGANIZATION: Dr. Weiss does not anticipate a major paper for his course, but probably will assign shorter papers of three to five pages dealing with specific research or exegetical problems. There will be three or four tests.

COMMENTS: Based on Dr. Weiss' reputation and his plans for the course, Christian Scriptures should certainly be a worthwhile experience. A fine complement to the Old Testament course.

Theology 142 Reform and Re-Union, 11 MWF William Storey

CONTENT: Should the Church be ruled by a Council of all those concerned, or by a single Pope? In Reform and Re-Union, Dr. Storey treats this tension as he details the 14th- and 15th-century attempts at Church Reform. He will be particularly interested in the attempts to reform the Constitution of the Church, as reformers tried to apply the old Apostolic Christianity to the papal schism between the East and the West. Anyone is invited to take this course, especially anyone with a little Western-history background. With Storey, however, such background is not a must.

PRESENTATION: Beautiful. Dr. Storey is a dedicated historian whose command of his material is equalled only by the way he communicates it. He doesn't theologize; he paints a crystal-clear picture of the past in just 50 minutes, using a stingy piece of chalk, a fine selection of words, and a vast resource of knowledge. To say that Storey gives interesting lectures is probably the biggest understatement since Noah said, "It looks like rain." Take my word for it, Dr. Storey is an experience that should not be missed . . . especially when he starts talking about Church Reform.

READINGS: Many. Usually Storey's favorites, these books hit on the course material in a way that synthesizes important themes. For sure Storey will entertain these selections: *Christ & Culture*—Niebuhr; *Pursuit of the Millennium*—Cohen; *The Defender of the Peace*—Marsilius of Padua; *Late Medieval Mysticism*—R. C. Petry; *Advocates of Reform from Wycliffe to Erasmus*—M. Spinka. Once the course is under way, a couple more books will be added to this list. It's difficult to estimate the costs of these materials, but with a fair degree of safety it might be said that costs will not be lower 2nd semester than the costs of these books 1st semester.

ORGANIZATION: There are no tests in this course. Yet within this veritable Oxford framework there is demanded a 3- to 5-

page paper on each of the assigned books. Storey gives a theme that the paper might touch on, but in 5 pages originality and insight are very much encouraged. There is absolutely no truth to the rumor that Dr. Storey forgets grades entirely; he gives them according to the average grade of the papers.

COMMENTS: It has been suggested that if Popes were as good Christians as Dr. Storey is a teacher, there would be no need for this Reform and Re-Union course. The overwhelming opinion of those who have had Storey is one of exceeding praise. And although this is the first time Reform and Re-Union is being taught, there is no reason to believe that the reactions will be any different. The Storey & Book experience is now only a matter of student initiative.

St. Mary's Teacher-Course Evaluation

This issue marks the second year of the St. Mary's Student Teacher-Course Evaluation. The purposes and goals of this publication are in agreement with those of its predecessors. The purposes are two-fold. First, the continued and hopefully more sophisticated assessment of courses aids students in planning their programs. Secondly, the book provides a means for the faculty to state not only the outline of their courses, but also to state what they expect from their students. The goal of the evaluation is to stimulate constructive criticism and to suggest re-shaping of the educational process at St. Mary's.

The method of evaluation has also been that of previous years. Objective questionnaires were distributed to the students. Each course was then summarized on the basis of the questionnaires by a student who had taken the course or who was a major in the department offering the course.

The present edition was put together with these aims and methods in mind. However, it has been plagued with problems. The first was a lack of student response. This was due both to a poor system of distribution and to student apathy. Another, and even greater, problem was the limited number of courses able to be evaluated because of the unusual turn-over in faculty and recent curriculum revision. This evaluation is composed of approximately forty course evaluations and an equal number of separate teacher synopses. A special effort was made to obtain previews of courses being taught for the first time by new teachers. A new questionnaire is being formulated. Hopefully, it will be more positive and will allow the student a better evaluation not only of courses and faculty, but also of the way in which the students themselves contributed to the educational environment.

We are grateful to the SCHOLASTIC for being able to publish again with them. This has allowed us an attractive layout, an easier method of distribution, and a great lessening of our workload.

Special thanks are due to the students and faculty who supported and contributed to this effort. Their advice, criticism, and interest have been a great help.

Maureen Meter
General Chairman

The Scholastic

Art

Art 3 Survey of Visual Aids Richard-Raymond Alasko

NO INSTRUCTOR'S SYNOPSIS SUBMITTED
STUDENT EVALUATION:

The course is a one-semester survey of art which traces the periods of painting, sculpture, and architecture through history. Course composition (primarily upperclassmen fulfilling the Fine Arts requirement of the core curriculum) can be disappointing in terms of class response. However, Mr. Alasko's animated treatment of art history cannot be characterized as a lethargic required course.

Lectures are lively, opinionated, and fascinating. The teacher frequently disagrees with the textbook and these opposing viewpoints are presented. Discussion is very limited, but blame for this should not be placed on the teacher alone. It is unfortunate that his energies are sometimes expended on students uninterested in anything deeper than a surface view of art. An extensive use of slides is incorporated into class lecture periods, and slide-identification is a regular part of the tests.

Student evaluation of the readings was favorable. The work load is well balanced, with assignments spaced throughout the semester. The one assigned paper is short. Examinations are of suitable length, and announced well in advance. Both outside readings and lectures are covered in the tests. Six of seventeen students found these examinations too difficult, and the others felt they were fairly presented.

There was a wide disagreement about the importance of outside assignments or attendance. This confusion apparently results from uncertainty about Mr. Alasko's grading criteria. Half the students responding to the questionnaire felt he had clearly defined his standards; the others described him as unclear. It was agreed that class participation is of little importance.

A few students felt Mr. Alasko's survey was "occasionally too advanced for just a basic art course." The general evaluation of course and teacher was excellent. The majority of students would consider taking another course from Mr. Alasko, and recommend him highly to other students. He constantly related his material to contemporary living and to historical or social influences. Students felt he encouraged the expressive and feeling aspects of art with the field trips to the Art Institute in Chicago and visits to the Notre Dame art gallery. Mr. Alasko conveys something about art which is on a far higher level than memorizing artists and paintings for cocktail party conversation. Comments ranged from "original approach" to "best teacher in the school."

Art 73 and 120 Ex Discovery/Aesthetics Richard-Raymond Alasko

NO INSTRUCTOR'S SYNOPSIS SUBMITTED
STUDENT EVALUATION:

Discovery and/or Aesthetics are taught simultaneously, the difference being divisions of credit. The course is a combined Art History survey and Modern Art seminar, a look at the "aesthetics" of the contemporary art scene. The class meets three times a week; two sessions are devoted to the hard-core art history (slides, H. W. Jansen, et al.), and the third is a classroom discussion of assigned readings such as Battcock's *The New Art*.

During the semester, two announced tests and one 8-10-page paper are inflicted; a comprehensive final is given, seniors not exempted. Assignments are manageable; grades run from fair

to generous. Outside readings and participation in classroom discussion are rated "important." If a noted art historian or an exhibit of worth should come to the South Bend area during the course of the semester, plan to be in attendance. Mr. Alasko also organized two field trips to the Chicago Art Institute for his classes; attendance is optional.

Overall evaluation rated Mr. Alasko's class a "very good" one; 75% of the students indicated they would consider taking another course from him. The dissenting 25% criticized the instructor's seeming "lack of interest" toward the end of the semester. In fact, the missing element was not necessarily interest, but time. (Mr. Alasko assumed the added responsibilities of organizing an art symposium which was held at St. Mary's last summer.) Additional remarks on this course indicated an enthusiastic, challenging presentation of art history by a highly enthusiastic, sometimes controversial young artist.

Art 110 Ex Workshop Lemuel Joyner

NO INSTRUCTOR'S SYNOPSIS SUBMITTED
STUDENT EVALUATION:

How about an elective in the art department? Workshop is just the course you're looking for and it is especially helpful for el. ed. majors. Mr. Joyner is an unusual teacher — he took his class to the Dunes last year for the final. If you're tired of book courses, pop quizzes or boring lectures, let yourself go in a variety of media including enamelling, collage, printing and design. Students investigate the possibilities of these areas under the stimulating guidance of a very imaginative and helpful teacher. The grade is given after a discussion between Mr. Joyner and the individual student. The majority of students recommend this course as excellent. The only drawback is cost for materials, but it is comparable to book courses.

Art 123 Ex Ceramics James Paradis

NO INSTRUCTOR'S SYNOPSIS SUBMITTED
STUDENT EVALUATION:

If you're interested in ceramics, and are, by nature, a patient soul, Mr. Paradis's course is recommended as a "very good" to "excellent" three credits in fine arts. Of the Course Evaluation questionnaires that were returned, half were art majors', half were from students in other fields of study. All indicated that Mr. Paradis's ceramics class was a most enjoyable, though somewhat demanding course.

No tests or papers are required, but attendance is important. Grades are determined by the degree of progress achieved by the individual. Students praised Mr. Paradis's teaching ability. Experimentation and self-expression are paramount objectives, and yet Mr. Paradis is "eager to help" and easily accessible should questions or problems arise. One student commented that "Mr. Paradis's heart seems to be in ceramics . . ." and added (lest one misconstrue this citation to mean he has a heart of clay) ". . . it has pumped his blood through us all."

Art 153 Ex Graphics Lemuel Joyner

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

If you want to blow your mind on printing — woodcut, silkscreen, or etching — and you're not necessarily an art major but contend that within you bubbles great undiscovered creativity, then graphics is the course for you. Mr. Joyner is a soul-

mate in that he can easily encourage that spark of talent and imagination which lies dormant in your soul. He approaches class with a refreshing flexibility. He doesn't have the usual hang-ups about attendance, but then his style of teaching makes you want to be there where it's at. Introduction to commercial art is one of the main happenings in this class. Another groovy part about this course is an event known as critiques. Mr. Joyner discusses finished projects with the class and offers valuable comments. Prerequisite? A smock. So, if you're an upperclassman who fondly recalls finger-painting masterpieces, put a dash of real art into your next semester and take Mr. Joyner's graphics class. He's got pazazz.

Biology

Biology 2 Principles of Biology George Bick

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

The course is a general introduction to Biology and fulfills the science requirement. It is a four-credit course divided between lecture and lab. The first semester gives the student a general knowledge of biological and chemical terms as well as an examination of the human biological condition. The second semester emphasizes the revolutionary aspect of biology and shows man's interaction with the environment. There are no prerequisites and the class usually consists of sophomores and freshmen.

Most students agree that Doctor Bick's lectures are organized and usually interesting. They complement the material in the book and put emphasis on major points. There are no discussions in the course due to the large number of students in a section.

Tests are announced well ahead of time, yet unannounced quizzes are frequently given. The tests emphasize the material covered in the lectures. All tests and quizzes are objective, consisting of fill-ins, matching, true and false, and multiple choice. There are four tests on the average per semester, each one cumulative. Quizzes are given once a week.

Most readings consist of the material in the book, although a number of mimeographed sheets are handed out second semester. The work load is such that assignments are spread throughout the semester so that the student is not unnecessarily overburdened at any one time.

Some students complained that a large part of the course was sheer memorization instead of application. Yet many complimented Doctor Bick in his presentation of lectures and qualities as a teacher.

There was a mixed reaction to the lab. Some students found the lab very tedious, while others found it very rewarding due to the fact they were able to "see" so much of what they "talked" about in class. Most students remarked that the practical given at the end of each quarter was very anxiety-producing due to

the manner in which it was given. Yet most students agreed that the lab was an essential part of the course.

Biology 46 General Biology William Hickey, Clarence Dineen

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

All the students in this course took it as a requirement in their major, which was either Chemistry, Biology or Med Tech.

The organization of the course and the preparation of lectures were rated as very good. The lectures mostly followed what was in the book but the class held the interest of the students quite well. The students felt that Dr. Hickey was more interesting than Dr. Dineen but that Dr. Dineen was better organized and easier to understand. There was little class discussion but the teachers were willing to help anyone who needed it.

The only outside assignment was to read the chapters in the text as they were covered in class. The work load was well balanced throughout the semester. The exams were on the basic concepts of the course and sometimes covered only material from class, while other times outside material was included. The tests did not seem too difficult or too long and involved quite a bit of reasoning along with the memorization. All exams were announced ahead of time and a comprehensive final was given. Class participation and outside assignments did not seem to have any effect on grades, which seems to be based on both percentage and a curved scale.

Almost all the students said they would consider taking another course from these teachers and they were rated very good. The class felt that the course broadened their intellectual development and they quite highly recommend it to other students. The class liked having two teachers because each taught topics in which he was especially interested. The interest of the class depends on their own interest in the subject though, rather than the type of presentation by the teachers.

Chemistry

Chemistry 2 Introductory General Chemistry Mark Bambenek

INSTRUCTOR'S SYNOPSIS:

This course is a continuation of sorts of Chemistry I. The ambiguity in the description is due to the fact that the content of the second semester is decided by and large by the

interests of the students in the course. After discussing basic principles and the language of chemistry, these principles and language are applied to topics of current interest. The limiting factor in the selection of topics is relevance to the field of chemistry (we use a broad definition of chemistry). Topics which have been suggested in the past are: drugs, alcohol, tobacco, cosmetics and diets. Last year the cyclamates, who knows what next?

Laboratory experiments are chosen on the basis of criteria published in prior editions of this study. Experiments are not always relevant to the topic under discussion in lecture, legal conditions being what they are, but students occasionally find these interesting, nonetheless.

STUDENT EVALUATION: The class is mostly sophomores who are majoring in nonscience areas and the course was taken as a science requirement in the college curriculum.

Most students agreed that the organization of the course and the lecture preparation were excellent. Discussion and class participation were not especially relevant to the course or the tests. The lectures were not merely a repetition of assigned reading and attendance was rated as important. The interest of the class was very good.

The assignments did a good job of encouraging independent and creative thinking and the work load was excellently balanced. The exams were also rated favorably. They covered only the basic concepts of the course and involved reasoning rather than mere memorization. All exams were announced and there was a comprehensive final. Grading was done on a percentage basis and the teacher's criteria for grading were explained at the beginning of the course.

Dr. Bambenek was rated as an excellent teacher who is interested in his students and all students said they would take another course from him. The course itself was recommended to other students as excellent for nonscience majors. The last part of the course was especially well-liked because the topics to be discussed were picked by the students. One student commented, "loved it — first time I really enjoyed being in a science course. Great course for nonmajors — better than Biology any day."

Chemistry 54 General Chemistry Mark Bambenek

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

This class consisted of Biology, Chemistry and Med Tech majors taking the course as a major requirement and Math majors taking it as an elective.

The organization of the course was quite good and the students felt the teacher was well prepared. There was no class discussion or outside assignments. The work load was spread out so that it could be easily handled but the text was not well liked and very confusing.

The exams were very difficult and included material not given in class. They were too long to be completed in the allowed time and most students felt they were too hard compared to the level of class work. The difficulty of the tests was balanced by the generally favorable reaction to the labs. Although labs were extremely time-consuming (it seems like you're spending your whole life there), they were not too difficult and were usually interesting. Grading was done on a very strict percentage scale that was announced on the first day of class. Class participation had no effect on grades and attendance was not considered important by most.

The majority of students said they would consider taking another course from Dr. Bambenek, and he was rated as a very good teacher by most of the students. The course itself was rated as good but many students did not like the material nor did they feel sufficient time was given in class for clear understanding of new material. The personality of the teacher was the main factor in making the class interesting. Most felt that although the course was difficult, it was rewarding and worthwhile.

Chemistry 106 Organic Chemistry Dorothy Feigl

INSTRUCTOR'S SYNOPSIS:

This course is organized to accommodate two objectives. The first of these is to cover, at least in an introductory fashion, the field of organic chemistry. In this regard, there are, by actual count, 4,867,932 separate pieces of factual information which must be assimilated by students at the rate of approximately 973,582 per test period. While this feat is not beyond the attainment of your average St. Mary's student, the learning procedure is usually (make that invariably) accompanied by weeping and gnashing of teeth, threats of suicide (or, alternately, threats of changing one's major) and general disharmony among the ranks.

Once committed to memory and made available for speedy and specific recall, this information becomes the basis for a series of games (also referred to as homework problems and test questions). It is in these games that the second objective of the course is supposed to be realized. The second objective is to develop a facility in the application of analytical reasoning to chemical problems. The tests and homework problems eventually follow a predictable pattern in terms of the types of questions asked, but the answers are expected to show an increasingly sophisticated approach, that is, what was an acceptable answer in the beginning of the course would be considered simpleminded and therefore unacceptable later on.

It is my hope that, as a result of working these problems, the student will come to appreciate a scientifically unambiguous interpretation of data not because of the grade experience. On the basis of that last statement, it is an unfortunate custom of determining the course grade by averaging test grades. Hopefully, intellectually satisfying experiences and grade point averages are directly related.

STUDENT EVALUATION: Organic Chemistry was a course required in the B.S. program of the major. However, the students agreed that they would probably have taken it as an elective and would like to take another course from Dr. Feigl.

Due to the nature of the course, no term papers were given and there was no class discussion. However the students noted that Dr. Feigl was always willing to stop during a lecture to answer questions or to further explain any related material. The lecture material was clearly presented and well organized. It followed the general format of the text as well as added interesting material.

Tests were given once every 2½-3 weeks. They were fair in relation to the concepts covered and required application of the learned facts. There was a good deal of reasoning as well as memorization involved. Since this was a two-semester course, the May final exam covered the entire year's work. It was an ACS standardized exam that was graded on a curve. All tests were thoughtfully graded and returned promptly. Dr. Feigl made herself readily available to answer any questions or to solve assigned problems. Criteria for grading were given at the beginning of the course. Outside assignments and class attendance were very important to the students, although they were not required.

All of those responding agreed that Dr. Feigl's manner of teaching contributed to their understanding of the material and general congeniality of the class. A typical comment on the course was that Dr. Feigl succeeded in imparting her sense of humor to her students which made the necessarily heavy work load more enjoyable. The consensus of the class was that Dr. Feigl was an excellent teacher and her course was intellectually broadening. Several students did suggest making the course three semesters with more biochemistry.

Chemistry 120 Physical Chemistry Richard Pilger

INSTRUCTOR'S SYNOPSIS: This course deals mainly with quantum and statistical mechanics and chemical thermodynamics. The chief

objective is to place on reasonably sound ground various notions (e.g., equilibrium constant, overlap and the chemical bond, resonance, etc.) which are extensively applied in the other courses of the chemistry curriculum. At times this requires awesome amounts of mathematical detail. It is my opinion that because of the central importance of the subjects, these details cannot be omitted without seriously weakening the subject's foundation in chemistry. The grading is based on two examinations and a final exam each semester. These are oftentimes take-home exams.

The course is required for chemistry majors, recommended for biologists interested in biochemistry and molecular biology, and also recommended for mathematics majors who are interested in applied mathematics.

STUDENT EVALUATION: The students taking this class were juniors who took it as a requirement in their major.

The content of the course and the preparation of lectures were rated as good. The lectures did not merely follow the assigned

readings and held the interest of the class, although they sometimes became too involved for clear understanding. Most of the class felt that class participation was of little importance but attendance was important. The assignments and amount of outside work were rated as good and the text was very good. There was no term paper.

Exams covered the basic concepts of the course and were not too difficult, but they were too long for the amount of time allowed to finish them. The tests were announced and some take-home tests were given. The tests covered material from class as well as outside assignments. Grades were determined by a curved scale and the teacher's criteria were announced at the beginning of the class.

The teacher was interested in the students and all said they would consider taking another course from him. Dr. Pilger was rated as a very good teacher and the course was quite highly recommended to other students. One student called it one of the "best courses" she had taken. The only complaint was that the teacher skipped around in the text, and should have given an outline of chapters to be covered.

Economics and Business

Economics 51 Ex Principles of Economics Louis Henry

INSTRUCTOR'S SYNOPSIS:

An introduction to the basic forces underlying the economic organization of society. Emphasis is on the national economy, using the principles behind the monetary and fiscal policy. Time permitting, current issues and problems are discussed. The grades are based on test scores which can be strengthened by a bit of class participation.

STUDENT EVALUATION: Although this course is a requirement for business-economics majors, most students take it to fulfill a social science requirement. The textbook is very basic and clear. Assignments consist of simply reading the chapters before Mr. Henry lectures on them. Exams are given several times during the semester. They cover only the material covered in class but require a lot of reasoning. No quizzes or term papers are given.

The class is run on a lecture basis and class participation matters very little. Mr. Henry knows and prepares his material very well. He realizes that most girls are taking the course as a requirement and tries to make it as interesting as possible. He manages to cover an amazing amount of material in one period. He emphasizes only basic economic concepts which everyone agreed would be a good background for any major. The course is very highly recommended.

Economics 118 Ex Urban Economics Louis Henry

INSTRUCTOR'S SYNOPSIS:

A presentation of the major forces in urban economic development and the workings of an urban economy. Due to the time element, more detailed discussion is limited to poverty, housing, local public finance and transportation. A few lectures are prepared to supplement the basic reading list. Grades are based on class participation, papers and a final exam.

STUDENT EVALUATION: All the students who evaluated this course took it as an elective in either their junior or senior year. Most of them were business economics majors. The textbook and outside readings were interesting, but sometimes difficult. However, everyone agreed that the work load was never too heavy.

Mr. Henry gave prepared lectures but much of the class was based on class discussion. Class participation counted one-third of the grade. Other than a few unannounced quizzes, the final was the only exam. Students were also required to write a term paper.

Several students mentioned that if everyone had done the outside reading, classes would have been more stimulating. But all agreed that the course was very fair and fostered creative thinking. The course was highly recommended to others.

Education

Education 101 Ex Foundations of Education Michael Hinkemeyer

INSTRUCTOR'S SYNOPSIS:

A consideration of the diverse influences — political, historical, and sociological — that have contributed to the formation of the American mind and to the formation of the American

educational institution. The Puritan Ethic, the Naturalistic mind, the transformation of cultural values, and the corporate/technological society provide basic points of departure.

Education 104 Ex The Curriculum Michael Hinkemeyer

INSTRUCTOR'S SYNOPSIS:

An integration of the principles of teaching, the elementary curriculum, and modern methodology. Instructional techniques applied in the skill and content areas of the curriculum, with special stress on the social studies, inductive approaches, and the social responsibility of the teacher. Lesson planning and unit planning are also covered.

Education 120 Ex Survey of Physical Science John Clayton

INSTRUCTOR'S SYNOPSIS: Survey of Physical Science will be taught from a new perspective this semester. The course will be a survey of the principles of Earth Science, concentrating on geology, and working with an investigative approach to the subjects. The purposes of the course will be:

- 1) to give the students a general understanding of the processes that have shaped her environment and continue to modify it;

- 2) to develop an awareness of the importance of Earth Science to the advancement of man;

- 3) to instill a desire to utilize the investigative approach in the teaching of science;

- 4) to help the student to become aware of new curriculum currently being implemented in the elementary and secondary science classroom.

STUDENT EVALUATION: Mr. Clayton's Survey of Physical Science course is intended to teach the students the basic principles of physical science through lecture and demonstration. This course is a requirement for all Elementary Education majors.

Most of the students in this course considered the lectures of excellent quality. They were always well prepared and complemented the assigned readings. The discussions held in this class were also rated as interesting and valuable. Both lectures and discussions supplemented the readings and all three of these factors were dealt with in the tests.

The readings were regarded as excellent and stimulating to the creative thinking of the individual as was the textbook itself. These reading assignments were spread evenly throughout the semester and at no time were the students overburdened.

This course did involve a term project and several announced exams. The examinations given covered the basic concepts of the course but involved a fair degree of reasoning. The questions were clearly worded and were fair in regard to their degree of difficulty. A final comprehensive exam was given. The criteria used by the instructor for grading were made clear at the beginning of the course, with outside assignments being heavily stressed. Class participation and attendance were important also. Mr. Clayton's course was graded on a curved scale.

The students considered this course very stimulating as well as practical and useful. Many of them commented that it taught them a very useful approach to teaching science. They regarded Mr. Clayton as a very competent and enthusiastic teacher who is always open to suggestions. All said they would like another one of his courses.

Education 122 Ex Educational Guidance Father Raymond Runde

INSTRUCTOR'S SYNOPSIS:

Guidance attempts to study the four main areas of psycho-

therapy: supportive, nondirective, psychoanalytic, and clinical. The course also covers briefly some of the tests used in counseling and three techniques employed by counselors: the interview, group dynamics, and the sociodrama. A report on an area of actual work experience is required as a practicum for the students.

Education 152 Ex Educational Psychology Father Raymond Runde

INSTRUCTOR'S SYNOPSIS: Educational Psychology is designed to sample a learning theory from each of four areas: positivism, phenomenology, idealism and realism. The object of the course is to explain these learning theories to an itinerant ensemble of generally disinterested upper-class academicians, who are forced to register for this course by the educationally archaic requirements of states. It is similar to developing dialogue with a parade.

Education 157 Ex Tests and Measurements Sr. Jeanette Lester

INSTRUCTOR'S SYNOPSIS:

The course is designed to cover the theory, principles and practical techniques in testing and other methods of evaluation in educational situations. The course will include not only text material, but also examination and evaluation of various types of standardized tests (mental ability, achievement, aptitude and personality); class discussion of objectives and purposes of evaluation; preparation of a classroom test for a unit of work; filmed presentations of "critical incidents" in teaching related to grading, reporting to parents and discussions of such situations, etc. Grading is based on class participation, written evaluation of a standardized test, a student-prepared classroom test, oral report, and results of objective tests. Upon completion of the course, the student should be able to use a variety of methods of evaluation, including observational techniques; to state objectives and be able to select standard tests for his objectives as well as prepare good tests; to interpret technical manuals and test scores and discuss evaluations with parents, pupils, and other teachers; to use evaluation procedures to understand his pupils and guide his teaching.

Education 160 Sr. Jeanette Lester

INSTRUCTOR'S SYNOPSIS:

Education 160 considers the diverse influences of political, historical and sociological trends on the development of educational institutions in America. It studies the school as a society, the interrelationship between the school and society, problems in society as related to educational problems with particular emphasis on contemporary problems related to urban, technological society. Text, class discussions, oral reports and written reports will be included. Grading will be based on class participation, and both oral and written reports.

Education 170 Ex Philosophy of Education Sr. Maria Concepta McDermott

INSTRUCTOR'S SYNOPSIS:

Philosophy of education is a class where the student studies major contemporary philosophies as they relate to and impinge upon educational practice. Philosophical systems which furnish the best organizational base for contemporary educational practice are studied and each student is encouraged to formulate a

philosophy of life and of education. "What is my philosophy of life?" is a question relevant and vital to education today. It is of first importance for a student planning a teaching career; it is important for all who see life as a learning experience and themselves in a lifelong teaching-learning experience.

REQUIREMENTS:

1. Active participation in class which includes a willingness to discuss pertinent contemporary questions:
 - A. An understanding of the general metaphysical, epistemological, and axiological principles of a given philosophy as it relates to education.
 - B. The place of logic, deductive and inductive, in the learning process, as well as authoritarian, intuitive, scientific, and dialectical methods of learning.
2. Panel discussions controversial contemporary and/or classic books relating to philosophy of education. The class makes the selection.

3. Attendance at class is important. Formal tests as such are not a part of the course, but there are take-home topics for written and/or class discussions.
4. Grades are based on the criteria of fulfillment of requirements 1 to 3.

STUDENT EVALUATION: This course is required in the education curriculum and is often elected by other liberal arts majors. It is composed mostly of juniors and seniors. Assignments, textbooks and work load were all rated "good" to "excellent." Papers were thoughtfully corrected and promptly returned. Short papers substituted for tests and term papers. Class participation, outside assignments and attendance were considered as important criteria for grading. The majority of the students rated the teacher's ability as good to excellent and would consider taking another course from her. However, a significant number gave ratings of "fair" and indicated they would not take another one of Sister's courses. Class discussions were stimulating and most students felt that the course was intellectually broadening.

English

English 2 Continental Drama Rosemary Doherty

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION: This is a freshman course designed for an understanding and appreciation of drama as a literary genre based on a study of plays representative of different developments.

The required readings were generally considered to be interesting and relevant to the freshman students. Mrs. Doherty's lectures were always considered relevant and helpful to the students, but her delivery struck some as being dry and unexciting. Class discussions were rated as excellent and class participation was extremely important. Several three- to four-page papers were required in addition to a final exam and one or two unannounced essays written in class in place of announced exams. Both paper topics and essay questions were interesting, challenging, and relevant to the course.

The students' major complaint was that Mrs. Doherty expected very much of the students and perhaps too much of non-majors in a required course. Her grading was tough, often discouraging, but all admitted they learned much in the course. The students unanimously acclaimed Mrs. Doherty for her interest in the students themselves and her dedication to education.

English 2 Continental Drama Anne Murphy

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION: Drama is a freshman course designed to give an understanding and appreciation of drama as a literary genre based on a study of plays representative of different developments.

This course, fulfilling the freshman English requirement, received an overall fair rating. The readings were considered good and most students seemed to enjoy them and profit from their own reading, while lectures were not understood as relevant to the assigned material. The students seemed to have difficulty in understanding Mrs. Murphy's presentation, while all unanimously

agreed that she was extremely intelligent and had a deep understanding of the subject matter. Most complained of a communication problem. Students who had Mrs. Murphy for two semesters definitely liked her better in this course second semester. They all commented on Mrs. Murphy's desire to help her students and her concern for them — her office door was always open to anyone who was interested.

Exams covering the basic concepts of the course and a final exam were given in addition to one or two quizzes per month. Papers were assigned.

English 2 Epic Poetry Rosemary Doherty

INSTRUCTOR'S SYNOPSIS: My purpose in this course is to lead my students to a discovery and understanding of those values, both aesthetic and moral, which are essential to epic poetry. Because such values are the basis of the cosmic vision of the epic poet, and because the epic poet is the greatest artist of his time, his work is always vital. I believe students can discover this vitality and power in extensive reading of and thinking and talking about epic poems. So class procedure relies heavily on discussion, but it also utilizes lectures to deal directly with difficult reading assignments and to present complementary materials.

Writing assignments are not extensive because of the heavy reading assignments. There are several themes, one or two hour exams (always announced in advance), a research paper based almost exclusively on primary sources, and a final exam. All written work as well as participation in class discussion is graded on the capacity of the student to be perceptive, to see relationships, to have the courage to present her own (thoughtfully earned) interpretation of her reading, and to work independently and creatively.

STUDENT EVALUATION: Epic poetry is a requirement of English majors and can serve to fulfill the freshman requirement for non-majors. The textbooks and assignments were relevant, but the work load was generally considered very demanding. Tests and papers were thoughtfully graded and promptly returned, and tests stressed the major concepts covered in class and in reading assignments. The one test, which was given at midterm, was announced. Students felt that the privilege of having an ex-

cellent teacher like Mrs. Doherty far outweighed the disadvantages of the heavy work load. With one exception the students would all take another course from Mrs. Doherty. Class discussions were interesting and the course was considered intellectually stimulating.

English 2 Epic Poetry Elisabeth Noel

INSTRUCTOR'S SYNOPSIS: In this course we read the *Iliad*, the *Aeneid*, the *Song of Roland*, parts of the *Divine Comedy*, *Orlando Furioso* and *Paradise Lost*. The emphasis is on the epic as a literary genre which attempts to embrace large areas of human experiences and ultimate problems of human concern within the limits of a traditional but evolving form. About a third of the assignments are writing; the students do a term paper on some subject related to the material covered in the course. There are also four exams. I grade on the basis of the students' perceptiveness as a reader of literature and her ability to produce a scholarly and interesting study in literary criticism.

STUDENT EVALUATION: The epic course provides a view of the development of basic Western civilization as reflected in its literature. The course, offered to freshmen, is thought to be particularly valuable to those continuing in literature or the humanities.

A single term paper, following preparatory notes and research, was required. Examinations covered both class discussions and outside readings. None were unannounced and all were returned promptly with comments and criticism. The texts were judged as good versions of the material and assignments were well-spaced. The Epic was given in an experimental, pass-fail context.

Although all students took the course because it was required, they found it to be stimulating and would readily take another from Dr. Noel. The class atmosphere was organized, yet flexible enough to allow for individual thought and creativity. Lectures were judged to be supplementary and illustrative of the readings, rather than merely explanatory.

Various student comments characterized Miss Noel as "great," "a true intellectual, possessed of an unbelievable amount of knowledge." "The best teacher I ever had" commented another. One student described the material as "heavy and uninteresting," but she felt Dr. Noel "brought out the good parts." One girl even said that the examinations were a chance for a "creative synthesis."

English 102 Development of the English Novel II Elisabeth Noel

INSTRUCTOR'S SYNOPSIS: The aim of this course will be a close critical study of representative English novels of the mid-Victorian era and late nineteenth century. Classes will be conducted as lectures and discussions. No previous study of the novel is required. Three short critical papers will be assigned, and there will be two one-hour examinations and a final.

TEXTS: C. Bronte, *Jane Eyre* (Penguin); W. M. Thackeray, *Vanity Fair*, (Riverside); C. Dickens, *Martin Chuzzlewit* (Penguin); C. Dickens, *Our Mutual Friend* (W. W. Norton); A. Trollope, *The Eustace Diamonds* (Penguin); G. Eliot, *Middlemarch* (Riverside); G. Meredith, *The Egoist* (Riverside); T. Hardy, *Tess of the D'Urbervilles* (Riverside); J. Conrad, *Lord Jim* (Riverside).

English 105 and 105a Introductory and Applied Linguistics DiLaver Berberi

INSTRUCTOR'S SYNOPSIS:

English 105 is a broad introduction to the principles and tech-

niques of general linguistics with emphasis on structural and generative-transformational linguistic developments. Phonologic, morphologic, syntactic, and semantic analysis of language in general with English as the focal language.

TEXTS: *An Introduction to Descriptive Linguistics*, H. A. Gleason; *Workbook in Descriptive Linguistics*, H. A. Gleason; *A Short Introduction to English Grammar*, J. Sledd; *The Origin and Development of English Language*, T. Pyles.

Methods of teaching are lecture, discussion, problem solving, laboratory research. Testing: Research papers, book report, midterm and final exam.

English 105a is an introduction to structural and generative-transformational linguistic principles and techniques for the study of language. An introduction to the scientific approach for teaching English on the elementary level to native and nonnative speakers. A detailed analysis of language teaching and learning procedures in the light of modern linguistic findings.

TEXTS: *An Introductory English Grammar*, N. C. Stageberg; *Grammar I and II*, Jacobs/Rosenbaum; *Language and Its Structure*, R. W. Langacker; *Guide and Workbook in the Structure of English*, H. V. King.

Teaching Methods: Lecture, discussion problem solving, practice teaching, guidance. Testing: Research paper, book report, final exam.

STUDENT EVALUATION: There are two sections of introductory linguistics: one for Elementary Education majors, and the other for English majors going into secondary education. This is a required course for both these groups. The course is meant to give the student a general background in linguistics. Therefore, it is concerned with fundamentals, i.e., getting a concept of language, learning basic structural units of linguistics, and working with these concepts in assignments.

The lectures were mainly concerned with explaining the assigned reading material. Many times this was supplemented with examples that the class went through together. There was always time allotted for the answering of questions. The presentations were not always clear, although they were well worked out and there was frequent repetition of main points. The difficulty was largely due to a language problem existing between the professor and the students and to the specialized nature of the subject matter. The lectures were directly related to assigned reading and class time was used to solve problems in the workbook assignments.

Two textbooks were used. These were good presentations of the material, but difficult (tedious) reading. There were frequent assignments from a workbook which applied the concepts discussed in class. Together, readings and workbook assignments required quite a bit of outside work. The workbook sheets were promptly marked and handed back for discussion. An oral report on a short book and the outlining of another book were required. There were two examinations: one early in the semester covering the lectures, and a final. The final was a take-home workbook exercise. Class participation and attendance, the outside assignments, and tests all figured in the final grade.

Most of the students felt that the dry nature of the subject matter kept the course from being interesting. In addition, the assignments were often tedious and too long (especially the outlining of the book) or classifiable as "busy work." Those in the hour and a half class felt that that was too long a class period considering the subject. The students felt that Dr. Berberi was always willing to answer questions in class or to help during his office hours. They had high regard for his warmth and sincerity. He is interested in the students and knows the material well.

English 110 Studies in Renaissance Literature Richard Detlef

INSTRUCTOR'S SYNOPSIS:

The topic is Renaissance lyric poetry. Special attention will be paid to historical controls not merely to "place the poetry in the setting of its literary tradition," but to light up its precise artistic and philosophic meanings. Texts are *Poetry of the English*

Renaissance, by Hebel and Hudson, and John Donne, *The Divine Poems and Elegies, Songs and Sonnets*, both edited by Helen Gardner. There will be three papers, a midterm and a final.

English 112 Neo-Classical Literature Sister M. Franzita Kane

INSTRUCTOR'S SYNOPSIS: This course focuses upon four major writers — Dryden, Pope, Swift, and Johnson. The emphasis is on selected significant works: their poetic techniques, the interrelations of the poetic modes (i.e., ironic, dramatic, allusive) with the intellectual climate and public concerns. Satire is an important, but by no means the only, concern of the course. Four supplementary works are suggested in addition to the texts. Several short critical papers are expected and a final examination. Because the class participation and analysis are presumed, a quarterly examination is ordinarily not necessary.

TEXTS: John Dryden, *Selected Works*, Rinehart, paperbound edition; Alexander Pope, *Selected Poetry and Prose*, Rinehart, paperbound edition; Jonathan Swift, *Gulliver's Travels and Other Writings*, Houghton Mifflin; Samuel Johnson, *Rasselas, Poems and Selected Prose*, Rinehart, paperbound.

STUDENT EVALUATION: Sister Franzita's neoclassics class introduces students to the literature of major writers of this period. The course's emphasis is upon active student participation. Even though it is a requirement for junior English majors, there are no prerequisites but clear thinking and a willingness to work.

Sister is rigorous in her demands upon class discussion and rarely lectures. Students learn about Neo-Classical Literature by delving into the materials themselves, thereby discovering the social and political ethos of the period. The focus of the course is on four major writers, Dryden, Pope, Swift and Johnson, and the amount of reading is light. It is expected, however, that the student acquire a knowledge of *how* to read neoclassical literature. There are few tests and several short papers (under five pages) and they all encourage independent thought. Grades are based upon tests, papers and class participation.

Students generally find this course challenging and stimulating. Sr. Franzita is a demanding teacher. Some students find her too ambiguous in her discussions because she demands a depth of probing literature which is unfamiliar to most students. In short, if you are seeking an invigorating educational experience, this course will more than fulfill your expectations.

English 131 Critical Writing Harold Isbell

INSTRUCTOR'S SYNOPSIS:

An act of criticism is an act of judgment. To write in the critical mode, one both arrives at a reasoned and balanced judgment and also formulates in all its complexity the expression of that judgment. For the purposes of this course, concern will be directed mainly at written criticisms of specific poems. However, the calendar of assignments will also encompass campus performances and exhibits in the various arts. The course will also be concerned with the more theoretical aspects of speculative and critical writing. There will be approximately twelve papers assigned throughout the semester.

TEXTS: Paul Carroll: *The Poem in Its Skin*
Martin & Ohmann: *The Logic and Rhetoric of Exposition*

English 132 Advanced Fiction Writing Harold Isbell

INSTRUCTOR'S SYNOPSIS:

This course is intended for students who have already had at

least some experience in writing fiction. The standard for the course will be three short stories or a reasonable equivalent with definite encouragement to someone who might wish to work in the more lengthy forms. All manuscripts submitted to the class will be dittoed and circulated with every possible assurance that anonymity will be preserved. In addition to the fiction, each student will also be responsible for writing a critique of every manuscript submitted to the class.

PREREQUISITE: Instructor's permission.

TEXTS: James Joyce: *Dubliners*
Flannery O'Connor: *Everything that Rises Must Converge*

English 133 Advanced Verse Writing Harold Isbell

INSTRUCTOR'S SYNOPSIS:

This course will assume that each person enrolled is at least somewhat aware of the work of contemporary poets. The emphasis will be on the production of finished poems by the process of revision. Each student will write (probably each week) a paper criticizing and analyzing at least one poem which has been recently submitted to the class. As a standard, twelve poems will be expected from each student, though this number may vary in individual cases. This course will cooperate with English 103—UND.

PREREQUISITE: Instructor's permission, to be secured by submitting a manuscript of poems.

Required texts: Paul Carroll: *The Young American Poets*
Recommended texts: Hall & Pack: *New Poets of England & America*
Hall: *Contemporary American Poetry*
Anania: *New Poetry Anthology*

English 152 Shakespeare II Richard Detlef

INSTRUCTOR'S SYNOPSIS:

A continuation of Shakespeare I, dealing with the playwright's later career. The course will treat nine plays in depth, taking special account of the historical "background" as a way of opening up the enduring artistic relevance of Shakespeare's art. One short and one long paper, a midterm and final exam. Texts will be Arden and Cambridge paperbacks.

English 158 Ex Victorian Literature Elisabeth Noel

INSTRUCTOR'S SYNOPSIS:

The first half of the course will be devoted to a study in some depth of the major Victorian poets: Tennyson, Browning, Arnold, and Hopkins. The second half will deal with some of the major prose writers, Macaulay, Carlyle, Newman, Mill, Ruskin, and Arnold, through a close study of the selections in the text. Class sessions will include lectures and discussion. Three short critical papers will be written, and there will be two one-hour examinations and a final.

TEXTS: *Prose of the Victorian Period*, ed. W. E. Buckler (Riverside); *Poems of Tennyson*, ed. Jerome Buckley (Riverside); *Poems of Browning*, ed. Donald Smalley (Riverside); *Poetry and*

Criticism of Matthew Arnold, ed. A. Dwight Culler (Riverside);
Gerard Manley Hopkins (Penguin Poets).

STUDENT EVALUATION: This course is a concentrated study of the period of English literature from 1830-1890. The authors covered include Browning, Arnold, Hopkins, Carlyle, Mill, and Ruskin with an emphasis on Tennyson. The social milieu of the time is discussed and the period is compared, as is relevant to the twentieth century. There are no prerequisites although it is an upper-division course. Study of previous periods or a survey would be helpful. The student composition is primarily junior and senior majors who are fulfilling a requirement.

It was generally thought that the instructor had an excellent grasp of the material and presented well-organized and pertinent lectures. The lectures were complementary to the assigned material and were consistent in holding the interest of the majority of students. For the most part, the lectures were quite pertinent to tests. Class discussion was almost nonexistent.

The texts for the course were rated excellent and very good. Outside readings were constructive. Assignments were distributed fairly evenly throughout the semester.

In addition to reading assignments, short papers were assigned periodically, but there was no major term paper. Exams covered the basic ideas of the course. There was some discrepancy as to whether only class material was tested or if outside work was necessary — the class split about evenly on this point. It was generally felt that the exams were clear, involved student creativity, were a reasonable length, and that the degree of difficulty was in keeping with the level of the material. Exams were always announced with plenty of time to prepare and were thoughtfully graded as a reflection of the student's standing in the class. The final exam was comprehensive.

Grading criteria were established at the beginning of the course. Outside assignments were important. Both class participation and attendance were considered of little importance. Grades were given on a strict percentage basis.

Comments on this course were highly favorable. The students felt that Miss Noel is highly competent in this area and has an ability to make this period lively and relevant.

The only major criticism was the lack of class participation. Most thought that this would improve interest and understanding. The majority felt that the course had been relevant and enlightening. Nearly all would consider taking another class from this instructor.

English 167 Continental Literature Norman Michaud

INSTRUCTOR'S SYNOPSIS:

The major goal of the course will be to gain facility in reading and understanding this particular kind of novel, especially since it is such a prevalent form of the contemporary novel. Students will be required to develop theoretical as well as practical facility. There will be no long paper, but a weekly 1-2-page paper based upon the readings for the following weeks. The papers will be used to facilitate class discussion. There will be two major exams and a series of 5-10 minute one-question quizzes.

TEXTS: English, American, and Continental novels of the late 19th and 20th century (16-20 novels). Background reading: *The Grotesque in Art and Literature* — Kayser, *The Nature of Narrative* — Scholes, *Insight and Outlook* — Koestler. Theories of comedy by Freud, Bergson, etc. Theories of the novel by Forster and Muir. Novels: Grass, Lind, T. Mann, Gogol, Vonnegut, Barth, Kosinski, Hawkes, Celine, Beckett, Joyce Cary, etc.

RELATED MATERIALS: Other fine arts and also related local films.

English 171 American Poetry to 1900 Paul Messbarger

INSTRUCTOR'S SYNOPSIS:

The objective of this course is to acquaint the student with the major trends in American poetry from the Colonial period to the end of the nineteenth century, noting various influences, internal and external, on the native product. In addition, the class will spend a good deal of time with the few major figures of that 300-year period: Taylor, Emerson, Whitman, Emily Dickinson.

The class will write two short papers of historical and critical interest. The text is a collection of poetry and criticism edited by Daniel Hoffman, *American Poetry and Poetics*, and editions of the major writers.

History

History 2 Western Civilization Father Erwin Orkiszewski

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION: This course is the second half of a survey course of European history. It is composed primarily of freshmen since it is a college requirement.

The amount of material to be covered limits the teacher in any in-depth treatment of certain areas. Most students felt that Father presented very good lectures. They were appreciative of the outlines of the material which he handed out to the class. These outlines helped the student grasp the importance of the lectures and some students felt them to be the most valuable part of the course for passing tests. Several students mentioned that Father did not present his material as well as he could have since he lacked eye contact with the class, "speaks to the ceiling," as one student put it. There was no class discussion in this course due to the large amount of material to cover. Most

students regretted the lack of discussion which made the class lectures tedious at times.

Five-point quizzes were given weekly, and if the student obtained a copy of the class outline he succeeded in getting a good grade. Outside reading was not necessary to the course, but a paper was assigned.

The majority of students felt that Father is a very good teacher. Since this course is geared toward nonmajors, most students felt that the class was beneficial and worthwhile.

History 2 Western Civilization Charles Poinatte

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION: This is a survey course that is primarily composed of freshmen with diverse majors. The aim is to pre-

sent an overall view of Western civilization from early modern times.

Dr. Poinsatte lectures for the greater portion of the class. He is very well-acquainted with the subject matter and organizes it so that it may be understood by the student. His lectures complement rather than repeat the readings and he introduces some interesting interpretations of events. There is very little class participation and discussion, but it is important to contribute when there are questions asked. Dr. Poinsatte is receptive to students' questions and opinions. The exam questions are based primarily on the concepts developed during the lectures. A textbook serves as the basis of the course and this is supplemented by various outside readings. These are regarded as interesting, but many students feel that the work load is too heavy for proper understanding of the material.

The assignments consist of readings as specified by a syllabus and there are no papers required. There are four or five exams during the course of the semester. These are considered to be reasonably fair, although some of the students expressed that at times Dr. Poinsatte tends to emphasize minute details. The exams are all thoughtfully graded and returned. The criteria used in grading are made clear at the beginning of the semester. Grading is done on the basis of strict percentage grades. Attendance in class is regarded as important. The vast majority of the students who have taken this course have stated that Dr. Poinsatte is an extremely capable teacher. Most of them felt that he presents the material most effectively and creates an interest in it. He is demanding, but most of the students expressed that they would take another course from him and would recommend him very highly to others.

History 102 U.S. History Brother Bernard Donahoe

INSTRUCTOR'S SYNOPSIS:

The second semester of this course covers American history from the Reconstruction era to the present day. To avoid a too superficial skimming of the material, a number of paperback books (number undecided at present) will be required supplementary reading. The emphasis will be on interpretation and in-depth work in some areas without neglecting the basic factual structure necessary to any real understanding of history. Either a research paper or several book critiques will be required. There will be four examinations including the final. The result, it is hoped, will be a more sophisticated understanding and appreciation of the American people, American society, and American problems as well as a strong mistrust of oversimplifications about any one of the three.

STUDENT EVALUATION: Brother Donahoe lectures for the greater portion of the class. He is well-acquainted with the subject-matter and draws most of his material from the texts. His use of notecards and monotone voice tend to detract from the quality of the lecture, but his sense of organization and subtlety are appreciated by the majority of students. Class discussion is not considered to figure very much in the overall picture of the course. Brother, however, is receptive to questions and opinions. The exam questions cover the basic concepts of the course as developed in the lectures. The class requires neither an excessive amount of reading nor papers. There are exams every couple of weeks and they are considered to be fair. The final exam is not comprehensive. The exams are carefully corrected by Brother Donahoe and are returned to the students promptly. The criteria used in grading are made clear at the beginning of the semester. Grading is done on the basis of strict percentage grades. Attendance in class is regarded as important.

The students who have taken this course have felt that it was a fairly informative experience. Most of them would consider taking another course from him and would recommend him to others.

History 104 Ex Recent U.S. History Brother Bernard Donahoe

INSTRUCTOR'S SYNOPSIS:

This course covers American history from 1933 (with a bit of background work on what went before) to the present (hopefully). The intention is to reduce the intellectual generation gap somewhat by developing an understanding of the perils and problems, the pragmatic solutions, and their results which have led the nation to its present situation. There is no single textbook for the course; readings are assigned from a number of books. The final grade will be derived largely from four examinations and one research paper, although class discussion may alter the grade significantly.

STUDENT EVALUATION: Recent United States History: New Deal to the Present is a survey of the economic and social issues of a nation and a world in a state of flux, with particular emphasis on the American people and their leaders' reaction to the crises of the Great Depression, World War II and the Cold War. Prerequisite for the course are History 1 and 2, Western Civilization. Almost all of the students submitting evaluations were History majors who elected the course in their major field.

The teacher was rated very favorably in the qualities described in the evaluations. Lectures were well prepared, but some students felt that the presentation was repetitious in regard to material presented in the text and too dry, but if close attention is paid a very dry humor will be detected. Class discussions were generally felt to be good in relation to the material covered.

Readings were considered very worthwhile but they were also considered very demanding. Assignments were clear and tests were considered to be very fair. A term paper was a part of the course and the grade was based on this paper, test results, and the final.

The overall rating of both the teacher and the course was very favorable. Students found Brother Donahoe "fascinating to listen to" and "knowledgeable." The course was considered valuable because of the fact that so many survey courses skimmed this last period in history in an effort to cover material. Therefore, this in-depth study was considered valuable because so many present-day problems have their origins in this period.

History 116 Early Modern Europe Father Erwin Orkiszewski

INSTRUCTOR'S SYNOPSIS:

The class followed a syllabus in which 15 major topics were listed as follows: effects of the Treaty of Westphalia; balance of power in Europe (France vs. England); colonial rivalries; political development in France and England; lesser states in Europe (Sweden, Denmark, Holland, Poland); decline of the Ottoman Empire; emergence of Russia; Prussia; cultural developments; religion (Catholic and Protestant); science; enlightenment; enlightened despots; French Revolution; Napoleon.

Under each of the major headings were listed the pages of the text where some of the materials could be found (Rowan, *Early Modern Europe*). Likewise listed were the other books in which the material was more fully treated. Some forty titles were included.

The students were expected to do some 1,000 pages of reading besides the text assignments. For their semester project they were expected to write a term paper on a topic of their choice or to give a critical evaluation of their reading. This assignment plus a midterm and 2 one-hour quizzes and the final examination were the basis for the final grade. Students were free to discuss or ask questions at any time they wished.

Humanities Studies

Humanistic Studies 122 Ex Decline of the Middle Ages, Renaissance, and Reformation Bruno Schlesinger

INSTRUCTOR'S SYNOPSIS:

Intellectual, religious, political, and economic developments, emphasizing the tension between old institutions (Christendom) and new forces (Renaissance, Humanism, and Reformation). Also listed as History 154.

Texts: Strayer-Munro, *The Middle Ages*; Huizinga, *The Waning of the Middle Ages*.

STUDENT EVALUATION: This course is the second of four history courses offered in chronological sequence by the Humanistic Studies Program, usually taken in the second semester of the junior year. Students examine the intellectual, religious, political, and economic developments which occurred 1300-1600 in Western Civilization, and study the dynamic role played by Christianity in shaping social institutions and patterns of thought.

Many of Dr. Schlesinger's students believe that they bear a large responsibility for the class' success: careful preparation usually insures profitable in-class discussion. Dr. Schlesinger "has a talent for sensing the crucial and focusing on it," and although dialogue is occasionally stifled because of his somewhat doctrinaire approach, the students appreciate his efforts to provide them with a historical and interpretive framework which will enable them to correlate history with contemporary events and to place related courses in an integrated context.

Indeed, after all is said and done, the students give the course their unanimous approval and see in Dr. Schlesinger a true intellectual who retains the ability to communicate with them both in and out of the classroom.

ORGANIZATION: Readings are actually enjoyable; assignments never heavy. Mid-term and final exam composed of essay ques-

tions. Final is not comprehensive. One 6-10-page book review. Grades based on results of exams and paper as well as classroom participation.

Humanistic Studies 124 Colloquium II Bruno Schlesinger

INSTRUCTOR'S SYNOPSIS: This course emphasizes the student's discussion rather than the conventional lecture method. Meaningful discussion requires careful preparation. The students in the course are expected to keep up with major contemporary events, i.e., politics, society, religion, etc.

Texts: Langland's *Piers the Ploughman*; *Records of the Trial of Joan of Arc*; *Everyman*; Erasmus' *The Praise of Folly*; More's *Utopia*; Luther's *Address to the Christian Nobility and On Christian Liberty*; Montaigne's *Essays*; Renaissance Art and Music.

STUDENT EVALUATION: This is another of several courses taken in chronological sequence in the Humanistic Studies program. The colloquium series are interdisciplinary courses which meet weekly to discuss significant works of art, philosophy, or literature which are representative of the particular historical period being studied in another parallel course (i.e., *Decline of the Middle Ages*). Emphasis is placed on student participation; the whole idea of the colloquium meeting is defeated if the class fails to respond to the readings and the focal issues contained therein. The selected readings, generally considered to be of exceptional value, contribute significantly to the student's intellectual development.

ORGANIZATION: Class attendance is of extreme importance. No papers are assigned. The only exam is the final and student is graded on performance in class and comprehension demonstrated in final.

Mathematics

Mathematics Basic Math 2 Staff

INSTRUCTOR'S SYNOPSIS:

Math 2 is a continuation of Basic Mathematics I. The same text will be used in the second semester as was used this fall, but each section will decide which topics in the book it wishes to study.

Mathematics 32 Calculus II Milko Jeglic

January 5, 1970

INSTRUCTOR'S SYNOPSIS:

A continuation of Math 31. The course includes anti-differentiation; the Riemann Sum.; properties of definite integrals; applications; logarithmic, exponential, and trigonometric functions; their graphs and derivations and techniques of interaction.

STUDENT EVALUATION: Mr. Jeglic is a competent, well organized, interesting teacher, and the enthusiasm he shows for his subject is quite contagious. Most of the students in this course were math majors, taking this course to fulfill a requirement, although there were a number of science and liberal arts majors also.

Only announced tests were given and these were announced far enough in advance to provide the students with sufficient time to study. The students considered the tests fair but sometimes

too long for the time allotted. No pop quizzes were given and tests were usually corrected and returned the following class period. Students had homework every day which was collected and graded, but the students did not think the work load was too heavy. Mr. Jeglic's criteria for grading were clearly defined for his students: test grades and interest shown in the course

revealed by homework, active class participation, and daily class attendance.

Mr. Jeglic's students consider him an excellent teacher. He shows a very sincere and enthusiastic interest in his students. His course is considered quite an intellectually broadening experience.

Modern and Classical Languages

French 22 Intermediate French Suzanne Corbett

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

This course is composed of underclassmen, most of whom are fulfilling their language requirement. The course involves a review of basic grammar, a study of French civilization, and selected short stories.

Lectures showed a great deal of preparation, and most students felt that they correlated well with the assigned material. Class discussions were good and an important part of the course.

Most students felt that the text correlated very well with the aims of the course. The work load was adequately distributed throughout the semester.

The exams covered the basic concepts of the course, allowing for an adequate amount of reasoning rather than simply memorization. No unannounced quizzes were given and sufficient notice was given for all major tests. The final exam was comprehensive. The criteria for grades were made clear at the beginning of the course. Attendance and class participation were termed extremely important.

Both the relevance of the course and the quality of the professor were termed very good. Students were impressed with Mrs. Corbett's concern for her students and her efforts to make the course interesting and educational. The only drawback cited was that in the attempt to cover such a large amount of material, there was not enough time for free expression of other ideas. One student felt that the class was more competitive than relaxed due to the emphasis on class participation.

French 22 Intermediate French Michael Marcy

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

Intermediate French has three major areas of interest. The student is given a thorough review of grammar so that she might adequately express her thoughts both on paper and orally. She is also introduced to a study of the civilization of France and the French people. As an exercise in reading, prose works in the form of short stories are used.

In relation to Mr. Marcy's class, it was generally held that his lectures were well prepared. One negative factor mentioned by many was Mr. Marcy's rapid, heavily accented speech. Comprehension was often difficult. Although the reading assignments were often thought to be irrelevant, many of the students were very appreciative of Mr. Marcy's careful correcting of all assignments and exams. Most students believed that class participation was extremely important in grades. Overall, Mr. Marcy, while being very demanding, is genuinely interested in his students.

French 22 Intermediate French Anne Marie Poinsatte

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

The course was composed of underclassmen, most of whom were fulfilling their language requirement. The course involved a review of basic grammar, a study of French civilization and selected short stories.

Most of the students felt that Mrs. Poinsatte's lectures were well organized and showed preparation and interest on her part. Class participation was termed very important.

There was no general consensus on the quality of the text. Some students felt it was excellent while other students felt that the "text was much too difficult for the class level." Most students agreed that the work load was not overburdening.

Students felt that the exams covered the basic concepts of the course. Unannounced quizzes were given about once a month. The final exam was comprehensive. No term paper was assigned. Both attendance and class participation were extremely important. Grading was done on a strict percentage basis.

Students felt that they would consider taking another course from Mrs. Poinsatte. All of the written comments were extremely enthusiastic about the quality of their professor. According to one student, "Mrs. Poinsatte is the greatest professor at SMC." Students generally felt that she was a challenging teacher and made a great deal out of the course.

French 154 19th-Century French Novel Suzanne Corbett

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

This course was made up of Juniors and Seniors. We studied the 19th Century French novel from Mme. De Stael through Zola. A major emphasis was placed on the movement from romanticism through realism to naturalism and determinism. All but one girl in this course was a French major.

The novels were well-chosen and interesting, and the work load was fair. We were tested on what we discussed in class and what was presented in the lectures. The lectures gave a pertinent background to our readings. Mrs. Corbett tried to limit her lectures so as to give more time to discussion and participation. The main problem experienced by all in this class was in discussion. Everyone felt we should have discussed more—should have brought in more creative and personal views, and should have been recognized for our own views. It seemed that our lectures and discussions were just "feedback" of what we read in the novel or of critiques we read concerning the novel.

We did three papers and had a final exam. The topics were pertinent and we were not overburdened with work. There was some question about the grading—many students felt that any creative thinking, even in papers, was not encouraged, and many felt that it was very difficult to get a good grade on a paper.

Mrs. Corbett is recognized by this class as being a competent teacher, well-organized and willing to help the students as much as she can. Most felt that this course could have been a significant educational experience if more creativity had been encouraged. Finally it must be understood that a good part of the problem in this course was probably due to the "group dynamics" which caused conflict. Here one must consider not only the role of the teacher, but also the roles of the students who make a growing discussion. In this class one felt no "growing" occurring in the discussions. Mrs. Corbett was aware of this and mentioned it. Factors other than the teacher's leadership must be taken into consideration when criticizing participation and discussion.

French 156 Ex Modern French Theatre Anne Marie Poinatte

NO INSTRUCTOR'S SYNOPSIS SUBMITTED
STUDENT EVALUATION:

As its title indicates, this course explored the French theatre of the 20th century. The playwrights considered were Anouilh, Cocteau, Giraudoux, Montherlant, Camus, Sartre, Beckett, and Ionesco. Almost every student in the course was a French major who had elected to take it.

No textbook was used. The students felt that Mrs. Poinatte's choice of plays was excellent and they rated the course as excellent in terms of creative thinking and intellectual broadening. There was good distribution of assignments. No term paper or tests were given, although three shorter papers were required. These were carefully corrected, but they were not returned for a number of weeks. The questions for the final exam were given in advance. It covered material not already handled in the papers.

Some disagreement exists as to whether Mrs. Poinatte made clear at the outset what criteria would be used in evaluating a final grade. Class participation was rated on the average as quite important. Needless to say, it was important to read the plays outside of class. Attendance was not taken, but most students thought it was important to themselves.

Mrs. Poinatte's lectures were excellent and most of the students were interested. Class discussions were good when students got involved in them, although there was some hesitancy on the part of the students to respond.

Mrs. Poinatte was willing to see students outside of class. The students stated unanimously that they would consider taking another course from her and it seems that all would enthusiastically recommend this course to others.

A number of students stated that Mrs. Poinatte shared with her class an unusually extensive, well-founded knowledge of French literature. Her personality was described as "vivacious," "energetic," and "alive"—an "electric presence that fills the room."

German 1 Beginning German Bettina Horten

NO INSTRUCTOR'S SYNOPSIS SUBMITTED
STUDENT EVALUATION:

The majority of the students considered the textbook they used both interesting and well organized. Miss Horten required a large amount of daily preparation for classes, which is necessary for any language course. Some of the girls, however, expressed that the amount was overburdening.

A few girls stated that classes needed more variety in order to keep the students from losing interest. Most days, class consisted of drilling, with occasional German films and stories. Tests were announced soon enough, in order that the students had time to be sufficiently prepared. However, some considered the tests too difficult for the level of understanding that they had reached.

When the girls needed extra help outside of class, Miss Horten strongly encouraged them to come to her. "She'll do

anything to help you learn." "One of the best language teachers I've had—devoted, reasonable, helpful." She had the ability to teach and conduct classes so that many students received a firm understanding of German grammar. When asked if they would consider taking another course from Miss Horten, a majority of the students responded—yes. They also replied that they would definitely recommend her course to others.

Spanish 2 Introductory Spanish Maria Ribera

NO INSTRUCTOR'S SYNOPSIS SUBMITTED
STUDENT EVALUATION:

Through her techniques of teaching Miss Ribera demonstrated her ability to be organized and well prepared in presenting new material and correlating it with the book.

Class was conducted in a rather unrelaxed atmosphere, which hindered the students' interest and willingness to participate. Some students didn't feel completely free to go to her outside of class for extra assistance. Strong emphasis was placed upon daily attendance, preparation, and participation.

Many students found it difficult to keep up with assignments which they considered unbelievably long. Exams were always announced, giving the students enough time to review the material.

As a final evaluation students felt that they had gained a sufficient, basic background in Spanish.

Spanish 22 Intermediate Spanish Josephine Barallat

INSTRUCTOR'S SYNOPSIS:

This course is to be for students that have already taken Spanish in high school. It is a continuation of Intermediate Spanish 21 from first semester, but now we are going to concentrate on SPAIN. Through *Panorama de la Civilización Española* and *Solar Hispanico* along with *Camino* (novel by Delibes) we will grasp the culture, thought and style of life of the people and the country.

The method of the course is dialogue, talks, and written short papers. Movies, slides, and music are used to help in getting as much as possible a picture of the real Spain.

Grades are based on class participation, talks, short papers and exams.

STUDENT EVALUATION:

CONTENT: The course content covers the civilization, literature, and language of Spain. Major emphasis is placed more on the student's improvement in the language than in her original proficiency.

PRESENTATION: Lectures are well prepared. They complement the readings with additional points and sidelights, often taken from Miss Barallat's personal experience. Class discussion is frequent and demands creative thinking. The texts are used as the basis for discussion and lectures, and both texts and outside assignments call for individual analysis. Topic choice for written assignments is usually left up to the student and the topic can be either purely original or based on some reading. Exams cover only the material from class lectures and discussion and require both an understanding of and reasoning about the material. Exams are well geared to the level of the lectures, assignments, and discussions.

READINGS: Required readings were considered informative and worthwhile. Films, slides and tapes were used to enforce the readings. The work load was heavy but evenly spread over the semester.

ORGANIZATION: Book reports, compositions and prepared speeches replace a term paper. Papers and exams are carefully corrected and returned with comments within a reasonable

period of time. Exams are clearly worded and a sufficient amount of time is allowed. All exams are announced early enough to allow time for study. A final, comprehensive exam is given.

The criteria used for grading are not explained at the beginning of the course or any time during the semester. Class participation, outside assignments and attendance are very important. Graded exams and papers give an indication of standing grades.

COMMENTS: It was generally felt that the course was a worthwhile educational experience and would be recommended to other students. Miss Barallat is interested in the students, keeps regular office hours, and is willing to give help outside of class. She extended an invitation to her own home to aid the students to converse in "non-classroom" Spanish. Most of the students found her interesting, instructive, and "fascinating." But it was felt that she held a preconceived notion about certain students and that a particular grade was given according to this notion, with little regard to the quality of work done.

Spanish 22 Intermediate Spanish Isis Quinteros

INSTRUCTOR'S SYNOPSIS:

This course is a continuation of the first semester Intermediate Spanish. Emphasis is given to history, literature and general aspects of the Spanish culture. Requirements for this course are similar to the first semester, and a good background in the language is necessary for a better understanding of the topics.

Grades are determined by quizzes, class participation and a final exam.

TEXTS: Del Río: *Del Solar Hispanico*; Ugarte: *Panorama de la Civilización Española*; De los Ríos: *Cumbres de la Civilización Española*.

STUDENT EVALUATION: This course covers the civilization, literature and language of Spain. The course content is developed gradually with emphasis on major points. Lectures are well prepared but do not add many additional points to the assigned readings. Homework material is read aloud in class and questions are asked about it. Class discussion centers around these questions and becomes repetitious.

The textbooks are clear and interesting. Assignments are spread out over the semester, thereby not overburdening the student at any one time. It was felt, though, that the assignments do not foster independent or creative thinking. No term paper is assigned.

Exams cover the basic concepts of the course with questions mainly on material from class discussion. The questions are clearly worded and involve an equal part of reasoning and memorization. A sufficient amount of time is allowed for the exams and they were not considered too difficult for the level of material from lectures and discussions. Graded exams are handed back with corrections within a reasonable amount of time. There are no take-home exams and few unannounced quizzes. Exams are announced early enough to allow time for study. A final, comprehensive exam is given.

Criteria for grading are made fairly clear at the beginning of the course but the students were unsure whether a strict percentage base or a curved scale was used. Class participation is very important. Outside assignments and attendance are important.

The students felt that the course had broadened their intellectual development to some extent and that they would recommend the course to another student. It was generally felt that Miss Quinteros is interested in the students and displays a great deal of patience with those who have difficulty with the language. Unfortunately, this patience makes the class repetitious for those who have a firm background in Spanish.

Spanish 106 Ex Advanced Conversation Amalia de la Torre

INSTRUCTOR'S SYNOPSIS:

PURPOSE: The purpose of this course is to improve and strengthen the basic knowledge of Spanish that the students have achieved in their previous courses by the effective use of it. PREREQUISITES: To have completed Course MLSP 022.

CONTENT OF THE COURSE: A number of Spanish short stories of our century will be read to be commented on extensively in class. The stories' authors come from all sections of Spain, and they typify the most significant literary monuments of our century. Since the characters and the themes of the stories are varied, they can be easily related to the problems of today. In addition each student will be asked to do a two-page analysis on one of the stories which they have read. Students may be admitted to this course on the basis of pass/fail.

Spanish 112 Ex Readings in Modern Spanish Literature Josephine Barallat

INSTRUCTOR'S SYNOPSIS:

The purpose of this course is to get in contact with Modern Spain through its writers starting with the "Generation of 98" until today. The method used in class is mainly "dialogue" with some outlines and lectures by the teacher, so that we can grasp together the "thought" and culture of today's Spain.

Some papers and talks will be asked of the student. Students taking this course would have to have already taken Intermediate Spanish since the only language spoken and written is the native. It may be taken on pass/fail for non-majors.

Spanish 151 Latin-American Poetry Isis Quinteros

INSTRUCTOR'S SYNOPSIS:

In this course, only the most important poets of the 20th century are studied. It consists, primarily, of discussions and analyses of the selected authors: the interaction with their historic and social environment; themes and "leit-motives"; poetic techniques. Some of the poets that the course covers are the following: Ruben Dario, the master of the Latin-American Modernism; Cesar Vallejo, the Peruvian poet, anguished by the social problem of his time; Juana de Ibarbourou, Uruguayan, who enjoyed nature and love; Gabriela Mistral, from Chile, first Nobel Prize in Latin-America; Nicolas Guillen, highest representative of the Afro-Cuban poetry; Pablo Neruda (Chilean), one of the most important poets of the Spanish contemporary literature. Three quizzes, one term paper and some oral exposition are required.

Spanish 156 Don Quixote Josephine Barallat

INSTRUCTOR'S SYNOPSIS:

The course is planned for Spanish majors and persons able to read and speak Spanish in order to follow the direct reading of the "authentic" *Don Quixote* in its Cervantes language.

The method of the course will be: dialogue and discussions based on the reading of chapter by chapter of "Don Quixote" with different points of view from critics and scholars of different centuries and countries of the world presented by the teacher.

Some papers will be required.

Grades are based on class participation, papers and exams.

Philosophy

Philosophy 10a and 10b

Introduction to Philosophy

10a: Joseph DiGiovanna, Robert Hutcheson,
Robert Tolan

10b: Eugene Buckley, Sr. Dorothy Weber

INSTRUCTOR'S SYNOPSIS:

Introduction to Philosophy has the following objectives: 1) to show in an interesting manner the relevance and importance of philosophy; 2) to develop the capacity to philosophize well; 3) to illustrate the wide scope of questions and problems raised by philosophy; 4) to introduce the student to a variety of areas and types of philosophy and philosophical methods.

The main areas of philosophy covered are philosophy of man, ethics, and political philosophy.

STUDENT EVALUATION: 10a Robert Tolan. This course is required in the college curriculum for all students. The course deals with various philosophers and their essential ideas.

The organization of the course and the lectures prepared by Mr. Tolan were very good. His lectures not only stated new material, but complemented the reading material as well. The students found the mimeographed notes very helpful because they summarized the essentials of the reading material and the class lectures.

One term paper was required, and three noncumulative examinations were given. The grade for the course was based mainly on the paper and exams, but slightly influenced by class participation. Most students felt that the exams given were quite fair.

Mr. Tolan was found to be an enthusiastic teacher who is able to convey his enthusiasm to his students. He was well prepared for class and encouraged class discussion. The majority of students found the course enlightening, and recommended Mr. Tolan as an excellent teacher.

STUDENT EVALUATION: 10b Joseph DiGiovanna. This is a gen-

eral philosophy course required in the college curriculum, composed almost exclusively of freshmen. The class has no prerequisites and deals with works from Plato, Marx, Dostoyevski, Sartre, Kierkegaard and others.

The material covered in the course was generally well organized and the lectures were very good, reiterating and amplifying the reading with various new thoughts thrown out to the class for discussion. Class participation was considered very important, and although roll was not taken, class attendance was viewed by the students as important because of the treatment of the readings, which most students liked. Reading assignments provided much food for thought and the workload was good. However, it was noted that too much time was spent at the start on Plato, which forced a rush at the end when things were getting more interesting and students were getting the feel of philosophy.

The students decided on the testing pattern in each class. The number and kind of tests were voted on; each class also voted for a term paper that was an evaluation of a book in the philosophical sphere. The exams were clearly worded and included the basic points from lectures, class discussions and the readings. The more independent and creative the thinking put into an exam, the better the grade; Mr. DiGiovanna considers handing in what he gave out as average. The final was not comprehensive. There was confusion, however, on his exact method of arriving at the final grade. It seemed to be a combination of percentage grades and a curved scale.

Considering this was, for the most part, the students' first exposure to philosophy, the course was well accepted and Mr. DiGiovanna was evaluated as a very good professor. Eighty percent of the students would take another course from him. He was very available to assist or discuss, but it was up to the student to seek him out, which may have been why some commented that they wished he were friendlier. The switch in professors was a well-received change of pace and added variety. This course was considered a very good to excellent learning experience in that it introduced a new way of thinking and presented some stimulating ideas on man and life.

Psychology

Psychology 56

General Psychology

Helen Lee

INSTRUCTOR'S SYNOPSIS:

AIMS AND CONTENTS: The course introduces the principles, problems, methods and findings of modern psychology to beginning students and emphasizes the lawful nature of behavior. The potential relevance of basic psychology to human problems is an integral part of the content. Topics include: aims and methods in psychology, the nervous system, perception, learning, motivation, statistics and measurement, individual differences, social, personality, and abnormal psychology. Films, demonstrations, and class experiments are used when feasible.

TEXTS: *Introduction to Psychology* by Hilgard and Atkinson. *Student Guide with Programmed Units* by Teevan and Jandron.

TESTS: Objective exams are given at the completion of each major topic. The same format applies to the final exam.

GRADING: Based on total accumulation of exam points earned.

SUBJECT POOL: The student is given the opportunity to participate in ongoing research projects in psychology for experimental points (one for each hour of participation, with a maximum of six points allowed). Grade adjustment for experimental points is made after the grade assignment based upon examination total. These points cannot influence the grades of

students who choose not to participate, but may be sufficient to raise the student's grade one letter.

Psychology 121 Ex Mental Health Arthur Hochberg

INSTRUCTOR'S SYNOPSIS:

The adjustment patterns of "normal" self-integrated personalities with the emphasis on personal adjustment. The following topics as they relate to the healthy personality will be discussed: need-gratification, self-structure, interpersonal relationships, sex, love and emotional responsiveness. Relevant films, tapes, and demonstrations will be incorporated into the course content. Class discussion will be emphasized, and the final grade will allow for oral as well as written responses to essay questions.

Psychology 157 Ex Abnormal Psychology Arthur Hochberg

INSTRUCTOR'S SYNOPSIS:

A study of major neurotic and psychotic patterns of personality adjustment and their principal symptoms, dynamics, and treatment. These patterns of adjustment will be investigated in light of the major psychopathological, biophysical, intrapsychic, behavioral and phenomenological theories.

Psychology 166 Theories of Personality Arthur Hochberg

INSTRUCTOR'S SYNOPSIS:

During the first half of the semester there will be discussion of the major contemporary theories of personality with emphasis on the Behavioral and Phenomenological theories. During the second half of the semester, each student will present a paper (oral and written) related to one of the major issues of the theories discussed during the first part of the semester. The final grade will rest mainly on class discussion and the term paper and will be determined by both the student and instructor.

Sociology

Sociology 124 Contemporary Sociological Theory Patrick Fontane

INSTRUCTOR'S SYNOPSIS:

PREREQUISITES: Sociology 52 (Introductory), Sociology 119 (Sociological Theory II).

TEXTS: Wallace, *Sociological Theory*; Merton, *On Theoretical Sociology*; Faris, *Chicago Sociology: 1920-1932*; Gross, *Symposium on Sociological Theory*.

*(This list should be considered "open").

FORMAT: Depends on class size. (10-15 = Seminar), (20 or more = lecture and discussion).

This course should be considered as a continuation of Sociology 119. The historical development of American sociological theory will be completed. The major portion of this course will be the analysis of sociological theory. It is hoped that we will be able to study the development of a specific sociological theory in the final part of this course.

PART II: Highlights of the development of American Sociological theory from approximately 1920 to the present (e.g., the Chicago School, sociometry, structural-functionalism, interactionism, and systems theory).

PART III: Analysis: What is Sociological Theory? (Purpose, construction and application).

REQUIREMENTS: Term paper, midterm, final exam.

Sociology 124 Ex Contemporary Sociological Theory Anthony Ostric

INSTRUCTOR'S SYNOPSIS:

COURSE DESCRIPTION: The purpose of this course is to present

an introduction to the contemporary sociological theory, its nature, and its development through a systematic study of some of the main currents, or types of recent sociological theories considering diverse aspects of sociocultural phenomena.

Just like any other kind of scientific theory, of any other science, "inorganic," "organic" or "superorganic," the sociological theory did not reach a full and a definite crystalized form of expression; but it is in a constant revision and expressed in different forms representing different theoretical viewpoints ("schools" or "currents") aiming at a higher and higher theoretical refinement, i.e. more and more satisfactory explanation of sociocultural phenomena. Thanks to this theoretical variety of viewpoints, the foundation of explanation and understanding of the sociocultural phenomena is enlarged.

In studying sociological theory, its nature and its development, the students of social sciences in general, and of sociology in particular will penetrate gradually into the reality of society and culture and witness special satisfaction of an achievement.

TECHNIQUES: Because of the limitation of time, and an introductory nature of this highly complex subject, a limited number of modern sociological theoretical currents and their representatives will be considered, carefully studied and discussed hopefully with a full participation of the students.

All students—especially those who intend not only to major in sociology, but to become sociologists—are expected to take this course seriously, in taking an active part in all kinds of activities going on in class: listening critically to what is said during lectures and discussion, as well as taking part in discussion. Besides, all students are expected to read their assignments consisting of different selections of the works of modern sociological theorists. It is equally expected that students select one of the particular subjects proposed (consisting of original works, or part of a work of different sociological theorists) to study, prepare their papers and present them in class once adequately prepared and declared worthy as well as useful for the students. Before they are presented in class, these papers will be examined by student-analyst-discussants who will scrutinize them critically after reading themselves the same original theoretical work as the student-paper-writers did, and express their opinions. Once the papers are declared "worthy" and "useful," they will be presented in class by the student-paper-writers; the student-analysts will play also the

role of main discussants. The authors of the papers, as well as their main discussants (their "performance") will be evaluated. **EXAMINATIONS:** There will be at least two formal examinations in form of essay tests during the semester.

Sociology 154 Community Patrick Fontane

INSTRUCTOR'S SYNOPSIS:

PREREQUISITE: Sociology No. 53 (Introductory).

TEXT: Martindale, *Institutions, Organizations and Mass Society*. Supplemental paperbacks to be selected.

This course should be correctly titled "Social Organizations of the Community." Outline will follow the plan of Martindale's book. The student should expect supplemental books as required reading.

This is *not* a course in urban sociology or rural sociology. The orientation will be to understand the behavior of the individual in institutional structures. The method will be to study the arena in which this behavior most often takes place . . . the community. Varieties of communities will be explored.

FORMAT: Discussion and lecture:

- I. Definitions and Theoretical Foundations
- II. Organized Social Behavior and Social Order
- III. Social Control
- IV. Community Social Behavior.

REQUIREMENTS:

- term paper
- midterm (may be changed to seminar paper)
- final exam.

Sociology 157 Ex Marriage and the Family Anthony Ostric

INSTRUCTOR'S SYNOPSIS:

COURSE DESCRIPTION: The main purpose of this course is to present a comprehensive scientific study of the family, diachronically and from different theoretical and cross-cultural perspectives.

The course includes the study of generic aspects of family life: family organization and institution within society and culture. Besides, different theoretical views concerning the family, its origin and development will be presented and examined critically.

The course will follow a comparative approach to the study of the family, i.e., different forms of the family in time and space will be presented.

Once all this is done and all this background is acquired by students, the analysis of the family organization and institution in the United States will be considered with special emphasis.

TECHNIQUES: All this is done through lectures, as well as through the independent work of students, their participation in periodical collateral readings, preparing and presenting their papers about appropriate subjects concerning the family in various cultures. Before they are presented in class, these papers will be examined by student-analyst-discussants. Once declared "worthy," the student-analysts will discuss these papers in class. The preparation of the paper, as well as performance by the authors of the papers and by discussants will be evaluated.

EXAMINATIONS: There will be at least two formal examinations in form of essay tests.

Sociology 161Ex Prehistorical Anthropology Anthony Ostric

INSTRUCTOR'S SYNOPSIS:

COURSE DESCRIPTION: The object of this course is to present prehistoric men, their origin and their biopsychic and cultural development, as well as their natural environment from their distant origin up to historic time. (Especially emphasis is put on the men of the Old Stone Age, or Paleolithic.)

The goal of teaching in Paleoanthropology (physical and archeological) is to create new vistas of understanding of man for students of man, especially for those studying anthropology, sociology (social studies), biology, psychology, philosophy, and theology. As R. J. Braidwood simply stated: "Prehistory means the time before written history began. Actually, more than 99 percent of man's story is prehistory. Man is probably well over a million years old, but he did not begin to write history (or to write anything) until about 5,000 years ago." The record of their presence and their ways of life that prehistoric men left unintentionally is very rich and diversified. The nature of it is biopsychic, sociocultural, and technological, as well as artistic. Especially interesting and rewarding is studying its part dealing with arts and religion.

TECHNIQUES: All this is done with the students' participation in periodical collateral readings and discussion (seminar), and lectures.

ASSIGNMENTS: Assignments are *voluntary*: Student will select a subject and prepare a paper about it and present it in class. The other students will participate in discussion.

EXAMINATIONS: Once, oral or in form of essay test.

Sociology 164 Ex Cultural Anthropology Anthony Ostric

NO INSTRUCTOR'S SYNOPSIS SUBMITTED

STUDENT EVALUATION:

This course is approached from the viewpoint that part of a culture cannot be understood unless the various aspects of the totality are related interdependently. Dr. Ostric discusses the nature of anthropology, the setting of culture, the nature of culture and finally the cultural structure and dynamics that can be determined from prehistory through today. He particularly emphasizes the study of preliterate societies and cultures in light of theoretical views concerning the origin and development of culture. This course has no prerequisites and is open to all students.

Lectures are well-prepared and presented in an organized and interesting manner. Dr. Ostric offers much outside information that clarifies and adds depth to the material covered in the text. He emphasizes major points and is willing to discuss with the class when there is questioning. Some of the lectures are "cut and dry," but on the whole he added a very humanistic and personal commentary to the basic facts and theories.

Dr. Ostric requires a fair amount of outside reading and recommends additional sources to supplement his lectures and the text. This reading is very useful for a better understanding of the course and introduces the student to varying points of view. The exam questions usually relate in part to a basic understanding of the outside material. One general textbook required along with a book of readings. The texts are well-written and beneficial to the students.

Reading assignments are given almost daily and one project is assigned. Two students coordinate their findings which result from an independent study of two differing cultures and present their papers orally.

Oral exams are given but a student may take a written exam if it is requested. The exams are comprehensive, covering both material discussed in class and that drawn from outside readings. Class participation and attendance is important but Dr. Ostric did not clearly state on what basis grades are given.

Most students were satisfied with this course and stated their

willingness to take another course from Dr. Ostric. It is recommended to other students and viewed as an excellent course to broaden the students' concept of culture.

Dr. Ostric presented a very humanistic approach to the course and was extremely interested in the material. His enthusiasm was projected into his lectures and he could not help but foster student interest.

Sociology 178 Social Movements Patrick Fontane

INSTRUCTOR'S SYNOPSIS:

PREREQUISITE: Sociology No. 53 (Introductory).

TEXTS: Toch, *The Social Psychology of Social Movements*; Cameron, *Modern Social Movements*; King, *Social Movements in the United States*; Hoffer, *The True Believer*.

*(This list should be considered "open.")

FORMAT: Class discussion and lecture (variable seminar).

This course will consist of three parts:

I. Foundations: Definition and development of theory of social movements.

II. The Social Psychology of Membership. Using Toch as the fundamental resource, the career of a member is used as a vehicle to understand social movements. (This will be the major portion of the course.)

III. Researching Social Movements: King's work is a prototype for the empirical study and analysis of social movements.

REQUIREMENTS: Term paper, midterm and final.

STUDENT EVALUATION: Social Movements is an extension of the course on Collective Behavior. It considers protests, revolutions, reforms, religious reawakenings and many other results of human concern around the world that appear as social movements. This course focuses on the development of social movements and includes consideration of: ideologies, tactics, confrontation with the "conservative forces," and the success vs. failure of a social movement.

The course content was rated as very good with appropriate emphasis on major points. Class participation is very important. Mr. Fontane requires a good deal of outside reading but it is beneficial for participation in class discussion. The textbooks were also rated very highly. Exams covered the material from the texts, from outside readings, from class lecture and discussion. Mr. Fontane usually presented well-prepared lectures which complemented the independent readings.

The readings were worthwhile and encouraged independent and creative thinking which Mr. Fontane views as very important. The work load on the whole is not overtaking, yet one student stated that "he thinks his is the only course that is of importance."

There were no exams given before the final comprehensive exam. The exam was considered apropos to the course but covered a great deal of material. A term paper was required which was thoughtfully corrected and returned to the students. Most of the students were uncertain of the instructor's basis for grading, but considered class participation and attendance extremely important.

Most students responded favorably to this course and would consider taking another course from Mr. Fontane. He encourages students to seek help. While he demands independent thinking, he is, nonetheless, available for their benefit. The course was seen as particularly valuable, interesting and informative. Other students are encouraged to take it. However, a strong background in sociology is required.

Theology

Theology 51 Contemporary Theological Questions Theodore Hengesbach

INSTRUCTOR'S SYNOPSIS:

The purpose of this course is to aid and abet the student in his quest for human meaning by bringing him into confrontation with key theological issues. To facilitate the transmission of truth, I will lecture. To maximize the possibility for personal involvement, I will ask each student to write 2 short papers to be presented in a seminar situation.

STUDENT EVALUATION:

This course fulfilled the sophomore theology requirement. It began with an examination of situation ethics and went on to consider love, and Jesus as God and man. The reading list provides material related to what was discussed in class. It consisted of *Situation Ethics*, *The Art of Loving*, *I and Thou*, Pope Paul's pronouncement on birth control, *Christian of the Future*, and *To Seek a Newer World*.

The lectures were devoted to a presentation relating to the material read. They consisted of Mr. Hengesbach's reflections on the subject, and the class's responses and questions. The lectures were highly personal and well thought out—designed to make the students think for themselves. Discussion was usually encouraged, and the readings were relevant and thought provoking. These two factors contributed directly to the value of the course.

There was only one exam—an oral final in which Mr. Hengesbach met with four or five students at a time. Each student gave a summary of the course and described what they had gotten out

of it. Mr. Hengesbach graded these exams, but each student determined his own final grade for the course.

The students felt that this was a stimulating course because of Mr. Hengesbach's personal involvement and the excellent readings. Emphasis was placed on thinking for yourself, not on accepting views stated in class. Generally, it was felt that the course promoted free discussion on a variety of related topics which helped the students form their own views.

Theology 51 Contemporary Theological Questions Helen Withey

INSTRUCTOR'S SYNOPSIS:

Because of the present crisis of faith in Christianity students are encouraged to study their Christian belief through a comparison of traditional and contemporary positions. The students, by means of class lectures, class discussions, and carefully selected readings from theologians like Teilhard de Chardin, Karl Rahner, Charles Davis, Rudolf Bultmann, John Dunne, Leslie Dewart, William Hamilton, E. Schillebeeckx, Yves Congar, Courtney Murray, Karl Adam, and B. Cooke, confront and think about their own faith in God today.

Theology 53 Jesus of Nazareth Helen Withey

INSTRUCTOR'S SYNOPSIS:

In this study of contemporary Christian understanding of the person and work of Christ students are helped to look again at Christ as He is found in the New Testament, in the Church, and in the writings of contemporary theologians. This is done through the reading of the four Gospels and some of the letters of St. Paul, through class lectures, through class discussions, and through reading one entire book on Jesus Christ and articles by present-day theologians.

Theology 158 Ex
Today's Theologians
Sister Maria Assunta Werner

INSTRUCTOR'S SYNOPSIS:

Through audio-visual media this course will give students the opportunity of listening to the voices of today's outstanding theologians discussing contemporary issues in theology and the Church: McKenzie, Baum, Davis, Schillebeeckx, Rahner, Pelikan, Cox, Heschel, Mooney, Lonergan, Curran, Littell, Schmemmann, Congar, Sittler and others. Class discussion will follow the listening to tapes. Students will be asked to read seven

or eight books (or periodical equivalents) and to write evaluations on readings and listenings. Term papers may be written but only with the approval and under the direction of the instructor.

Theology 167 Ex
Protestant Theology
Herold Weiss

INSTRUCTOR'S SYNOPSIS:

It is the objective of this course to make alive before the student the Protestant way of thinking theologically. To achieve this goal the student will familiarize himself thoroughly with original works by the makers of current Protestant thought. Lectures by the instructor will provide the framework within which the Protestant tradition works and will explain how each of the works being studied is indebted to and moves forward this tradition. Whether class discussions are lively or not will depend on the amount of intellectual curiosity the students bring to them. This course is about "theology"; therefore its challenge is ideological, but all the ideas brought before the class are fair game for critical questioning.

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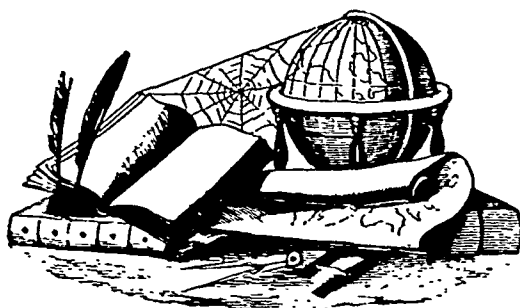
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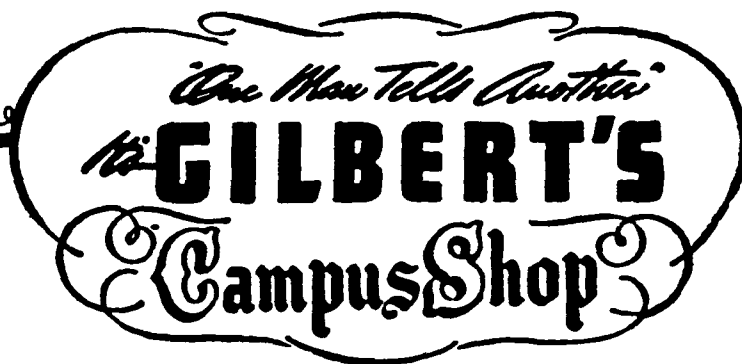
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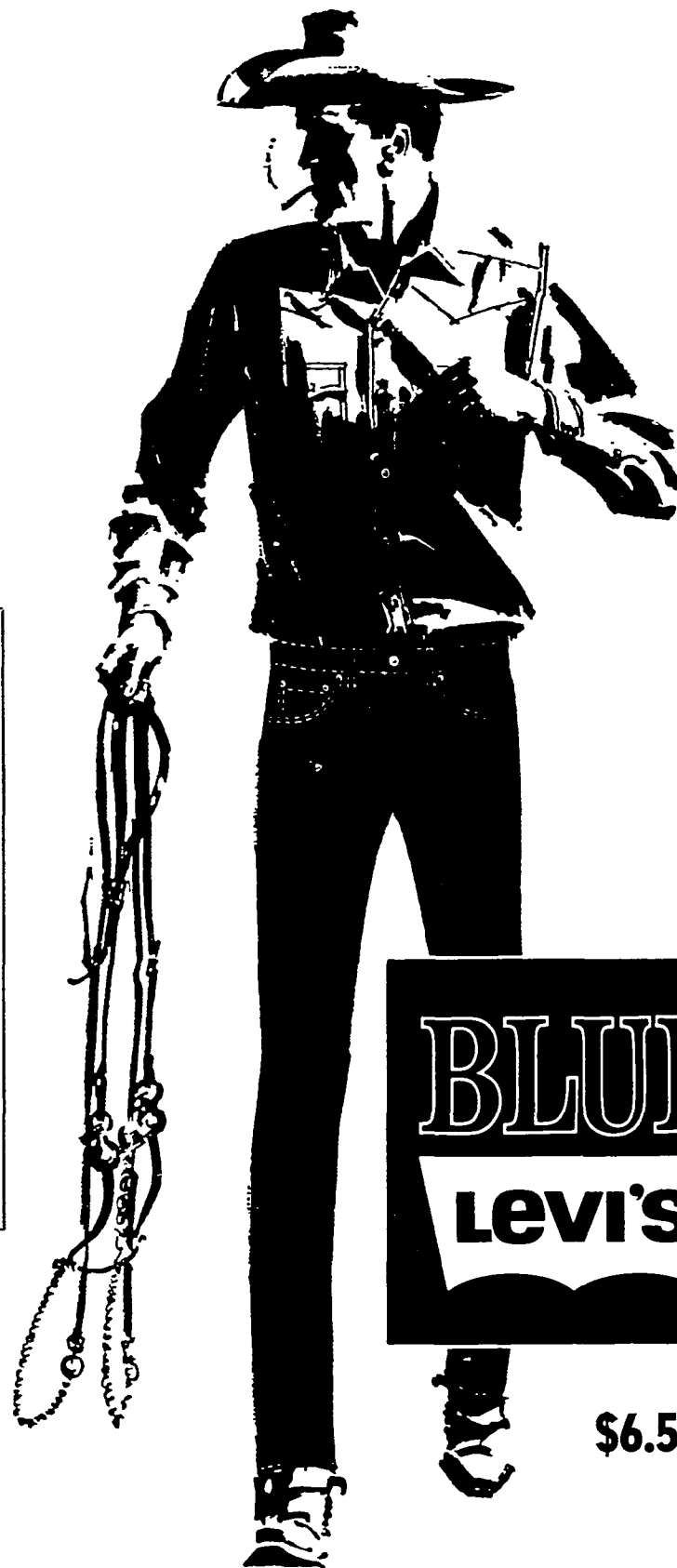
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