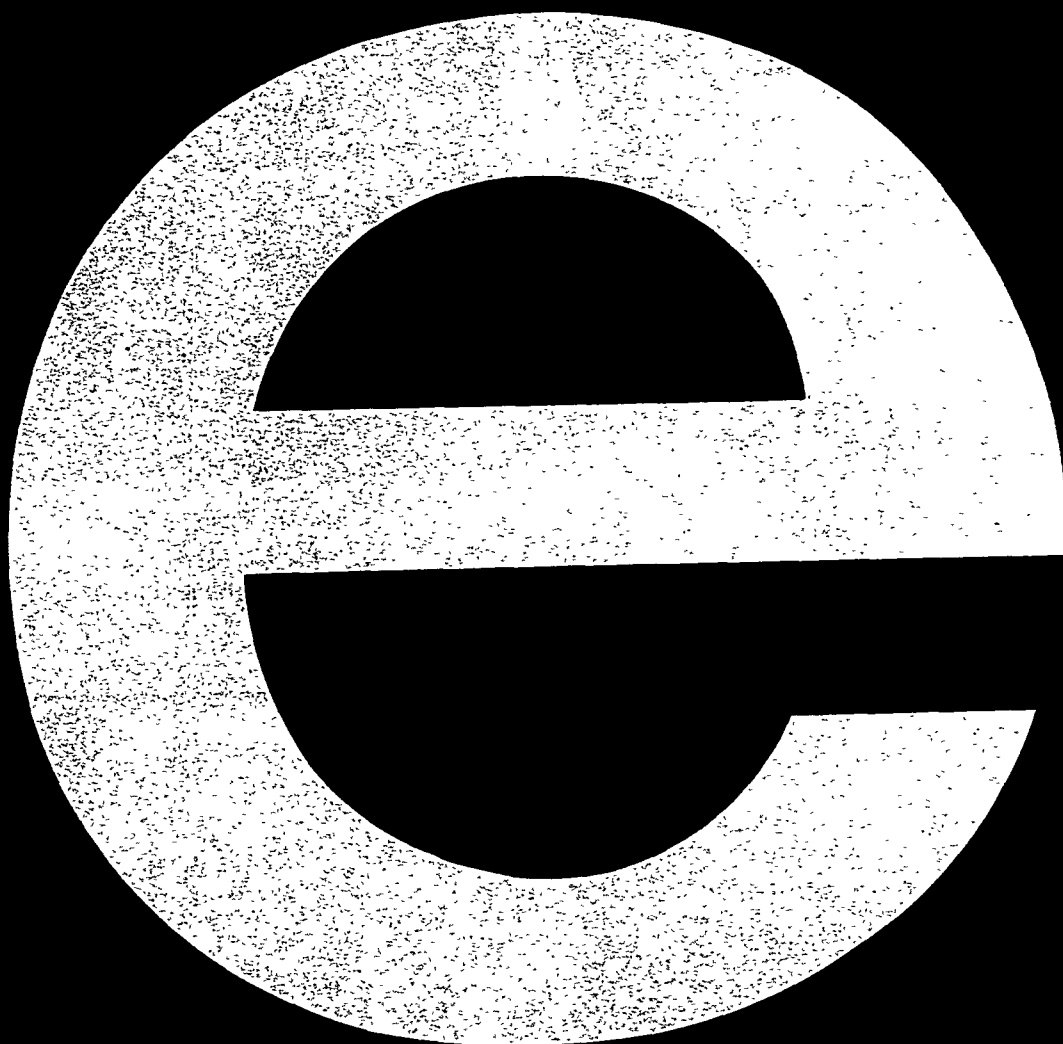


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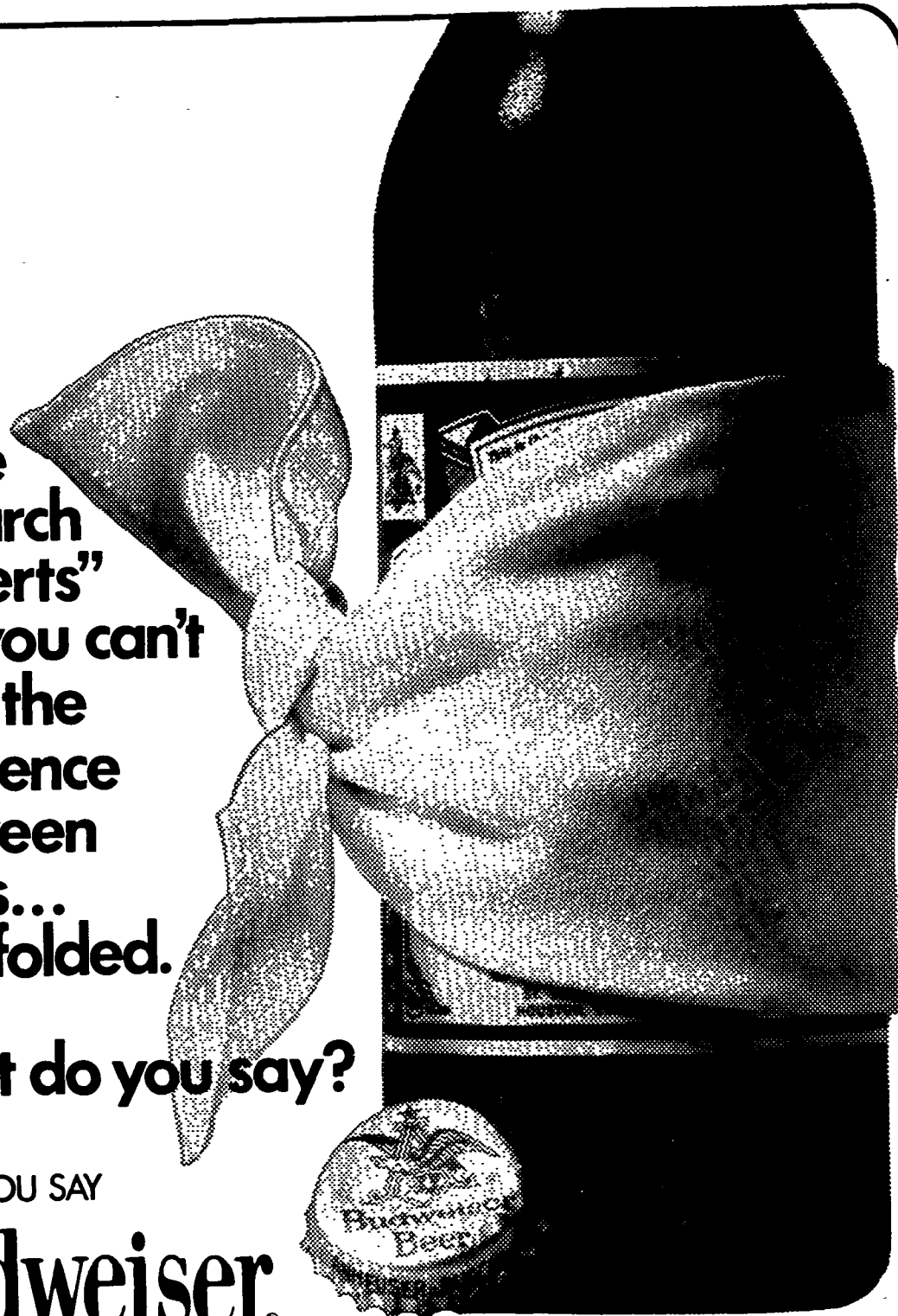
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scholastic course evaluation booklet/spring 1971

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Preface

It is, perhaps, presumptuous to think that students are sufficiently qualified to evaluate the contents of courses or the ability and performance of teachers. Considering also the manner in which evaluators are chosen and the way in which these hastily selected evaluators hastily put together their evaluations, it is still more presumptuous to think that the analysis will be justified. But without some written student reaction to courses and professors, there is sure to be little or no faculty or administration response to what is obviously or very subtly inadequate in the formal education offered at Notre Dame. We at the SCHOLASTIC have a vision of education as more than the soporific transference of knowledge from a superior authority to passive recipients. We also believe that Notre Dame must be more than a glorified trade school or an indifferent transitional stage. It is our hope that this booklet will be instrumental in stimulating the vitality and freedom that we believe education should be. Of course, the most obvious purpose of the Teacher-Course Evaluation

booklet is to provide students with enough information to enable them to choose well what courses and/or teachers will be most beneficial to their peculiar academic orientation. But, it is with the higher purpose of stimulating thoughtful, valuable, and critical response to education at Notre Dame that the SCHOLASTIC once again offers the Teacher-Course Evaluation booklet to the faculty, administration, and students of Notre Dame.

A communication problem between student government, the *Observer*, and the SCHOLASTIC and our poor bookkeeping methods have necessitated even more haste than the haste with which we have assembled past issues of this booklet. Because of the short space of time between verification of printing and class registration, the evaluations of some courses in each department will, simply, not be included. We apologize.

Special gratitude is extended to Steve Brion, Carolyn Gatz, Ed Sanna, George, Gene, Dee, and the Indiana Bell Telephone Company without whose aid, encouragement, and patience the fifth edition of the SCHOLASTIC's Teacher-Course Evaluation booklet would not have been possible.

Steve Dixon

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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.

American Studies

American Studies is a recently created department which began its functioning under the directorship of Professor Ronald Weber in the 1970 fall semester. In its first year of existence, the department absorbed the Communication Arts department.

Structurally, the program of American Studies allows the student to focus on the entire range of the American experience, past and present, and have him view that experience as a cultural whole rather than a series of unrelated fragments. To do this, the student combines work in several departments, such as the History, Government and English departments, with integrating seminars given by the American Studies department, to formulate all the knowledge gained into a whole. With this concept in mind, a major in American Studies requires 21 credit hours in upper-division courses in American History, American government, and American literature, with 9 hours in one field and 6 hours in the other two. Another 3 hours will be taken in any other department offering American-centered courses such as Art or Philosophy. Six credit hours will be taken in American Studies seminars, one in the first semester of the junior year, the second, the first semester of the senior year. For those wishing to

emphasize communication, the program is slightly altered to allow for six hours in advanced design and in writing for publication. The student in this program is also expected to perform significant work on the campus media. Whether in the first or second program described, the student is urged to take courses in other civilizations to gain a necessary perspective on the American experience.

The program is extremely flexible, the requirements are simply guidelines, and deviation is not unheard of as long as it can be qualified. The student can create special concentrations for himself within the broad scope of American Studies.

Presently, the number of students being accepted into the American Studies program is restricted to the number of students allowed into the seminars. There are hopes to remedy this situation by increasing the number of sections, but for now there are only two junior sections and one senior section. Since American Studies is selective regarding admissions into the department, it is recommended that the student take two lower-division courses within the American field (preferably survey courses) before applying for the major.

James Baxter
American Studies 457
Television

American Studies 459
Filmmaking

AMERICAN STUDIES 457

CONTENT: As proposed for Fall, 1971, Television will be a semester-long study of broadcasting—from its early stages at the turn of the century to the present daily developments. Current events is a must in this course and the student will have to be willing to keep abreast of the daily broadcasting news. Although there are no specified prerequisites, the students in the course (this year mostly senior C-A majors) all seem to have a basic understanding of the power of broadcasting and the operation of it.

PRESENTATION: The course, as Jim Baxter conducts it, is ideal for the sincere broadcasting student. Baxter's lectures are really nonlectures which involve all the students in a give-and-take. Baxter is at his best during discussions which are frequent and lively. His off-beat sense of humor can liven up such things as a dull list of FCC ruling dates he requires the student to learn.

ORGANIZATION: Grading is based on class participation, exam results, and a project. Baxter's exams are "objective" and relatively easy. He is available at any time for help on the project and he grades it very carefully. Class participation is a heavy factor in his grades and has been known to cause a significant change in a student's expected final mark. Baxter gives few A's, many B's and C's, and a few D's. Failing his course is not common, and nearly impossible if the student just shows up for class.

READINGS: Baxter doesn't require many texts. This year he used *Responsibility in Mass Communication* by Rivers and Schramm (approximately \$8.00); and *Television Production Handbook* by Zettl (\$9.95). Both are considered the best in their field by critics of such books. Baxter's lectures don't just repeat what the student has read. Rather he expands on the readings and enlarges the significance of each.

COMMENTS: Baxter is a new teacher this year so that he

should be over any first-year jitters by next semester. This year the course suffered from a lack of cooperation on the part of WNDU Television in providing the class with suitable times to use their studio; and a certain amount of in-fighting within the C-A department prohibited the class from using a studio set up in the old gym at Holy Cross Hall. The strictly lecture format of next season's course should eliminate the problems but at a heavy cost to the student who wishes to learn something of the technical aspect of broadcasting.

Baxter's style and personality make the course an easy one to take. Very seldom will the student find himself looking at the clock and chances are that if he is, Baxter, too, is aware of the dullness of the class and will just dismiss it.

Most students this year found the course enjoyable and informative in a way that many other university courses are not.

AMERICAN STUDIES 459

CONTENTS: This course is designed for those wishing to spend time in practical and theoretical work in the art of the film. The student directs and shoots his own films to be shown to and criticized by his peers in class. In addition, students are responsible for writing critiques of outside movies as they are assigned during the semester. This semester most of the students are juniors and seniors in Arts and Letters. A course in Screen Arts is helpful, and sometimes mentioned as a desired prerequisite, but not necessary.

PRESENTATION: The class itself is not conducted as a lab or workshop. There is no formal classroom instruction on the way to handle equipment, splice film, arrange lighting, etc. Technical problems in students' productions are often brought up in class, however, and discussed and explained at such times. Mr. Baxter's philosophy is that the best way to learn filmmaking is to "go out and start the film rolling through the camera." The core of the class work consists of students presenting their own films, each presentation followed by a period of constructive criticism. Class work also includes discussions of the outside movies assigned to be seen.

MATERIALS: The course entails some expense. Students are expected to have access to their own cameras, either Super 8 or 16mm. The department supplies projectors and splicing equipment. Most students work in Super 8 and the cost of buying and processing a roll of film comes to approximately \$5. (3 min. 20 sec./50 ft. of film) The paperback, *Guide to Film-*

making, by E. Pincus, is suggested as a technical reference for the beginning director.

ORGANIZATION: Mr. Baxter requires each student to make and present 3 films to the class. This represents 50 per cent of the final grade. This semester 13 critiques are due and the grades received on these make up the other 50 per cent.

COMMENTS: Mr. Baxter seems to prefer that student interest and incentive produce substance in classroom discussions, and allows class meetings to be very loosely structured and relaxed, sometimes to the point of nonchalance. This semester class discussions on student films have tended to be too uncritical to be very helpful. However, Mr. Baxter writes critiques for each student's films and these, besides being critically instructive, reveal that Mr. Baxter is very knowledgeable in his field and very serious about the films being produced. His standard is that the three films show progress in virtuosity and thought.

Edward A. Fischer American Studies 343 Visual Communications

American Studies 450 Writing for Publication

AMERICAN STUDIES 343

CONTENT: Professor Fischer's Visual Communications is a course on communicating effectively through the visual medium. During the semester, it touches upon some fundamental art appreciation, some basic drawing, and some practical applications of visual effects in advertising and publishing. Primarily, however, the course emphasizes an understanding of the characteristics of good visual design in an attempt to heighten the student's sensitivity to it. To achieve this purpose, the course includes discussions on the nature of lines, shapes, colors, and values, how the eye perceives them, and thus how to use them most effectively in invoking a desired viewer response.

PRESENTATION AND ORGANIZATION: There are no prerequisites for the course. There are no required readings and no exams *per se* — the course is comprised of Professor Fischer's lectures and individual projects. The lectures are, for the most part, lively and interesting. Mr. Fischer has a talent for making an otherwise complex issue seem relatively simple, which can be a refreshing change. He has total command of his subject, but also the finesse to make this highly structured class come alive with virtually every meeting. Mr. Fischer's mien, both in the classroom and out, reflects the professional that he is, and his enthusiasm for and ability to present his material is an unquestionable asset.

The average final grade, which is probably a "B," is based on: the average of the project grades; the regularity with which the student meets his project deadlines; and the student's classroom attendance. Because there are no required readings, Professor Fischer emphasizes presence at and participation in classroom activities.

COMMENT: It is this writer's opinion that for anyone who would like to better understand the nature of visual appeal, this course will prove a valuable educational experience. While most students taking Visual Communications will be juniors and seniors in American Studies, where the course is required, it is not restricted to them and would profit anyone who has the interest and energy to sign up.

AMERICAN STUDIES 450

CONTENT: The main thrust of this course, obviously, is writing material for publication. There is, however, an exclusive emphasis on magazine writing. Students prepare assignments for campus publications: *Insight*, the *Alumnus*, and the *Courier*. There are no departmental prerequisites for the course, though it is a definite disadvantage if you haven't had some previous writing experience. It is difficult to learn writing in a classroom, and unless you've done some writing it will take some time to get the hang of various techniques. The CA department suggests the class for students who wish to write professionally.

Most students in the course are junior and senior Communication Arts majors.

PRESENTATION: The class meets only for the first two and a half weeks of the semester. During this time, Professor Fischer lectures on general writing tips, and even reads a few of his own articles as examples. Students are then given their first assignments and meet with Fischer individually at regular intervals to discuss their progress and any problems with the article. Professor Fischer is always available — in fact, he seems eager — to help students iron out the rough spots and to suggest different approaches.

READINGS AND ORGANIZATION: Though there are no readings and no texts, Professor Fischer suggests that each student spend a minimum of 8 hours a week working on the assignments. Depending on the subject matter of your article, and your familiarity with it, you can spend considerably more or considerably less time doing the assignments. During the semester, most students will complete two long magazine articles. All work will be completed by April 22; and the class will again meet at the regular class session in several postmortem sessions. A literary agent will meet with the class during one session — at the faculty club — to discuss ways of having your work published in national magazines.

COMMENT: It is difficult to evaluate effectively a course like this, particularly because writing courses are relatively free form. You'll get out of the class only what you put into it. At times, Professor Fischer's opening lectures seemed weak, but there's only so much one can say about keeping sentences short and avoiding clichés. In Professor Fischer's class, the best way to learn to write is by doing assignments and solving the problems encountered along the way. This course is ideal for students who enjoy writing but don't have the self-discipline to do it if it isn't for a grade. Anyone who has had Professor Fischer for Visual Communications knows that his lack of toleration for missed deadlines can quickly shore up any lack of discipline you might feel.

John W. Meaney American Studies 451 The Frontier in American Development

American Studies 453 The American Cinema

AMERICAN STUDIES 451

CONTENT: The Frontier in American Development will look at the American Western Movement, to attempt to understand how it reflected and formed the American values of rugged individualism and the Protestant ethic. Its major emphasis will be to analyze the interaction between individual values and the frontier environment to discover what the frontier experience contributed to the American culture and what kind of people we are as seen in the frontier movement. For further insights, Prof. Meaney will compare the American experience to frontier movements that occurred in other countries — such as those in South America, and the Russian Eastern Movement. There will be no prerequisites for the course, but a good knowledge of American history and culture is recommended.

ORGANIZATION: The course will be taught in seminar form; enrollment will be limited to twenty students. No definite reading list has been drawn up as yet, but the readings will include *The Great Plains*, Walter Prescott Webb; *Religion and the Rise of Capitalism*, R. H. Tawney; and *Frontier and Section*, Frederick Jackson Turner. Besides the readings Prof. Meaney also has a collection of video tapes of Walter Prescott Webb discussing his thesis on the Western Movement with prominent American and European historians who had studied the phenomenon. The tapes were made while Prof. Meaney was studying under W. P. Webb at the University of Texas.

COMMENTS: The course is for one who desires to understand the relationship between civilization and environment, for the frontier is its genesis; what comes after is simply growing pains.

AMERICAN STUDIES 453

CONTENT: The American Cinema will be an attempt to analyze the cinema as evidence of the American rationale; the film tells us something about ourselves and exhibits our values. The course will basically be a history of the American cinema, treating each film in its chronological order. Every type of film from G. W. Griffith's massive productions (cast of millions), to the modern-day low-budget films (casts of acting directors, three walk-ons and a dog paid in biscuits) will be examined. The main emphasis of the course will be to assess the value of the Hollywood system of production.

PRESENTATION: Prof. Meaney formerly taught the Screen Arts course. The American Cinema was created to get away from the massive confusion intrinsic to courses with an enrollment of 200 students. Enrollment in American Cinema will be limited to forty students. There will not be as many films as there were in Screen Arts; screenings will be every other class period instead of every class period. With this class plan, Prof. Meaney will be able to allow discussion and have more evaluative lectures on the films.

COMMENT: Students in Screen Arts felt that Prof. Meaney was a well-prepared lecturer but had an extreme amount of difficulty relating to the class. He had trouble keeping the attention of the class, but it was admitted that it was due as much to the technical problems of amplification as it was due to him. It is felt that with a much smaller class, Prof. Meaney, due to his knowledge of the subject and preparedness, will be able to teach a much more interesting class. There are no prerequisites for the course and most material will come from the lectures. The course is definitely for one wishing to understand one of the most graphic records of American culture and life. It has interpreted us and informed us, and in a large sense formed us. After all, who hasn't wanted at some time to be a John Wayne or a Marilyn Monroe?

Thomas Stritch
American Studies 480
Understanding the Arts

American Studies 481
The Prophet of Technopolis

AMERICAN STUDIES 480

CONTENT: Understanding the Arts is basically a course for art illiterates; for those who do not understand the most graphic language of feelings and emotion. The course is structured to deal with each art or expression from massive architecture to graceful ballet. The student is asked to discover the techniques each artist uses to express himself and what is appealing in each. In other words, he is asked to find which each art pursues, which each uses to express its inner being.

ORGANIZATION: The course is principally lecture, discussion and viewing of art. Most of the class time is taken up in the viewing of art forms on slides and movies, and on visits to art galleries. The emphasis is to experience, not be told. There are

three major texts used: *Problems of Art and Feeling and Form*, Suzanne Langer; and *The Meaning of Art*, Herbert Read. There are two tests, a midterm and a final and six short papers.

COMMENTS: Professor Stritch has taken great strides to erase the jock image of the course, doing as one student called "straightening up the ship." Professor Stritch has made the course an extremely interesting and relevant one. The course is a good choice for those wishing to fulfill their fine arts requirement.

AMERICAN STUDIES 481

CONTENTS: The Prophets of Technopolis will be the senior seminar required for all American Studies majors. The main emphasis of the course will be to consider the question, "Can we have a society based on technics (computers, etc.) and still have a humane society which will address itself to the individual?" The student will be requested to find if a relationship can be wrought between man and machine, and if not, where will be the breaking point? Most of the contemporary critics, both pro and con, will be examined including McLuhan, Mumford, Brzenenski, Ferkis, Erikson and Hall. Inquiries will also be made into what the arts reveal in these considerations.

ORGANIZATION: The course will be strictly discussion, and Prof. Stritch hopes that it will evolve to the point where it will teach itself with himself as a participant. The reading load will be heavy but interesting, numerous papers will be required.

COMMENTS: Prof. Stritch has built himself a reputation of being an extremely open teacher who never hesitates to ask for comment or question. He is open to criticism and accepts it. This course should prove to be profitable.

Ronald Weber
American Studies 381
The American Character

CONTENT: The American Character is the required seminar for all American Studies juniors. The course traces the development of American literature, the various themes that have evolved starting with the 17th century. There are no prerequisites.

ORGANIZATION: A book a week will be studied, with a paper due the class before the book is studied. There is, therefore, one three- to five-page paper required each week, plus one fairly large final paper on a book of the student's choice—in the fall semester of 1970 the choice was between Wolfe's *Electric Kool-Aid Acid Test* and *The Autobiography of Malcom X*.

READINGS: Readings include Crevecoeur's *Letters and Papers from an American Farmer*, Franklin's *Autobiography*, DeTocqueville's *Democracy in America*, Thoreau's *Walden*, Twain's *Huckleberry Finn*, Cooper's *The Pioneers*, Bellamy's *Looking Backward*, Lewis' *Main Street*, and Fitzgerald's *Great Gatsby*.

COMMENTS: Professor Weber has a very pleasant lecture style, and most of his classes are very interesting. He admits to being somewhat afraid of discussion in this course, since he feels that until the student has some foundation in the material, a discussion would not be very beneficial.

Art

Frederick Beckman
Art 315
Advertising Layout

CONTENT: The course is a study of corporate image dynamics, and includes an in-depth probe of the many facets

of a corporation's visual identity and their influences on the overall corporate image. The course consists of lectures and projects directed mainly toward the non-art major who would like to probe the "creative side" of marketing. The enrollment is limited to 35 students per section.

Frederick Beckman
Art 217
Industrial Design

CONTENT: Industrial Design is broken down into two major areas: Automotive Design and Product Design. The student just starting out is given the option of working in either area or both. Arrangements can be made by consulting with instructor. The automotive aspect consists of learning basic car design techniques by referring to professional drawings by Detroit designers. It is then up to the student to apply them to his own style. While there are no set deadlines for individual projects, the course demands a good amount of time in working up to a final presentation of each student's car design(s), complete with a scale model of his proposal(s).

Product Design consists of 5 problems in developing or improving commercial products. Each of these is presented in a critique session every 2 weeks. Emphasis is on inventiveness and practicality of solutions. Of these, one is carried out to completion with construction of 3-D model and detailed drawings. While artistic ability and previous drafting experience are not absolute prerequisites, they can come in quite handy.

ORGANIZATION: There are no regular lectures, but the instructor and a graduate assistant are always available, even outside of class for advice. Both can be invaluable, depending on the student's initiative in seeking out necessary information. There are no texts, papers, or examinations. A good portion of materials needed is made available to students through commercially-funded programs and the work facilities are better than average. Grade is dependent on feasibility, imaginative handling of solutions and the quality of presentation. About 40% of the class are art majors; others are often architecture and engineering majors.

COMMENT: It is difficult to assess the value of the course, because it is just as good as the student wants it to be. For the serious student, it is a good introduction to this field.

Douglas Kinsey
Art 491
Etching-Woodcut

CONTENTS The major emphasis of the course is on etching, and woodcut is treated briefly. Basic techniques must be learned, but Mr. Kinsey is not only concerned with "technique." A good background in drawing is absolutely necessary. Students range from sophomores through grads and most are art majors.

PRESENTATION: Mr. Kinsey demonstrates the various techniques during the first few days of class. After that, most instruction is on a one to one basis.

ORGANIZATION: The minimum requirement is two editions per credit hour. An edition is made up of at least five consistent prints. Two editions are due by midterm, and a portfolio of all editions is due at the end of the semester. Mr. Kinsey suggest three hours work per credit hour per week so work outside class time is necessary.

COMMENTS Mr. Kinsey is genuinely interested in his students and their work. His influence can be far reaching without turning students into "miniature Kinseys." Most students would take the course over, but recommend it only for art majors. Some feel that professionalism could be stressed in quality rather than quantity of prints. Variable credit.

Robert Leader
Art 151
Art Traditions

CONTENT: The course involves the exploration of art from the Prehistoric to the Gothic Age. Equal emphasis is placed on each era covered. There are no prerequisites except an interest in learning about art. Students range from freshmen through grads, and thought most are AL majors, the course is taken by many from the other colleges.

PRESENTATION: The course is a series of slide-lectures, with many of the slides coming from Dr. Leader's own travels. His personal experiences highlight the course, and the lectures go into the myths and traditions of a period.

READINGS: The readings are invaluable to a deeper understanding of the lectures. There are 3 textbooks, ranging from \$2 to \$5 each. *Readings in Art History Vol. I*; *Art, Style and History*; and *The History of Western Art*.

ORGANIZATION: There are weekly quizzes, a midsemester and final exam. The quizzes are taken from the readings and are often very specific. Pre-test review sessions are announced. An extra credit paper may also be written. Final grade is based on the quizzes and exams.

COMMENT: Dr. Leader offers a unique educational experience. Students with no previous background in art history learn a great deal, and generally enjoy the course. One complaint might be made about the details often asked on quizzes. Though the course has been restructured recently to a more professional rather than general study of art history, it can still be recommended to students of all majors.

Konstantin Milonadis
Art 445
Metal Sculpture

CONTENT: This is a course for students interested in metal sculpture techniques. Once the basic techniques of welding and brazing are mastered, the emphasis is placed on the student's individual artistic learnings.

There are no prerequisites, however it is a checkmark course, and limited facilities allow room for only 15 to 20 students. The enrollment is comprised mainly of art majors, but there is a good number of non-majors.

PRESENTATION: There is one short lecture at the beginning of the semester, for those who are not acquainted with the techniques of oxy-acetylene welding and brazing. After that, the student is free to "do his thing." Mr. Milonadis is usually available on Tuesdays and Thursdays and can be found in his office on these nights. He will give helpful criticism and tips on how to overcome any difficulties one may encounter.

READINGS: There are no required readings, but if one is interested in pursuing a particular idea, he is encouraged to read up on it. Basic materials cost about \$10.00, and it is easy to spend more. One can buy junk metal very cheaply in South Bend or take advantage of the free scrap pile outside of the sculpture studio.

ORGANIZATION: This course requires a good deal of time, and students must work on their own. However no matter how good one may think he is, he cannot knock out one "masterpiece" after another. One must not place himself in the predicament of not having much to show at the end of the semester. The final grade is based on a review at the end of the semester where the student displays the "fruits of his semester's labors." Average final grade falls somewhere around a B if one has enough work. The idea is really Quantity and Quality.

COMMENTS The general feeling is that students taking the course would take it again. The realm of metal sculpture is an exciting one with many different directions. Mr. Milonadis is one who knows his field and encourages students to do what most interests them. Overall, this course is highly recommended for those willing to put in the time and effort.

Richard Stevens
Art
Advanced Photography

CONTENT: This photography course develops individual's objectives set in beginning photography while experiments in color-key and creating new visual images are encouraged. The student's initiative and background in photography form the framework from which he works and develops. New ideas, visual images, and techniques are presented, discussed, and tried. Individual experimentation and development are stressed. A student entering this course should have taken beginning photography or, in the absence of this course, a portfolio of photographs is to be submitted before admittance. A flexible camera is a necessity. The class is composed of students from all colleges in the university.

PRESENTATION: The class meetings are dynamic experiences. The bulk of class meetings is devoted to group critiques which

become an integral part of development. Individual directions and bents are respected and discussed as photographs are presented. Other class meetings are devoted to presentations of the history of photography, past and present, demonstrations of techniques in photography, and use of new materials. Mr. Stevens makes himself available to class members one class day a week for individual consultation. Presentations are valuable, well-planned, and pertinent. Studio modelling sessions are provided.

READING: There are no required readings for this course.

ORGANIZATION: Students are required to present photographs weekly for critiques. There are no assignments as such but class members set projects and goals for themselves, such as, photo essays, working through experiments in color-key, high contrast, solarization, and other techniques. An adequate portfolio based on the individual's efforts is the end product of the course. The grade for the course is based on the quality and quantity of this portfolio.

COMMENT: This course has "built-in" interest and motivation. Mr. Stevens challenges individuals to go beyond themselves in search of exciting visual images. The immature and closed-minded person will have a difficult time. The course is recommended for fine arts majors but any student with a serious and creative attitude toward photography will grow and develop in it.

Don Vogl Art 494 Litho-Silk Screen

CONTENT: Attention art students! If you feel the need to get away from the day-to-day grind of drawing, design, or painting, this is the course for you. A new and different kind of expression is available under the experienced direction of Mr. Vogl. A talented artist in his own right, Mr. Vogl extends himself and his knowledge to all his students. Mr. Charles Murray, a graduate assistant, is rapidly becoming an expert in photo silk-screening and adds invaluable experience to the class as well as what you might call humor. Old sheets are a must for an A from Murray!

ORGANIZATION: The class itself is well organized. It is split into those doing Litho and those doing Silk-Screen. There are no prerequisites, although most of the students are juniors or seniors. Be prepared to spend lots of time and money for this class if you expect to get anything out of it. All equipment (screens, stones, inks, paper etc.) can be bought in class. Mr. Vogl asks for 20 prints per credit hour for silk-screening and 20 for litho. Don't let that scare you off, it really is not that much.

COMMENT: If you are interested in trying something you have probably done little of before, this is the class for you. Continually surprising, challenging and rewarding, this course forces you to combine technical ability with artistic creativity. In short this is an area of art that all students should be exposed to. You won't regret it.

Donald Yates Art 461 Modern Art 19th Century

CONTENTS: The course covers the precursors of contemporary modern art and touches on the important architecture of the 19th Century. The main art movements emphasized are Neoclassicism, Romanticism, Realism, Impressionism, and the Post-Impressionist artists. Various artists representing these -isms are David, Ingres, Delacroix, Goya, Manet, Degas, Seurat, Cezanne and Van Gogh. The architectural works of Paxton Labrouse, Morris, Gaudi, Jenny, Sullivan, and Wright are discussed. Students ranging from sophomores to graduate students compose the makeup of the course.

PRESENTATION: The course is presented with a slide show/lecture format. The lectures Mr. Yates presents as the slides are shown are lucid, entertaining, and thought-provoking. Ample time is made for any question that is raised for clarification. As each art movement is considered and shown, Mr. Yates explains the characteristics and the "heavies" of each movement while the general relationship of the movements is pointed out. For example, Realism relates to Romanticism in what manner? The lectures are concomitant to the reading assignments.

READINGS: *Mainstreams of Modern Art*, John Canaday (New York: Holt Rinehart Winston, 1959), \$12.95. The book is absolutely too wordy. But, I guess if *The New York Times* can trust the verbosity of John Canaday as their head art critic, so can Mr. Yates. Anyway, it looks impressive on one's library shelf, \$12.95 *impressive*.

ORGANIZATION: One large paper 15-20 pages depending if one is an undergrad or grad student; the latter requires the longer paper. A midterm and final are created to tie together the course material taken up until that time. The final is not conclusive for the entire course. The exams are not just a thrill a minute by any means; they demand thorough study, for each exam consists of definitions, slide identifications, and essays. Mr. Yates is an excellent marker, by this I mean he is extremely fair. The final grade is constituted 50% paper, 25% for each exam.

COMMENT: The course is imperative if one is to understand fully the art of the 20th Century. The architecture of today is firmly rooted in the experiments and progress of the 19th Century architects. 19th Century Art is not out of vogue, it is rather the contrary: Van Goth is the most reproduced artist in the United States. Art majors are not the only students that would benefit from this fine course since it offers others a chance to see the implications that art has for other major studies. For example, the Romanticism in Literature of Byron could be compared with the Romanticism of Delacroix for English majors; the psychology of Van Goth's expressive art for Psychology majors; or the social implications of Daumier's art for Sociology majors.

Finally, I hope, for the sake of the student that will take this course, that a few minor changes are made. The Canaday book must go. Next, I'm sure that it would be profitable if Mr. Yates spent a few initial classes describing the formalities and major techniques of Art per se. This would enable the student to evaluate the works of art within a clear, structured format.

Staff Art 210 Introduction to Studio

CONTENT: This course serves as an introduction to the studio arts. While the emphasis bends somewhat with the student's desires and abilities, during the course of the semester the student will do some drawing, painting and sculpture. These three areas usually divide the semester into three parts, but the time spent in any one area may depend on the student's interest and creativity.

Open to all majors, there are no prerequisites for this course except a desire to learn about the techniques of artists, and an attempt to communicate something through them. Class time is six hours a week. Granted that inspiration or creativity might not come during this studio time, it does, however, serve as the backbone of work hours while the instructor advises the student and draws forth his strong points.

A course such as this provides the would-be artist with a chance to really get into the arts. It fosters an appreciation of art and the life and ideas that produce it. The student becomes more aware of the things he sees, and has an opportunity to express himself through the various styles and conventions found in the arts.

Economics

Ernest Bartell, C.S.C., and Peter Walsh Economics 483 Economics of Developing Areas

CONTENT: In this course the student studies the problems encountered by developing nations and the proposed solutions to these problems. After a general historical background review, the course deals with a number of specific topics, such as development theory, population, industrial expansion, agrarian reform, trade and foreign aid. The countries concerned are nations in Asia, Africa and Latin America. The course is composed of seniors, and an increasing number are non-econ majors. At least one semester of principles is a prerequisite. The course is taught only during the fall.

PRESENTATION: Again the course will be team taught by Fr. Bartell and Prof. Walshe. They work very well together. Both are always well prepared, superbly organized, and excellent lecturers. Both normally come to class. Lecture time is divided according to areas of competency and interest. Fr. Bartell is a Latin American specialist; Walshe specializes in African affairs. Both take time to answer questions. However, the lectures cover an enormous amount of material and little time exists for discussion. The time devoted to discussion is lively, since both teachers welcome disagreement and provide clear explanations of problems which arise.

READINGS: There is no specific text. Most readings from the enormous reading list are on reserve in the library. Because of the large class, the books are in short supply relative to the heavy demand. However, few students attempt to do all the readings. The readings serve to complement lecture material which is clearly presented in class.

ORGANIZATION: A term paper (3000-4000 words) is required. Both teachers are helpful in suggesting topics and providing sources. In addition, there are two tests, a midterm and a noncomprehensive final. Tests are essay-type and are designed so that the student can show a basic understanding of course material. They are fair, never trivial, and the student has a wide range of choice. A thorough grasp of the class notes can get any student a B, but Prof. Walshe looks for evidence of outside readings in answers to his questions. Attendance is not required but the student is foolish to stay away from this class.

COMMENT: No econ major should forego the opportunity to take this course. It is far and away among the best taught at Notre Dame. Both Bartell and Walshe are friendly and interested in the student. Despite heavy schedules, both are accessible outside class. The class is never dull and students are exposed to views of two very intelligent and highly competent economists.

John Croteau Economics 421 Money, Credit and Banking

CONTENTS: This course deals with the financial structure of the American economy. Emphasis is placed upon the banking system, and on the role of credit in the economy. Principles of Economics (224) is a prerequisite, and the class consists of juniors and seniors, mainly economics majors.

PRESENTATION: The lectures are satisfactory; the topics are closely related to those contained in the book. Dr. Croteau often gazes out the window, letting his mind and the lecture wander. Discussion is encouraged, but rare.

READINGS: The text is *The Economics of Money and Banking*, by Chandler (\$12). It is interesting, informative, and useful, providing the material for tests.

ORGANIZATION: There are about five short tests and a final, based on the text and lectures. The questions are straightforward, and the answers are evaluated fairly. Few of the students seem worried about their grades.

COMMENTS: Generally, the response to this course is not enthusiastic; the attendance is irregular. However, interested students, relying heavily on the readings, may find the course worthwhile.

Gregory Curme Economics 393 Statistical Inference I

CONTENT: Statistical Inference is a course which acquaints the student with the basic concepts of statistics in a most interesting and painless fashion. Beginning with discreet probability, which Professor Curme illustrates through the use of gambling games, the course introduces the major expected value theorems, the Central Limit theorem, Tchbysheff's Theorem, testing hypotheses, simple linear regression and Chi-Square. Professor Curme's aim is to introduce these concepts which are "basic in idea and simple but effective in application" in an easygoing and highly understandable manner. The course is required for economics majors but also attracts engineering students, education, sociology, and science (especially biology) majors.

PRESENTATION: To say that Professor Curme has a complete and thorough grasp of his subject matter would be an understatement. His presentation of the material is relaxed, clear and geared to the students' pace. Questions and comments are encouraged and welcomed. A basic stats course could be an extremely dull way to spend three hours a week, but not with Professor Curme. The man is knowledgeable, friendly, interested in his students, and often quite amusing. You'll find no surprises on the tests in Statistical Inference. The tests are taken directly from the material covered in class, are announced well ahead of time, and the student knows exactly what to expect. Professor Curme or his T.A. are always available outside of class, and in addition, a review class is offered preceding each test. Attendance here is worthwhile and can make up for many hours spent in pursuits other than statistical.

READINGS: The readings in this class are optional. The students are told at the outset that they can buy the text and use it in conjunction with class presentation, or simply follow what's happening in class. If you have \$11.00 you have no other use for, or if you are collecting statistics textbooks as a hobby, buy the text, otherwise you can get along fine without it. Just for the record, the text is *Elements of Statistical Inference* by Huntsberger.

ORGANIZATION: The work load in this course consists of two in class exams and a final, plus problem sets handed out periodically, usually at the end of each of the "sections" of the course. As mentioned earlier, the exams are straightforward, the student knows what to expect. The final grade is loosely based on the averages of the exams; if the problem sets are handed in regularly, the edge in any close grade is given to the student. The final grade is determined by Professor Curme in consultation with his T.A., it is therefore not a strictly numerical matter as attitude, interest and overall performance are also weighed. The average final grade is, according to a "reliable source" B+.

COMMENTS: Statistical Inference with Professor Curme offers an excellent opportunity to gain some basic knowledge of statistics in a none-too-rigorous or demanding fashion. It is as enjoyable a way to fill an odious requirement (for economics or sociology) that this writer could imagine. The presentation is clear and direct, the tests and grading system are eminently fair, and in most cases quite pleasing. Professor Curme teaches because he enjoys it, and this fact is more than obvious. Attendance is not mandatory, nor is it recorded, but a class missed is an opportunity lost to come into contact with a truly interesting and enjoyable man. Note: From September to December don't be surprised if the first few minutes of any class are devoted to an open forum on the coming week's football games, college or pro, or a discussion of the merits or faults of various teams or players. Professor Curme makes Jimmy the Greek look like a rank amateur.

William Davisson
Economics 301
Intermediate Micro Theory

CONTENT: This course is required of all Economics majors. Principles of Econ. 224 is a prerequisite. The class is made up of juniors and seniors in the College of Arts and Letters. As the title indicates emphasis of the course is on the study of the Micro side of Economics.

PRESENTATION: The lectures are of great importance to the course. The majority of them are of interest and no one falls asleep. The lectures follow no set syllabus but are always directly related to the readings. Tests are based on what is covered in class and in the readings. The lectures are very detailed but Professor Davisson goes slow enough so there is no misunderstanding. There is not too much discussion in class but questions are always welcomed and answered.

READINGS: There are only two books required for the course, *Price System and Resource Allocation*—\$8.50—and *Introduction to Microeconomic Theory*—\$3.95. They are easy to read and quite self-explanatory. They both are worthwhile to the course. Students are given plenty of time to get the assigned readings done. But it is important that one keep up.

ORGANIZATION: There are a number of take-home assignments which count about 20 per cent of grade. Also there are some computer simulations. These don't have much effect on grades but if not done it will hurt. Exams are given three or four times a semester, no final. The exams are rather long and one never has time to finish them. Professor Davisson designs his tests so that students won't finish. Grades are based on exams, take-home assignments, and class participation (when there is any).

COMMENTS: Though class attendance is not mandatory it hurts if you don't show up. Prof. Davisson is a qualified teacher and knows what he talks about. It is a worthwhile course even if it is required. When a person comes out of his class even if he put in a minimum of effort he knows he has learned something.

Dennis Dugan
Economics 302
Intermediate Macro Theory

CONTENT: Intermediate Macro Theory deals with the measurement, the analysis, and the control of aggregate economic activity. Such areas as National Income, GNP, taxation and policy-making are emphasized. A requirement of all Economics majors, the class is composed of both juniors and seniors. Principles of Economics 223 is the only prerequisite.

PRESENTATION: Professor Dugan attempts to present fairly technical subject matter in an applicable and informal manner. He does not lecture right from the book, but prefers to cover the material at his own speed and using his own techniques. This makes the course much more interesting, though at times he gets bogged down in certain areas, concentrating too long on too little and only covering part of what he had planned. On the whole, Dugan's presentation seems more favorably received than the more rigid approach.

READINGS: The text, *Macroeconomics* by Dernburg & McDougall (cost \$10), provides a good supplement to the class lectures, though it often complicates seemingly easy material. Professor Dugan also supplies a detailed outside reading list which is extremely useful to the understanding of the subject. There are no quizzes on any of these readings and it is no real hassle to get the readings done.

ORGANIZATION: The final grade is based on two tests and a final exam, all essay-type exams, including only material covered since the previous test. Each exam is a good reflection of the student's knowledge of the subject matter rather than a test of memorized facts. Professor Dugan also likes to give two or three take-home assignments which are corrected but not graded. A student should be able to get a B without too much trouble, and an A is not too far out of reach.

COMMENTS: Professor Dugan earnestly attempts to make dry material both interesting and relevant. He ties in current economic issues wherever possible and is successful due to his acute knowledge of both theoretical and practical economics. His tendency to creep through the material, however, keeps this course from reaching its potential.

William Leahy
Economics 456
Wage Determination

CONTENT: This is a one-semester course offered every fall which draws mostly seniors and grads in economics. A prerequisite for the course is microeconomic theory. Much of Wage Determination concentrate on theoretical tools such as marginal costs analysis, production functions, and labor markets. Later, Dr. Leahy examines management and union relationships in the context of their economic positions. A good deal of time is spent in discussion of the collective bargaining process and, again, modular analysis plays an important part.

PRESENTATION: Dr. Leahy enjoys a seminar atmosphere, and hence, a large amount of discussion. His lectures are both informative and well prepared; they relate extremely well to the basic text of the course.

READINGS: The fall of 1970 course readings consisted of a basic text, *Theory of Wages and Employment* by Carter, and a supplementary paperback of essays edited by Richard Lester. The textbook is quite cumbersome but Dr. Leahy's lectures clarify the more obscure points. The Lester book is interesting but no reading was actually required from it.

ORGANIZATION: A substantial term paper is required at the end of the semester but there are no tests in the course. Hence, classroom participation is a big factor in earning a final grade. The grades are fairly distributed, with most in the A-B range.

COMMENTS: The most impressive characteristic of this professor is his devotion to his career and his students; Dr. Leahy is always willing to help and will go out of his way to do so. His easy-going personality and his dislike of the stuffy classroom atmosphere makes his classes interesting and a pleasure to attend. His personal activity and experience in the field of labor-management arbitration yields much practical information that enhances the course's value, too. The course is not recommended for non-econ majors, as familiarity of micro theory is needed to make any sense of the material presented. For the econ major this course would be a most worthwhile elective.

Basil O'Leary
Economics 202
Intermediate Macroeconomic Theory

CONTENT: This course is a requirement for all Economics majors, and is composed of all juniors and seniors. Initial emphasis in the course is given to study of the components of the macroeconomic model, while later topics are employment, inflation, and policy decisions. The sophomore Principles Course is the only prerequisite.

PRESENTATION: Mr. O'Leary is a terribly intelligent man who has problems conveying his knowledge. At times his explanations of material have been too technical and mathematical, thus baffling the student. An explanation in terms of its real world significance would be more helpful. He speaks without benefit of notes or outline and therefore lectures tend to be choppy. A written outline might help find those lost ideas. Readings and lectures are directly related, and questions are welcome and necessary. Mr. O'Leary's presentation has improved greatly in the course of the semester, but, in general, it is still less than stimulating.

READINGS: There is a normal text and a book of selected readings. The selected readings perhaps are interesting to their authors, but not to many students. The text itself presents facts well, but does poorly in tying them together. Both books are too mathematical in their presentations.

ORGANIZATION: Assignments are clear and are given day to day. The work load is demanding. The number of examinations to be taken was never announced, but one week's notice is given before each test. The exams themselves are excellent; fair but difficult. A thorough knowledge of what Mr. O'Leary demands is absolutely necessary. His grading system is unique and fair; your final grade is either the grade on your final exam or your average on the other tests, whichever is the highest. Since this is Mr. O'Leary's first semester his average final grade is not known.

COMMENTS: This is not a course for non-Economics majors. A thorough understanding of the book is called for, since the lectures don't always provide a clear picture. Mr. O'Leary's lectures could be improved by a more fluid presentation of the material combined with a layman's explanation. A greater attempt to relate class material to current economic conditions might give the interest which the course lacks. This was done in tests and was highly successful. While classes leave something to be desired, tests are challenging and genuine learning experiences. Though having his faults, Mr. O'Leary creates a relaxed class atmosphere and will always go out of his way to help a student. However, those who are looking for exciting classes are not urged to take this course.

Roger Skurski
Economics 473
Comparative Economic Systems

Economics 477
Soviet Economic System

ECONOMICS 473

CONTENT: This course provides a study of major capitalist, socialist, and communist economic systems as they compare and contrast with each other. The major emphasis of the course is on central planning of Russia and East Europe, French indicative planning, and Yugoslav market socialism. It also deals with Marxism, socialism, and some aspect of development. Principles of Economics is a suggested prerequisite. The class usually has several grad students but is primarily composed of junior and senior econ majors. Comparative is taught only during the fall.

PRESENTATION: Prof. Skurski's class is very informal. He prefers class discussion to lecturing. Basis of the discussion is found in the readings. Skurski is a good discussion leader and encourages the student to express his opinion and then to defend it. He is willing to discuss current economic topics in conjunction with regular course material. Skurski is always well prepared and when he chooses to lecture the lectures are thorough and complement the readings very well. He is especially knowledgeable in the field of Soviet and Eastern European economics.

READINGS: The reading list in this course is very extensive. Many students have difficulty keeping up with the reading or simply do not do it. There are three basic texts (Bornstein, Shonfield, and Campbell) which can be obtained second-hand. The balance of the readings are worthwhile, although one may find those dealing with Eastern Europe rather boring. A student must do a considerable amount of reading to score well on tests.

ORGANIZATION: There are no papers. Prof. Skurski offers two midsemester tests (each worth one quarter the grade) and a final worth one third the grade. The rest of the grade is based on class participation. This year and in the future both midsemester exams are optional. The final is required. If one opts not to take a midterm the weight of that test is thrown on the final. Most students took one midterm this year. The tests are very fair and rather general as opposed to specific knowledge. Both class notes and the extensive readings are essential to success. Most students do well in the course. The average grade this year was between B and B—.

COMMENT: Econ majors interested in other economic systems will find this course very interesting. Since the course is not highly technical, it also appeals to nonmajors, especially those in history and government. Prof. Skurski is personally interested in the student, and very open to suggestions about his course. He does not believe in compelling the student to work and does not require attendance. He is also readily accessible outside the class and is very helpful in providing sources for research topics for other courses. Unfortunately, many students neither prepare for class nor participate in the discussions. They thus find the class uninteresting. The course would be improved if such students prepared for class and if Prof. Skurski lectured more regularly. On the whole, the course is very worthwhile and highly recommended, especially to econ. majors.

APRIL 15, 1971

ECONOMICS 477

CONTENT: This is a one-semester course offered regularly in the fall. It covers the development of the Soviet economic system from the latter half of the 19th century to the present period. The major emphasis is placed on the structural changes which have taken place and the reasons for these changes. The theories of Soviet economics are also discussed. A year of basic economics is a prerequisite for the course, but the student without this is not at too great a disadvantage. The class is composed mostly of senior economics majors with a few juniors and graduate students.

PRESENTATION: The classes consist for the most part of lectures which are always well prepared. Dr. Skurski's classes are informal and he welcomes questions and discussion at any time. Because of the nature of the material there were only one or two discussions before the latter part of the course. When talking about the present economic system in Russia, Dr. Skurski is willing to cover any particular sector in which the class is interested. The material covered is fairly interesting, but at times it can become somewhat dull. Dr. Skurski realizes this and does not dwell on any one subject for an excessive amount of time. Any problems encountered in the reading material may be brought up in class for clarification.

READINGS: There are two texts for this course: *The Soviet Economy* by Alec Nove (\$3.50), which analyzes the economy from a mostly historic point of view and *The Soviet Economy* by Bornstein and Fushfeld (\$5.95), which is a collection of articles on major topics. In addition, there are a fairly large number of books and articles on reserve which are also required. The reading selections range from very good to very dull, but the great majority are generally readable without too much trouble. There is usually enough time to do the readings if one doesn't let them pile up too much. The readings cover some topics which are not fully covered in the lectures and it is necessary to have a knowledge of these for the tests. The amount of information drawn from the readings depends on what the student wants to get out of them.

ORGANIZATION: There will be no papers in this course. Dr. Skurski will be using a new testing system this coming semester. Everyone will be required to take the final examination which is usually comprehensive in scope. In addition, there will be two examinations during the semester. It will be left up to the student to decide whether he wants to take both, one or none of these exams. The examinations consist of two or three essays with a choice in the selection of at least one of the questions. Test material covers major points made both in lecture and in the readings. The final grade will depend on the number of tests the student takes. The average grade last fall was B to B—.

COMMENTS: This course is highly recommended to anyone who has an interest in the Soviet Union. It would take this course over again. Economics as well as Government majors will find this to be a very worthwhile course. The classes number generally between 15 and 20 students. The Soviet economy is Dr. Skurski's main field of interest and he is very interested in trying to help his students understand the material. Dr. Skurski has a large amount of material in this field, especially concerning past statistics on most areas of Russian life, and he is more than willing to pass them on to the student if he would like them. He is always available to help the student outside of class with any type of problem. He is also very open to any suggestions to improve the course. Both the course and the teacher will prove to be a rewarding experience to the interested student.

Thomas Swartz
Economics 301
Intermediate Micro Theory

Economics 341
Fiscal Policy

ECONOMICS 301

CONTENT: The course will focus on the allocation of resources within the economy through the functioning of the price system. Some of the topics that will be covered are: supply and demand, utility theory, production theory, and wel-

fare economics. The course is a requirement for junior and senior economics majors.

Principles of Economics is a prerequisite for the course. An elementary understanding of simple calculus is helpful. With few exceptions, the students are junior and senior economics majors.

PRESENTATION: The nature of this course dictates a lecture oriented presentation. Some discussion on outside readings will be encouraged.

Because Professor Swartz has not taught this course in recent semesters, little can be said about the quality of his presentation. However, judging from his other courses, the lectures will be well prepared and informative and any discussions will be open and helpful.

READINGS: Only one text will be required. It probably will be Richard Leftwich's *The Price System and Resource Allocation*. Some outside readings will be put on reserve in the library. They will concern current application of theory with some stress on Professor Swartz's major area of interest, public finance.

ORGANIZATION: There will be a midterm, final, and a short research project which will count for 20 per cent of the grade. One option for the research project will focus on computer applications to micro theory. Other possible options will be discussed in the fall.

COMMENTS: As taught by Professor Swartz, this course will undoubtedly require substantial work. However, his interest in the subject and in the student will make the course a valuable experience. This interest may well manifest itself in a night at the Swartz home for beer and good talk, perhaps resulting in an introduction to his five lovely daughters.

This section of micro theory is recommended for economics majors. It would be less worthwhile for those who take only one or two economics courses.

ECONOMICS 341

CONTENT: The course concerns itself with fiscal policy and the traditional economic goals such as expenditures, taxation, and federal fiscal policy. From here institutional reforms, e.g., tax reform, are discussed and these serve to introduce the new emerging social goals to which the economists must address themselves. These new goals include urban blight, poverty, discrimination, and pollution and their relation to fiscal policy.

Juniors and seniors take this course. The only prerequisite is one Principles of Economics course. This is vital to the understanding of the economic terminology used in this course.

PRESENTATION: The format of the class is a lecture presentation of material followed by a few days of seminar. Though there are no texts required for the course, you will come to be on a first-name basis with those working in the reserve book room as a heavy, yet reasonable and most worthwhile, amount of reading must be done. Both lectures and seminars are excellent greatly due to Professor Swartz's enthusiasm with the subject and student interest.

ORGANIZATION: Course requirements are: one 13-page paper, a midterm and final which both call on one to apply his or her economic knowledge to a certain issue, and class discussion. Each counts for 25 per cent of the grade and Professor Swartz is a demanding but fair grader.

COMMENTS: Fiscal Policy is a highly recommended course for those who like to discuss intelligently and who want to appreciate the relevance and excitement of economics. Professor Swartz is demanding and wants to keep the class small so you must be willing to work. Those who have had the course would highly recommend it and Professor Swartz to others.

Stephen Worland

Economics 225

Economics for Social Science

Economics 405

History of Economics Ideas

ECONOMICS 225

CONTENT: This is a one-semester course offered, for the first time at Notre Dame, to sophomores. It is a condensed survey of Micro, Macro, and International Economics which is in-

tended to acquaint the Arts and Letters student with the analytical techniques and problem areas of economics. The course is not an in-depth study of economics but a general analysis of its various aspects.

PRESENTATION: Professor Worland renders a very energetic delivery of the subject matter. Although he has well prepared and organized lectures which he intends to follow during class, questions are welcomed and answered more than adequately. He also possesses the interesting capability of illustrating abstract economic theory with practical application and real-life situations.

ORGANIZATION: There is one basic introductory text which is complemented by at least one paperback of a more radical nature. The course is divided into three sections: (1) Micro-Economics, (2) Macro-Economics, and (3) International Economics. There are two hourly exams and a final. These exams are comprehensive and based mostly on Worland's lectures, which are elaborations of the material in the text. The tests are of a conceptual nature and although they do not require specific memorization, they do demand that the student have a firm grasp of the subject matter. There is no marking curve.

COMMENTS: The course was instituted by the Economics Department for the purpose of giving some background information in economics to students who are interested in other related disciplines. It would be beneficial to sociology, history, philosophy, and, of course, economics students.

The course is a difficult one, however. It will require a conscientious, serious effort on the part of the student. One must be consistent in his attendance of classes and faithful in reading the material. Falling behind could be fatal. The course is an interesting and worthwhile one, but A's are rare.

ECONOMICS 405

CONTENT: This course covers the history of economic ideas from Aristotle to John Stuart Mill (its sequel in the spring continues from Mill up to the present). The first semester is basically a description of the economic analysis of Aristotle and Aquinas. From here the course proceeds to modern economic analysis in the physiocrats, the mercantilists, Smith, Say, Ricardo, and Senior. It is recommended that the student have taken Economics 223 or 224 as a prerequisite, but a general knowledge of the principles of economics is enough to get by on, especially in this first part of the two-semester course. The class is generally small (under 20) and primarily composed of upperclass AL students.

PRESENTATION: Dr. Worland is the type of lecturer who can convey some of his own great enthusiasm to the student. Few teachers of economics have his ability to describe a point from the *Summa* or *Politics* or *Wealth of Nations* as if he were participating imaginatively in a great historical event of some sort. Occasionally the enthusiasm can lead to a mystifyingly rapid exposition of a complex text, but Dr. Worland is amenable to questions and clarifies the matter at hand if need be. Discussion centers on a reading assignment once a week and can be useful for understanding a central idea or ideas which the teacher regards as particularly important.

READINGS: The readings are not very extensive and generally consist of a short excerpt from the *Politics* or *Summa*, or lengthier excerpts from the *Wealth of Nations* or from Gray's survey of economic thinkers. They are valuable and must be read before the class, since some familiarity with them is assumed. They are either mimeographed and handed out, or are on reserve in the library.

ORGANIZATION: There are two one-hour tests during the semester (although an optional paper may be submitted in place of taking one of these) and a final examination. The average grade is B—.

COMMENTS: On the grounds of both teaching and content this course is quite worthwhile. It inevitably suffers from the limitations of a survey (lack of depth in any one area), and shares equally in its advantages (provides a good overview of the subject). The dealings with Aristotle and Aquinas are a rare opportunity to discover the moral dimension of economic activity and the proper place of economics among the sciences. The course is especially recommended for nonmajors with some basic knowledge of economics, who may find it useful as a background to the student of law, history, government, or other related field.

English

Richard Bizot
English 309
Modern Themes in Victorian Literature

English 322
The Novel

English 493
Yeats

ENGLISH 309

CONTENT: This course is dedicated to the proposition that the Victorians had a lot to say about socialism, capitalism, individual liberties, women's liberation, capital punishment and penal institutions, the environment, welfare, exploitation of various kinds, war patriotism, relevance in education, religious belief, situation ethics, and the formation of life styles.

Mr. Bizot is editing an anthology which will include readings by various Victorian authors on the basis of their relevance to these current topics. The course is in part, therefore, an effort to enlist the aid of students in determining the value of certain readings for this theme.

Since the selections are made on the basis of their relevance to the topic of "Modern Themes," the course will not be representative of the Victorian period in the traditional sense. That is, an author will be given more or less attention on the basis of his usefulness to this particular study, rather than his overall significance to the period.

ORGANIZATION: As a 300-level course, the maximum enrollment is 40 students. However, the actual size of the class will determine whether it is conducted as a seminar or lecture course. Similarly, the assignments expected of each student will be somewhat negotiable, and subject to the student's personal interest in a single theme, rather than designed to effect comprehensive study of the variety of possible themes.

The course has never been taught before, hence the experimental nature of its proceedings, and the impossibility of estimating its effectiveness.

READINGS: Non-Fiction: Carlyle, Mill, Arnold, Huxley, Ruskin and Morris, and less attention to Pater, Wilde and Shaw. Poetry: Tennyson, Clough, Arnold, Hardy and Yeats, and less attention to Hood, the Brownings, Patmore, Rosetti, Morris, Swinburne, Hopkins, Davidson, Lear, Wilde, Houseman and Kipling. Fiction: Lewis Carroll. A detailed list of readings is available in G-18, library basement.

ENGLISH 322

CONTENTS: How to read a novel, and why. Not a literary history course; not a major author course. Readings have been selected with an eye toward variety and, where possible, brevity.

ORGANIZATION: Enrollment usually runs close to the maximum, 40. Composition of the course represents a variety of majors, not all within the College of Arts and Letters, English majors constituting, usually, less than one quarter.

PRESENTATION: Though the course is primarily a lecture course, Mr. Bizot feels unsuccessful unless some discussion results each period. As is usual in courses of such diverse composition, those who have something to say, or are merely ambitious, speak, and the rest are silent—indicating either profundity or inattention. The lectures, when given, are clear and easy to follow. Bizot is always available outside of class.

READINGS: *Darkness at Noon*, Koestler; *Sons and Lovers*, Lawrence; *Go Tell It on the Mountain*, Baldwin; *Heart of Darkness*, Conrad; *The Great Gatsby*, Fitzgerald; *Invisible Man*, Ellison; *Trout Fishing in America*, Brautigan; *The Sound and the Fury*, Faulkner; *The Natural*, Malamud; *The Horse's Mouth*, Cary; *Malone Dies*, Beckett; *A Separate Peace*, Knowles; *The Free-Lance Pallbearers*, Reed; *The Slaughter-House Five*, Vonnegut; *The Prime of Miss Jean Brodie*, Spark; with possible exceptions.

ENGLISH 493

CONTENT: An intensive study of W. B. Yeats' lyrical poems, together with many of his critical writings and some of his plays, supplemented by readings from Yeats' autobiographical and theoretical writings, and letters. Bizot formerly taught a graduate reading in Yeats, and the present undergraduate course is intended for intensive, critical study of the author rather than a casual reading of late Victorian poetry.

PRESENTATION: The class will have a maximum enrollment of 20, and be conducted as a seminar. Hopefully, after the first few weeks, the class will be rescheduled to meet for an extended class one night per week.

READINGS: Required readings are *The Collected Poems, Essays and Introductions, Autobiography, A Vision*. Recommended texts are *The Last Romantics*, G. Hough; *A Reader's Guide to W. B. Yeats*, Unterecker; *Mythologies*, Yeats.

ORGANIZATION: A possibility for the writing assignment is a study journal, rather than a research paper.

Joseph X. Brennan
English 477
American Poetry to 1900

English 311
The Existential Novel

CONTENT: American Poetry to 1900 is intended to present a thorough consideration of the major American poets beginning with Anne Bradstreet and finishing with Stephen Crane. Obviously, such a range of authors is quite a difficult task to undertake or accomplish. Class composition is primarily upperclassmen and functions most effectively as such since the presentation and boundaries of the course are much the result of student capacity. Walt Whitman and Emily Dickinson become the course's highlights, while the remainder of Joseph Brennan's energies focus on Anne Bradstreet, Edward Taylor, William Cullen Bryant, as well as the works of Emerson, Melville, and Poe. Unfortunately the semester is tapped before the energies of Mr. Brennan. Consequently, an author or two must necessarily be hastily examined or deleted.

READINGS: *American Poetry*, (a hardback anthology), edit. Allen, Rideout & Robinson, Harper & Row (\$10.95); *Final Harvest: Emily Dickinson's Poems*, Little, Brown & Co. (\$1.95); Walt Whitman, *Leaves of Grass* (There are several paperback editions available).

ORGANIZATION: This course is not a survey. The lectures are scholarly and seldom if ever delete a morsel of the poem's flesh or the poet's soul. The class is conducted in somewhat of a lecture fashion which possesses the mysterious air of formality with a closeness between teacher-student. Such is probably the basis for Mr. Brennan's dislike for large classes, large classrooms, and large spatial separations between the group of seated students and his standing self.

PRESENTATION: Lectures are not dictated, they are expounded. Class discussion is vital—for the student, to Mr. Brennan. There is an evident obligation to know that he has come across, and an equal and opposite one to acknowledge that he has. Thus, the reason for discussion. All questioning, at any time, is well received and without fail responded to equally as well.

Brennan is a very available man. Usually he plans one scheduled meeting per student during the semester and be he present in his library basement office, one is always welcomed to discuss classwork or poets that time will not allow treatment of in class. Such discussions are no less complete than class presentations.

The style of the presentation and examination is for the most part the same in all Brennan courses. The student is called upon to do a good deal of reading—this is not a cumbersome load designed to inundate the students' capacities, nor is it an easy or comforting body of materials. The poetry

has its prosodic qualities which make the reading experience a pleasurable one—certainly a calmer sea than that of the existential writers—but thrives no less than the prose in its concentrated straits. The experience of a J. X. Brennan course is intrinsically a rather cerebral and demanding one.

Class requirements for *American Poetry to 1900*, include two significant essay examinations, a mid-term and a final. Each cover their related half semester of study quite effectively and are given in class. Time limit is flexible but sufficient. Three papers are proposed. The student may choose to write 3 of an approximate length of 5 pages, 2 papers comprising a total in the area of 15-20 pages, or a longer paper of approximately 20 pages. The third alternative usually becomes the endeavor of the more industrious student and is expected to be a sensitive and responsive study, a search for individual perspective and appreciation. One does not submit a once-over-easy paper unless he desires no more than a one-over-easy grade. Mr. Brennan is not a wielder of the scarlet ballpoint dagger. Papers are returned somewhat promptly and are usually inhabited with considerable marginal commentary. The good and the not so good things always share space in his criticisms, so the student knows, on what grounds his grade is based. Tests and papers are graded with the same energy that classes are presented, the student is expected to return the serve. Absences are few though there is no stringent policy regarding attendance. There is no grade curve and average class grade is an absurd inquiry. Papers and examinations are part of the learning process. There may be all A's, there may be all C's, but the grades, like the students, are usually pretty well mixed.

ENGLISH 311

CONTENT: The Existential Novel, is intended to explore the influence of existential theological and philosophical ideas with fiction, to see the impact of idea on form. The material is admittedly complex in nature, and the course will necessarily be gauged according to student response; it is hoped that it will be responded to by the more energetic student. Again, there is no prerequisite for the course but some background in existential readings as well as familiarity with the teleological and ontological arguments would be excellent preparation.

READINGS: The text books though still tentative are fairly certain to be the basis for course content:

Bellow, *Herzog*; Sartre, *Nausea*; Dostoyevsky, *Notes from the Underground*; Camus, *The Plague or The Stranger*; Hesse, *Steppenwolf*; Faulkner, *As I Lay Dying*; Kafka, *The Trial*; Ellison, *The Invisible Man*; also selections from Mailer, Samuel Beckett, Unamuno.

PRESENTATION: Presentation will be much the same as Poetry to 1900 in lecture-discussion fashion while comparative studies will be somewhat more heavily stressed. The student will be called upon to compare his present reading with what he has previously studied. Examinations will be given as in the Poetry to 1900 course, midterm and final. An alternative will exist with regard to the papers. The more energetic student will be encouraged to do a paper of approximately 10 pages or a specific work ("an introductory paper"), as well as 2 shorter papers of a 4-5 page length in comparative studies of a book. The choice may be made to submit 5 of the shorter "comparative studies" papers, in either case totaling somewhere around 20 pages. This course will be taught for the first time in the fall semester.

COMMENT: A J. X. Brennan course is sure to be a significant educational experience. I would however not recommend American Poetry to 1900, The Existential Novel, or (offered in the spring term) The Naturalistic Novel to every student. These courses are energetic studies which delve deeply into the subject matter and beyond to the physical and spiritual limits of author, work, movement, society. Prof. Brennan is a teacher with much to offer, and only a student who would use him up should take his courses. This includes for the most part English majors and serious students in any major field. Certainly, were I to reschedule my undergraduate English program, I would take any course offered by J. X. Brennan.

Eugene Brzenk

English 313

Introduction to English Literature

CONTENT: Professor Brzenk seeks to give the student a general background in English literature from Chaucer to Pope. The course is divided fairly evenly into 3 parts: drama, lyric poetry, and the narrative. Brzenk treats each *genre* separately and in chronological order. There are no prerequisites for the course, and the class consists mainly of Arts and Letters sophomores, though all four years are usually represented.

PRESENTATION: Because of the widely varying backgrounds in English literature that students bring to the course, as well as the size of the class and the amount of material to be covered, Professor Brzenk favors lecturing over class discussion. The lectures are informal and require a minimum of note-taking. Professor Brzenk is always open to questions, and a student who makes an intelligent comment can often start a good class discussion. While some students thought that at times, Professor Brzenk would slip into a monotone, most regarded the lectures as interesting and informative, as well as integrated with readings and test material.

READING: Though Brzenk has somewhat increased the amount of readings for the course in recent years, the load remains relatively moderate: 6 or 7 plays, and a comparable amount in the other two *genres*. He allows more than sufficient time for reading assignments. The basic textbook for the course is *The Norton Anthology of English Literature* (Vol. I), and one or two plays by Shakespeare in the Pelican edition are also required. Total cost is \$8-11, depending on whether the student buys a hardcover or paperbound *Norton Anthology*.

ORGANIZATION: Professor Brzenk gives two or three 1-hour tests and a final. The tests are predominantly essay, requiring a thorough knowledge of the material covered. Two or three papers of 3-5 pages are assigned, one on each genre. An implacable foe of "canned knowledge," Prof. Brzenk insists that the student avoid secondary references and analyze the literature himself. Each paper covers material taken in class as well as outside reading the student is expected to do on his own. The papers and tests together make up the final grade. Brzenk tends to be a fairly strict grader, but original thought and clear expression almost always insure a higher mark. The average final grade last semester was 2.9.

COMMENT: Most students have found Professor Brzenk knowledgeable, courteous, and helpful. He has a high regard for the teaching vocation, and is concerned both that his students receive a solid background in English literature, and that they learn to express themselves clearly and cogently. Criticisms have generally focused on a desire for more class participation, but he is aware of the problem and does his best within the limits of a tight schedule and the amount of material to be covered. In short, despite the handicaps of a large class and the course's status as an Arts and Letters requirement, Brzenk makes the course a worthwhile experience for the motivated student.

Patrick Callahan

English 567

Poetry of the Romantic Period

CONTENT: A survey of British Romanticism with primary stress upon the work of Blake, Coleridge, Wordsworth, and Keats. Byron and Shelley will not be neglected, but will receive lesser attention.

Attention will be given to the context of Romantic poetry, social, historical, and biographical, through outside reading, class reports, and a few lectures. The courses should demand one class report of fifteen minutes, a midterm paper of six to eight pages, a research paper of fifteen pages or more, and a final.

PRESENTATION: The lectures of the course are very interesting and should prompt a few interesting discussions. The tests are rather detailed and comprehensive. Mr. Callahan is not the most dynamic speaker, but his material is intelligent, and those who would take this course will be pleased. This course is not recommended for non-English majors, unless there is tremendous interest in the subject that borders on being devoted.

READINGS: Basic Text for the course will be the the Noyes anthology from the Oxford Press. There will also be readings from Carl Kroeber, *Background to British Romantic Literature*. A great deal of the emphasis in the final grade will be assigned to the class report.

COMMENT: Mr. Callahan has a rather uncommon manner of making his class devoid of sterilized academics and placing an enjoyable emphasis on that which is stimulating and valuable. The course is highly specialized, but if any student possesses enough interest in this era of British poetry, it will be a valuable esthetic endeavor. The work is heavy, but once again the interest factor should overcome. The general consensus of the final grade was fair, with the average of about a B.

Carvel Collins

English 486

Seminar: William Faulkner

CONTENT: This is a one-semester course dealing with the novels of William Faulkner. It is an upper-division course within the English Department, and it is open only to English majors who have taken at least one college course in twentieth-century literature in the English language.

PRESENTATION: Professor Collins possesses a knowledge of the works of Faulkner that seems inexhaustible. He knew Faulkner personally, and was one of the first critics to recognize the author's true genius. Nevertheless, the course is a seminar, and the students are expected to provide most of the discussion. Dr. Collins is always available with his knowledge on all aspects, but he is very tolerant of conflicting opinions presented intelligently.

READINGS: The seminar will examine the following works by William Faulkner: *The Unvanquished*, *Soldier's Pay*, *The Sound and The Fury*, *As I Lay Dying*, *Sanctuary*, *Light in August*.

ORGANIZATION: Last semester this course required one critical paper and no exams. Grades have been based approximately seventy-five percent on the student's contribution to the seminar discussions and twenty-five percent on the term paper.

COMMENT: Professor Collins is an unexcelled authority on William Faulkner. He knew the man, and he knows his works. Nevertheless, despite his overwhelming knowledge of Faulkner and his works, Professor Collins is always available to his students for assistance. This is an excellent course for students of twentieth-century literature and of William Faulkner. This semester, the course will be limited to a maximum number of twenty students. The line at preregistration will probably be long. I suggest that you get there early.

Donald Costello

English 594

Modern Drama I

In the past, Modern Drama has been offered as a one semester course. Because of its depth and richness and because of Mr. Costello's sensitive and perceptive style, the course has always been popular and has achieved the status of a "classic" course in the English Department. This year the course will be expanded in content and analysis to include *two semesters*. Modern Drama II, a chronological extension of Modern Drama I, will be offered in the Spring Semester, *but each course may be taken separately*.

CONTENT: Modern Drama I is a study of the art of modern drama, from the early realists—Henry Arthur Jones, Arthur Wing Pinero, Henrik Ibsen, through the philosopher theoreticians of the 1920's and 30's—Luigi Pirandello and Brecht. Drama will be examined, structurally and thematically, as theatre as well as literature in order to gain an understanding of where drama has been and where it is going. Although general trends are emphasized, the course does not neglect to examine the personal development of each playwright or the organic unity of each individual play (studied as a work of art). As a five hundred level course, Modern Drama I is open to graduate English students and undergraduate English majors.

PRESENTATION: Modern Drama I is primarily a lecture course, although room is left for discussions. Because of the immense scope of the course, Mr. Costello's lectures examine an expansive area of material. Yet the lectures are clear, well-ordered, and succinct. They manifest a sensitive reading of the plays and present a thorough analysis of the form and content of each play. Finally they expand this close reading and discuss general developments of modern drama. Questions and perceptive discussions are encouraged and blended into the lectures. Mr. Costello's style is relaxed but intellectually stimulating, directly focusing the students' attention on the rich material of the plays.

READINGS: Lots of plays. Forty-six, to be exact. By British playwrights: Jones, Pinero, Shaw, Wilde, Yeats, Synge, O'Casey. By American playwrights: O'Neill, Rice, Anderson, Kaufman, Saroyan, Howard, Odets, Behrman, Hellman. By continental playwrights: Ibsen, Chekhov, Strindberg, Pirandello, Brecht. The reading load is extensive, and Mr. Costello demands close textual readings of each play. Yet the plays represent the classic achievements of modern drama and are all worthwhile. Although the reading is heavy, the plays are enjoyable. Helpful hints: reread the plays whenever possible and read the plays while listening to their recordings in the library when they are available.

ORGANIZATION: One paper, a structural analysis of a single play, is required. There are three essay examinations. They are difficult and demand perceptive readings of the plays, but ultimately they are elevating experiences. Although the quality of the students in the course is usually quite high, final grades reflect the extensive reading load and the analytical demands of the course and are subsequently below the average Arts and Letters grades.

COMMENT: *Modern Drama I* could easily degenerate into a dry, ineffectual survey of modern plays and playwrights. It doesn't. Mr. Costello's warm and sensitive (though always analytical) treatment of the material captivates the interest of his students. The only real weakness of the course in the past has been its brevity—so much material in so little time obviously limits both the teacher and the student. In its new two-semester format, *Modern Drama* should overcome this weakness. More emphasis can be placed on individual playwrights without neglecting the general trends of modern drama. The course is difficult and demanding, but finally very worthwhile, because of the resonant material it covers. Because of the richness of Mr. Costello who has spent his life exploring with his students, in literature and drama, the question posed by William Butler Yeats in "A Prayer for My Daughter":

How but in custom and in ceremony
Are innocence and beauty born?

Walter R. Davis

English 340

Literature of 16th-century England

CONTENT: This course will not attempt a survey, but will treat several important works by the major authors of the 16th century, with the end of making them come alive for the student who will bring a measure of his own life to the study. Works and authors will include Thomas More's *Utopia*, the lyrics of Thomas Wyatt, Philip Sidney's *Astrophel and Stella* and his *Defense of Poetry*, one or two books of Edmund Spenser's *The Faerie Queen*, Christopher Marlowe's *Tamburlane*, *Dr. Faustus*, and *Edward II*, Thomas Nashe's *The Unfortunate Traveller*. Although the course will include drama and prose (fiction and non-fiction), the age's main productions were the genre of poetry. Therefore, there will be some preliminary work in the art of reading poetry. The course will move by its discussion.

PRESENTATION: Mr. Davis is an excellent lecturer. With the passage of time, even his Teutonic pipe tobacco begins to smell sweeter. His delivery is soft, but enthusiastic; his words seem casual, but extremely well chosen. Mr. Davis is a teacher: I mean he actually *teaches*. Many students who had not planned on it will be surprised to find themselves learning. Lectures are to the point, coherent, interesting. All questions, including the ones outrageously foolish, are treated with sincere, often painful, graciousness. Discussion is encouraged.

READINGS: Worthwhile readings. You may find yourself

slightly pressed for time, but most will find time to read for enjoyment. All can be had in paperback. *Five Courtier Poets of the English Renaissance* (ed. Bender), *English Renaissance Poetry* (ed. Williams), *Utopia* (More), *Defence of Poetry* (Sidney, ed. McCardle), Books I and II of *The Faerie Queene* (Spenser, ed. Kellogg and Steele), *Elizabethan Fiction* (ed. Ashley and Mosely), *The Plays of Christopher Marlowe* (ed. Kirschbaum), *The Elizabethan Age* (ed. Stevenson).

ORGANIZATION: There will be one or two short papers, a term paper, and some brief exercises, in addition to midterm and final exams. He is a just man, in the Biblical sense. Fair, but stern. Come prepared for some healthy work. You will be rewarded for your pains.

COMMENT: Walter Davis is an outstanding scholar, and a warm, personable man. This course will, indeed, be a "significant educational experience." It would do well to have some interest in the matter being covered, beginners in the 16th century would do even better to start their studies under the direction of Mr. Davis. One final observation I must get off my chest — his voice is amazingly like that of Rod Serling.

J. P. Dougherty English 385 Major American Writers I

CONTENT: Offered for the first time by Mr. Dougherty, this is a course in four important authors from the "American Renaissance", the two decades preceding the Civil War—Ralph Waldo Emerson, Herman Melville, Henry David Thoreau and Walt Whitman. The central theme of this course should be the testing of the American doctrine of liberty in moral, cultural and literary contexts. While Mr. Dougherty promises no "glorious correlations between 1850 and 1971," many decisions reached during the "American Renaissance" are still pertinent.

PRESENTATION: Because of the early morning hour, Mr. Dougherty sees this as primarily a lecture course. But he is always warmly responsive to questions.

READINGS: Ralph Waldo Emerson, *Selections* (Riverside); Herman Melville, *Moby Dick* (Bobbs-Merrill), *Billy Budd, Sailor, and Other Stories* (Penguin); Henry David Thoreau, *Walden and Other Writings* (Modern Library); Walt Whitman, *Leaves of Grass* (Viking), *Selected Poems* (Dell). Price of books is \$8.45.

ORGANIZATION: Students will write a take-home exam on each author, and a comparative or integrative final essay. No final exam.

COMMENT: Professor Dougherty's style is often oblique, but while a point may be far-reaching, you sense that there's a genuinely evocative experience going on—quiet surprises—for both Professor Dougherty and the students. One of the most engaging things about the man is that he knows when his sentences don't seem to be ending and he reacts with characteristically wry humor. Professor Dougherty is excellent in his field. He is sensitive to student questions and responds to exams and papers with thoroughness and lasting concern.

Joseph Duffy English 425 Literature and the Imagination

CONTENT: This course is concerned with changing conceptions of the imagination in the literature of the Romantic and post-Romantic eras. The works selected for scrutiny are primarily from the poetry of these eras, ranging from William Blake to Yeats and Wallace Stevens. There are no specific prerequisites, but the course is intellectually rigorous and Mr. Duffy advises that students interested in the course come and talk with him before registering in order to determine individually whether the course would best serve both their interests and their preparation.

PRESENTATION: Although originally conceived as a seminar and purveyed as such when offered last year, the course quickly adopted a relatively loose lecture format, with which both Mr. Duffy and the class admitted to being more comfortable. And, of course, it is no ordinary lecture class. If Mr. Duffy is the leader—and there is no doubt that he is, one feels nevertheless that the class is the concerned inquiry of *colleagues*. Mr. Duffy's lectures are meticulously crafted and lively in their articulation. They are in every sense admirable, singly and as a whole. Discussion, especially intelligent discussion, is of course welcomed.

READINGS: The readings are chosen with some mind to the readiness with which they submit to consideration in terms of imagination and its theories. The readings are always intelligent and to the point; often they are beautiful. They include the poetry of Blake, Wordsworth, Keats, Yeats and Stevens, and *Death in Venice* and *Dr. Faustus* by Thomas Mann. The cost of these texts is approximately \$25. In addition, while the course is not primarily one in literary theory, Mr. Duffy plans to encourage—strongly—supplementary readings among the germane works of Heidegger, Cassirer, Langer, Frye, Foucault, Barthes, and Levi-Strauss.

ORGANIZATION: The length of the readings is not excessive, but it is expected that considerable time will be given to a concerned and imaginative reading and re-reading of them. Beyond this, there will probably be two paper-projects of medium length (10 pages) of either an imaginative or a critical nature. There will probably not be a final exam. Mr. Duffy expects and demands work of a high order—and usually gets it, and consequently the grades are, at last, relatively high.

COMMENT: Most students who have had this course consider it one of the two or three best courses they had at Notre Dame. Because of the intensive level at which the material is engaged, the course is probably most valuable to majors, but nonmajors with a genuine interest are not necessarily discouraged.

John D. Garvick English 355 English and Continental Literature of the 18th Century

English 427 T. S. Eliot and the Tradition

ENGLISH 355

CONTENTS: This is a new course, extending over the fall semester only. To paraphrase Mr. Garvick, the class is structured as a general inquiry into literary and social process which served as the seed for modern culture in the West. Among those spirited from death's other kingdom will be La Rochefoucauld, Moliere, Racine, Swift, Pope, Voltaire, Johnson, Hume, the mysterious Kit, Smart, Blake, Rousseau, Monk, Lewis, Goethe, Hegel. On stormy October days, music may even be provided by Bach, Mozart, Beethoven. Be prepared for a forced march by Frederick the Great, or even Napoleon. The list is intimidating, but you need not be. All may not be covered, but all will be present in the room. Such is Mr. Garvick. Emphasis is on an overview from well-chosen, highly-seasoned samples. A good course for those who can remember little from 1700 to 1800 and who have made the mistake to think that it was all musk and snuff. A challenge. It would be well if you were interested—even excited—in the prospect.

READINGS: Included are Rochefoucauld's *Maxims*, *Gulliver's Travels*, *Candide* and *Part I Faust*. There will be more, of course. The full list can be found by April 30, hanging about G181, Memorial Library. Be prepared for one mid-term and one final, both in class. In addition, one paper is due on a subject of the student's choosing. Almost forgot—most texts will be paperback and inexpensive.

CONTENTS: Old Possum meets the undergraduates. One of the first courses of its kind—Mr. Garvick again takes to the front with this new one-semester course. "Not farewell/ but fare forward". If I were returning next fall, I'd take this course myself. The course will be centered on the criticism and poetry of the awesome Eliot, but by no means will be limited in its focusing on time past, and time present. The many generations that made the man will have their say as well. Dante, Donne, Sam Johnson, Baudelaire, Camus, Beckett, Henry Miller: those who came before, and those who have followed after, all will contribute to the further understanding of T. S. Eliot and the tradition. Chamber music with Bartok will add to the effect. A lecture-discussion course not to be treated lightly. A baptism by fire for initiates and veterans alike. Come prepared. And come eager.

READINGS: Paperbacks by Eliot: *Selected Poems*, *Four Quartet*, *The Sacred Wood*, *Christianity and Culture*, *Murder in the Cathedral*, *The Cocktail Party*. Recommended works: *The Long Week-end*, by Graves; *Works*, by Tate.

Expect a final examination and two papers, one small and one larger. Class discussion will be spurred by student leadership with selected members on specific topics.

PRESENTATION: Keep this hushed: Mr. Garvick was known in his time to dally in the theater. Lectures will be, at a minimum, relevant; on especially sunny or stormy days, they will follow you out of the classroom. He is an excellent lecturer with a lesson well worth his words. A man with an intense, personal interest in what, and who, he teaches. Scholarly, knowledgeable, and given wise, Mr. Garvick, of necessity, is slightly mad. Join him.

COMMENTS: As far as grades go, ask Mr. Garvick yourself. Let us say for now that he is eminently reasonable. And fiercely just. In summation, Mr. Garvick is no academic child of innocence. He has his faults. But damned if even they aren't exciting. This man could teach Vachel Lindsey—and I would still take him. Before you leave this place, I would strongly urge joining with John Garvick in a learning experience.

Donald Gutierrez

English 491A

Twentieth Century British Literature

CONTENT: This course combines a survey of 20th-century British literature with readings of selected representative works in the area. The period covered ranges roughly from the 90's to the late 20's, a time of great innovation in artistic technique reflecting new conceptions of man and reality. This "experimentation" ("I throw away my experiments," Picasso once said) will serve as a major perspective to evaluate more traditional literature before and after it. There will be one midterm, a final exam, and one to two papers of moderate (9-12 pages) length. Each person in the class will choose an important poet, dramatist, or novelist on whom to base an informal class report and a formal critical paper. This project is designed to allow the individual latitude to pursue his own interests within the period; it would involve reading one substantial work by the author (2 full-length plays or a novel or a book or collection of poems), and having some familiarity with some of the critical work on that author. Required course titles are subject to minor change.

READINGS: Course required readings: (all titles are in paperback), H. G. Wells: *The War of the Worlds* and *The Time Machine*; Conrad: *Nostromo*, *The Shadow Line*, *The Secret Sharer* or *Heart of Darkness*; Lawrence: *Women in Love*, *The Fox*, *The Captain's Doll*; Joyce: (either or both *Portrait of the Artist as a Young Man* and *Dubliners* in Viking Portable Joyce); Saunders, Rosenthal, editors: *Chief Modern Poets of England and America*, volume One; O'Casey: *Three Plays* (*Juno and the Paycock*, *Shadow of a Gunman*, *The Plough and the Stars*); Shaw: *Four Plays* (Signet pub.), *Heartbreak House* (?), *St. Joan*; Synge: *Playboy of the Western World*.

Maben D. Herring

English 325

Afro-American Literature I

CONTENT: This course is currently being offered as a 1-semester course but will be expanded to 2 semesters in the coming academic year. During the fall semester, the course will study the development of Black Literature in America in both verse and prose from the early eighteenth century to the 1940's. The period of major consideration will be the Harlem Renaissance of the 1920's and 1930's. Although Mrs. Herring has not finalized the bibliography, some of the books which have been chosen are *Up From Slavery* by Booker T. Washington; *The Souls of Black Folks* and *The Quest of the Silver Fleece* by W. E. B. Dubois; *The Autobiography of an Ex-Colored Man* by James Weldon Johnson; and *Black Voices* by Abraham Chapman. Mrs. Herring believes that Black Literature displays a continuity in its development which may be fruitfully analyzed. From this perspective, the course will attempt to define the Black Aesthetic of contemporary criticism and to link this aesthetic with the evolution of the Black movement from its eighteenth-century origins.

John Huber

English 434

Medieval Ideas of Love

CONTENT: Beginning with background readings in classical theories of love which were available to medieval writers (Plato, Aristotle, and Ovid), the course shall consider next some of the great medieval writings on the subject, both religious and worldly. Finally we see some of these ideas at work in the literature of the Age of Chaucer, especially in English lyrics and narrative poetry. Acquaintance with Middle English on the level of Chaucer will be helpful, but not necessary. Readings will be in modern English translations wherever good translations are available. The opportunity to do work in French or Latin will be offered.

PRESENTATION: Though his classes are "formally" structured, Mr. Huber is not at all afraid to deviate from that structure—to add or delete material, depending on the particular class situation. One student commented that he "places heavy responsibility on the student, but is ready if someone tries to shirk that responsibility."

READINGS: Plato, *Timaeus*; Ovid, *The Art of Love*; Boethius, *The Consolation of Philosophy*; Andreas Capellanus, *The Art of Courtly Love*; Anonymous, *The Cloud of Unknowing*; R. T. Davies (ed.), *Medieval English Lyrics*; Brian Stone, *Medieval English Verse*; G. de Lorris and J. de Meung, *The Romance of the Roses*; Hellman and O'Gorman (eds.), *Fabliaux*; Chaucer, *works*; John Gower, *Confessio Amantis* (trans. T. Tiller); Innocent III, *On the Misery of the Human Conditions*; De Rougemont, *Love in the Western World*.

ORGANIZATION: Students' work will consist of a mixture of take-home quizzes (short, 300-word essays, one per week, the student choosing five out of ten for his grade), a short and a long paper, class reports, a final exam and a midterm if necessary. Class will proceed mostly through discussion, with lectures used to give broad backgrounds.

COMMENT: Mr. Huber has also given this course as a freshman seminar. Students in that class felt he was capable of generating great excitement in the classroom, but was inconsistent (and, therefore, human). He believes in giving a great deal of responsibility to the student: consequently, he encourages personal and varying interpretations of the work studied, welcomes and is always open to extra-classroom contact, is content to merely indicate (but not explain) errors on papers, and has an excellent rapport with his students. He prepares his classes excellently and offers what one student calls a "comprehensive study of medieval literature." The correlations of divine and human love is especially exciting. It was felt that the rather formal structure "complements and best emphasizes the readings and their importance." There is no busy-work, but requirements are strict. The man obviously likes students, and his chosen field of literary study; the combination is contagious.

William Krier
English 426
Language and Reality in Fiction
English 489
Modern American Writers

ENGLISH 426

CONTENT: "People make sense of the world by making fictions. Everyone makes fictions. We articulate fictions to understand things." This brief statement from Mr. Krier is the basis for the problem posed in the title of this new course. How a world view is put into a fiction is the author's problem and the main concern of the course. In order to focus more directly upon reality and fiction, and their relation as made evident through the medium of language, the class will direct its attention in two areas: 1) to look at people (characters) who have made fictions and tried to make them real; 2) to read novels about novelists. In the first-area the class will encounter characters who try to live their fictions (e.g., Don Quixote, Jay Gatz, Captain Ahab). The second area brings in novels that are consciously aware that fictions are made of language. These novels all share one frustration: language becomes problematic for those who cannot get past it to make fiction with it.

READINGS: (tentative), *Alice in Wonderland*, *Don Quixote*, *Moby Dick*, *Tristram Shandy*, *The Great Gatsby*, *The Universal Baseball Association*, *Trout Fishing in America*, *The Counterfeits*, *Wuthering Heights*, *The Scarlet Letter*, *Huckleberry Finn*, *Absalom, Absalom*, *Slaughter-House Five*, *Ficciones*, *The Sot-Weed Factor* (Reading *Don Quixote* before the first class day is a prerequisite).

ENGLISH 489

CONTENT: Mr. Krier's approach to his course in Modern American Writers is from the personal level. He rarely brings the opinions of the critics to class, but rather holds his own up to the class for their analysis. Mr. Krier believes that, while one book by an author may say one thing and another by the same person quite another thing, there are certain basic viewpoints that can be made evident by a close study of that author. Therefore, the emphasis in this course lies upon the author. However, the means by which we see the author must come through his literature. Mr. Krier organizes the course so that more than one book by each author will be read. The importance of this course is that it places the world view of various American writers in juxtaposition with views on the same issues held by the members of the class.

READINGS: Several novels and short stories by Hemingway, Fitzgerald, Faulkner, Updike and Vonnegut.

ORGANIZATION: For both courses, there will be three papers due throughout the course of the semester. The first two papers will be about *outside* books so that the student will write about key issues brought up in class while at the same time expanding his scope. The third paper will also be the final examination, and it will probably combine summary remarks with a personal tying together of major issues.

PRESENTATION: Mr. Krier's method of teaching may be called 'transitional.' That is, during the course of a lecture he will discuss point X and then point Y. However, there is almost always a transition between the two points, and he looks to the class to discover it. In other words, Mr. Krier carefully prepares each class, and expects the same from the students. Since his approach to the subject matter is personal, i.e., from his own study and analysis, he expects discussions and differences of opinion to arise. He encourages such participation from the members of the class. His lectures are well-prepared, yet geared to student involvement. Therefore, the responsibility for success lies on both the shoulders of Mr. Krier and the members of the class. One can be assured that Mr. Krier will carry his share with great care.

COMMENT: While Mr. Krier's approach to literature is personal, and more concerned with the viewpoint one particular writer exercises than the art of his literature, he never indulges in any personal philosophizing. First of all, he looks only to the particular fiction being discussed at the time, and not to

personal philosophies or outside critics. Secondly, he is especially open to discussions and differences because he realizes the fallibility of personal opinion. Some of the most important discussions in Mr. Krier's course have arisen over questions of content vs. form. It is interesting to note that often both Mr. Krier and the students learn something new through such discussion. The best thing about Mr. Krier is that he meets you on your level. The catch is that he has expectations about where that level should be. It's not a catch-22; rather, it is an expectation of a responsibility we should all feel toward our educations.

Leslie H. Martin
English 351
Survey of English Literature 1660-1745

English 452
Manners Comedy: The Eighteenth Century
and After

ENGLISH 351

CONTENT: Readings in British Literature from the Restoration to the death of Swift. Materials studied include verse, satire, lyric poetry, the drama, essays, and press fiction. Authors: Dryden, Butler, Addison, Steele, Etherege, Wycherley, Congreve, Farquhar, Gay, Pope, Swift, Defoe, Fielding, and related minor figures.

READINGS: Tillotson, Fussell, Warmgrow: *The Literature of the Eighteenth Century*, and a few paperbacks — including either *Tom Jones* or *Joseph Andrews*, *Moll Flanders* or *Robinson Crusoe* and *Gulliver's Travels*.

ENGLISH 452

CONTENT: The title of the course is self-explanatory. The development of Manners Comedy will be traced from the Eighteenth Century to the Twentieth in both drama and the novel. The course is open to English majors and others with departmental approval.

READINGS: The bibliography of this course is extensive. About ten plays and ten novels will be read in conjunction with a few selected poems. The dramatists will include Etherege, Wycherley, Congreve, Farquhar, Gay, Goldsmith, Sheridan, Wilde, Shaw, and Conrad. The novelists will include Fielding, Austen, Trollope, Thackeray, James, Wharton, Twain, and Fitzgerald. *The Maxims of La Rochefoucauld* and poems by Pope, Swift, and Byron will also be studied. All readings are available at the bookstore in paperback.

ORGANIZATION: In the past, Professor Martin's courses have always been flexibly organized. A midterm and a final of the take-home variety and a few short critical essays comprise the written work. They are corrected intelligently, carefully, and very slowly. Although Mr. Martin is a "hard" marker, I have never heard any of his students complain of an unjust grade. The final grade is a nonmathematical consideration of class participation and written work.

PRESENTATION: Mr. Martin's lecturing style is a pleasant blend of wit and astute critical analysis. With an intellectually lively class, student response becomes an integral part of his lectures as it influences the direction of his thought. He encourages the class to react articulately through his own precise language. Participation is welcomed but discussions are never allowed to stray into subjects unrelated to the literary material.

COMMENT: Mr. Martin's courses in Manners Comedy and the Restoration offer the English major and the serious student of literature excellent opportunities for acquiring a strong foundation in either area. With his admiration and developed sensibility for Restoration Comedy, his presentation of the drama and poetry of this era is a particularly informative and engaging educational experience. One discovers the seriousness as well as the humor in the literature of the comic artist.

John Matthias
English 307
Writing Poetry

English 399
Modern British Poetry

English 590
The Bloomsbury Group

ENGLISH 307

CONTENT: A course developed by Mr. Matthias to acquaint students interested in poetry with the procedures and disciplines involved in writing it. Poetry is a form of self-expression, but it is also a craft which must be learned through study and endless practice. Mr. Matthias will emphasize the craft aspect. Considerable reading will be required, including Pound, *A.B.C. of Reading*; Richard's *Practical Criticism*; Scully, *Modern Poetics*; Martz, *The Distinctive Voice*; Allen, *The New American Poetry*; Matthias, *23 British Poets*. Writing will consist of ten finished poems at the end of the semester, and a written critique of each manuscript submitted to the class. Those wishing to enroll should submit a manuscript of five poems to Mr. Matthias as soon as possible.

PRESENTATION: This is the third time Mr. Matthias has taught this course, and by now he has it down to an effective rhythm of writing, criticism and discussion. Mr. Matthias is himself a very talented poet and a deft critic, and under his direction the class will focus closely upon the work of each student enrolled. Every aspect and implication of the poetry is scrutinized, and every possible weakness questioned.

ENGLISH 399

CONTENT: A delineation of the trends in twentieth-century British poetry, beginning with the work of the classical modernists (David Jones, T. S. Eliot, Ezra Pound, among others), and moving through various anti-modernist reactions and extensions of modernism, to the complexities of the current literary scene. The reading is substantial, varied, and often very compelling. Written work consists of one long critical essay, and a take-home essay final.

PRESENTATION: The course is anchored by Mr. Matthias's lectures, but student responses, questions and contributions are always welcome. The lectures range from very good to superlative: Mr. Matthias' understanding of the vast range of modern poetry is outstanding. He knows personally many of the figures he talks about, and it is more than likely that one or two of his poet-friends will visit the class, to talk informally about their work.

READINGS: John Matthias, *23 Modern British Poets*; Sanders & Rosenthal, *Chief Modern Poets of England*; Robin Skelton, *Poetry of the Thirties*; David Jones, *In Parenthesis*; T. S. Eliot, *The Waste Land and Other Poems*; Ezra Pound, *Selected Poems*; D. H. Lawrence, *Selected Poems*; W. H. Auden, *The Orators*.

ENGLISH 590

CONTENT: As Mr. Matthias says, this course is "an interdisciplinary study of work by members of one of the few really coherent 'groups' in modern literature. The readings from Bloomsbury proper will be in philosophy, (G. E. Moore), economics (J. M. Keynes), biography (Lytton Strachey), autobiography (Leonard Woolf), art criticism and aesthetics (Roger Fry and Clive Bell), poetry (T. S. Eliot) and fiction (Virginia Woolf and E. M. Forster)." Criticism of the group, by writers as prominent as D. H. Lawrence, will also be considered. This is anything but a survey course; it is a sharply focused exploration what happens when creative persons working in several disciplines, share common principles and goals. The course will be demanding, and very exciting if the demands are met.

PRESENTATION: Of the heavy load, no papers will be required. Aside from a final exam, the whole of the student's work for the course will take the form of class discussion. This means that students must be willing to discuss issues intensively, and to create a group dynamic of their own. There is much ground-breaking and investigation to be done here, and much learning to be had.

READINGS: G. E. Moore: *Principia Ethica*; J. M. Keynes: *Essays in Persuasion*; Lytton Strachey: *Eminent Victorians*, *Elizabeth and Essex*; Leonard Woolf: *Beginning Again*, *Downhill All the Way*; Roger Fry: *Vision and Design*; Clive Bell: *Virginia Woolf: Mrs. Dalloway, To The Lighthouse, Jacob's Room, The Waves, A Room of One's Own*; E. M. Forster: *Aspects of The Novel*, *The Longest Journey*, *Howard's End*, *A Passage to India*, *Two Cheers for Democracy*; D. H. Lawrence: *Lady Chatterley's Lover*; L. H. Myers, *The Near and the Far*; F. R. Leavis: *Scrutiny*; Wyndham Lewis: *The Apes of God*.

COMMENT: Mr. Matthias has already edited a major anthology of poetry, and his own first of poems well establish him as one of the more important American poets. He is also a dedicated and thorough teacher, able to communicate a first-hand knowledge of his subjects, and to impart to his students a great enthusiasm for the literature he teaches. He is a genuinely moral person, and a major storyteller.

John J. McDonald
English 385
Major American Writers I

CONTENT: This course will be one-half of a two semester series, though Mr. McDonald will not teach the second semester. Because both the course and the teacher will be new to Notre Dame, Mr. McDonald couldn't say exactly what the course would comprise, though he hopes to take as his theme the artist's view of himself through his own works. He hopes to take American authors such as Hawthorne, Poe, Dickinson, and James, and show how they view their function in artistic creation as it is mirrored in their own works. There is no prerequisite for the course, but Mr. McDonald foresees the bulk of the class as sophomore and junior English majors.

PRESENTATION: Mr. McDonald firmly believes in the advantages of class discussion, yet he feels that the number of students will force him to lecture most of the time. Yet, he encourages discussion as the result of questions brought up during his lectures.

READINGS: There will be at least two novels by Hawthorne, a collection of short stories by Poe, a collection of poetry by Emily Dickinson, two novels by Henry James, and one or two novels by Mark Twain. There will be no regular deadlines for the texts, though the dates for their completion will be announced in advance.

ORGANIZATION: There will be no daily or weekly assignments, nor will there be quizzes. There might be a mid-semester, and there will be two or three papers, plus a final. The grade will be based on the papers, the final exam, and, if numbers permit, on classroom discussion.

COMMENTS: Mr. McDonald is presently finishing work for his Ph.D. at Princeton. He has taught high school in Connecticut, but this will be his first collegiate assignment. His inexperience, though, is more than made up for by his enthusiasm, and his course should prove to be a worthwhile choice.

Paul McLane
English 355
Introduction to Shakespeare

CONTENT: Dr. McLane plans to study the development of Shakespeare's histories, tragedies, and comedies as dramatic poetry, with special emphasis on the controversial portions of each play. There is no prerequisite for this course and it will be open to all upperclassmen in the University. Dr. McLane will cover 15 or 16 of the plays.

PRESENTATION: Although Dr. McLane attempts to make his lectures interesting, the student might prepare for a plodding, page-by-page study of each play. Most attempts at discussion are stultified by a general lack of stimulation from the professor and, although questions will be entertained, they will seldom lead to enlightening comments. The student who is more in search of the astute instructor than of provocative material should avoid this course.

READING: William Shakespeare is good reading. Personal texts may be used or the plays may be purchased in the inexpensive paperback form.

ORGANIZATION: The course grade will be based on 2 short, critical papers and on 2 major examinations, a midterm and a final. Each grade will count equally toward the final grade and the class average should be in the B area.

COMMENT: English majors who enjoy a teacher with finesse and insight should not take this course. At times, the lectures proceed like a locomotive through a ton of clay — Dr. McLane will get through Shakespeare, but in a manner which is less than stimulating. The plays are essential reading for an English major, but can be just as effectively understood during a personal, summer-reading program. If a student wants a reasonably easy course which will acquaint him with Shakespeare and will not force or even evoke great thoughts, this is his course.

Lewis Nicholson English 313 Introduction to English Literature I

CONTENT: A critical study of selected works by important English writers from the beginnings to the Seventeenth-century, with emphasis on literary and social contexts. Literary types treated will include epic and romance, allegory, lyric and narrative poetry and drama. Mr. Nicholson makes a thorough and knowledgeable examination of such topics as the comic spirit in Chaucer, the poetry of Spenser, the Elizabethan world, and Milton and puritanism. The course is designed for English majors and for the non-English major who desires to broaden his cultural understanding. There are no prerequisites for the course, but it would be well to be somewhat familiar with the writers to be covered.

PRESENTATION: Mr. Nicholson's lectures give evidence that he is thoroughly versed in his field and completely involved in his presentation. Often, however, Mr. Nicholson demands a high degree of interpretive understanding, and therefore much discussion is strained and insignificant.

READINGS: The text is the *Norton Anthology of English Literature*, Volume I, \$6.75. Readings will include the works of Chaucer, Spenser, Milton and other writers of the early English period. Ample time is spent on each writer and the student should have no problem keeping up with the readings.

ORGANIZATION: There will be two or three tests, which can be difficult, and a final examination. There may also be a short paper. A's are very rare; B's and C's make up the average grades.

COMMENT: Mr. Nicholson's course can be very valuable to the serious student who is willing to put extra time and effort into the comprehension of aspects which Mr. Nicholson neglects to explain. Mr. Nicholson offers minimal personal contact with the students, which is one of the course's main setbacks. It is definitely not an easy course. But the course is recommended to English majors who are seriously interested in English literature and are not pre-occupied with grades.

Francis Phelan, C.S.C. English 301 Writing Fiction I

English 391 Anglo-Irish Literature

ENGLISH 301:

CONTENT: A trial-by-error learning experience, preferably for the English major, in what it takes to write a convincing short story. Each student submits three stories during the semester; these are mimeographed, distributed among the class and discussed. Usually, three stories are taken in each two-hour period. Father Phelan lets the students do most of the talking, but his comments, though not overly frequent, are direct and always relevant. In addition to the obvious writing practice, the student also finds himself developing confidence in his critical ability. Criticism tends to be constructive, and students are given direc-

tions for future work in addition to comments on the work being discussed. Grades are based on the student's work, his maturity of judgment in his criticism, and his class attendance. There are no assigned readings except the weekly selection of students' stories, but recommendations for further reading are given to each student on the basis of his interest, thought, and style. This course is for the serious writer, not for the shy or easily embarrassed.

ENGLISH 391

CONTENT: A survey of writing done in English by Irish authors. The course, as a survey, will not be able to take novels, but will rather concentrate on short pieces by a number of authors.

READINGS: Selections from the following authors: Yeats, Joyce, John Millington Synge, Sean O'Casey, Brendan Behan, Brian Moore, George Russell, George Moore, Frank O'Connor, Flann O'Brien, J. P. Donleavy, Samuel Beckett, and others.

PRESENTATION: The first few weeks of the course will be lectures aimed at the students' goal of enlightened reading. With a growing understanding of the works, Father Phelan believes that discussion will increase. Hopefully, the discussion method used in his writing courses will be reflected in the discussions of the various authors. There will be a midterm, final, a term paper and/or oral reports presented to the class. Father is reluctant to discuss grades and hopes that the situation of his Joyce seminar of last semester will be repeated; that is, the caliber of student taking the course makes a discussion of grades trivial.

COMMENT: Father Phelan knows his subject. He is not, as a rule, a dynamic speaker, but his interpretations and reasoning are sound. He gets deeply involved in the works, but realizes immediately if he is leaving the students to step behind. He is lively and interesting, and judging by the responses of students in his Joyce seminar, Anglo-Irish Literature should be a good course. In Father Phelan's words, "I'm very serious about the subject and it's going to be a serious course. I'm determined that this must be a good course."

Paul Rathburn English 543 The First Stage: English Drama Before Shakespeare

CONTENT: Reading and discussion will be focused on the English Miracle Plays, the Morality Plays, the Interludes, and assorted Tudor comedies and tragedies up to and including Christopher Marlowe. Representative plays of Plautus, Terence, and Seneca will also be read. The course hopes to emphasize the value of these plays in and of themselves, dispelling the notion that their value lies only as a prelude to Shakespeare. The course is open to all English majors, graduate and undergraduate, and hopefully the class will consist of an equal blending of juniors, seniors, and graduate students. No previous experience with Middle English Literature is required.

PRESENTATION: Professor Rathburn emphasizes the need for the most beneficial balancing of lecture and class discussion. The amount of time devoted to lecture vs. discussion will be determined by the size of the course enrollment. Both lectures and discussions will prove to be very fruitful, since Professor Rathburn displays both an extraordinary knowledge of the subject material, and a sincere interest in students' opinions that lead to worthwhile class discussions. In the past, Rathburn has made use of audio-visual means to stimulate the learning experience. Consequently, the British Broadcasting Corporation's four-album series entitled "The First Stage: a chronicle of the development of English Drama from its beginnings to the 1580's" will be "required listening."

READINGS: Because this is a new course, not all the texts have been selected. The following list is to be considered tentative: *Everyman and Medieval Miracle Plays*, A. C. Cawley, editor, Dutton; *Medieval and Tudor Drama*, John Gassner, editor, Bantam World Drama; *English Morality Plays and Moral Interludes*, Schell and Schuchter, editors, Rinehart; *Five Roman Comedies*, Palmer Bovie, editor, Dutton; *Seneca, Four Tragedies and Octavia*, E. F. Watling, editor, Penguin; *The Complete Plays of Christopher Marlowe*, I. Ribner, editor, Odyssey.

ORGANIZATION: Again, due to the fact that this is a new course, assignments and examinations will be determined by the size of the class enrollment, and the amount of class participation that is exhibited. Contribution to class discussion, written assignments, and tests will be considered in determining the final grade. There will be a mid-term exam, and most probably a final examination. But much of the required work will depend on the direction in which Professor Rathburn and the students lead the course.

COMMENT: The attitude of a particular teacher often largely determines the value of the course. Professor Rathburn is able to combine an intense interest in his subject material with a sincere concern for the overall progress of the individual student, the result being a true educational experience for both the student and the teacher. Although this course has never been offered, the possibility of coming into contact with the many talents of Professor Rathburn, both professional and personal, is sufficient justification for taking the course.

James Robinson

English 445

Shakespeare and the Theatre of the Absurd

CONTENT: Mr. Robinson watched the British production of *Home* that was in New York for part of this winter and noticed in the contemporary play similarities of technique and impulse with Shakespearean drama. Partially from thoughts arising from these observations and partially simply from interest in contemporary theatre of the absurd, Mr. Robinson conceived the new course for the fall. The concern will be with the juxtapositioning of works of certain modern playwrights — roughly termed "Absurdist" — with a selection of Shakespearean plays. The thesis is — obviously — that by intermingling these plays, Shakespeare and the modern playwright will shed light upon one another, and, more dynamically, that the rigidity to which Shakespeare is often subjected will break, through an approach with contemporary work about which we have set notions.

PRESENTATION: Mr. Robinson hopes that this approach to Shakespeare will necessitate erasing the traditional distinctions between comedy, tragedy and history plays. The course is yet in the tentative stage — the summer will be the time of working out — but on that basis, it may be described as a 20-student class with probable emphasis upon seminar approach: presentation of papers and similar formal assignments of student responsibility.

ORGANIZATION AND READING: It is yet undecided if the program for the course will be an intermingling of the modern playwrights with the Shakespearean plays, or a progression from the one to the other. From Shakespeare, the following plays will be assigned: *Richard III*, *The Merchant of Venice*, *All's Well That Ends Well*, *Measure for Measure*, *Troilus and Cressida*, *Hamlet*, *King Lear*, *Timon of Athens*, *Macbeth*, *Coriolanus*, *Cymbeline*, *The Winter's Tale*, *The Tempest*. They are not chosen yet but the modern plays (12 in number) will come from the work of the following: Beckett, Ionesco, Genet, Grass, Pinter and Albee. Required critical reading is Kott's *Shakespeare Our Contemporary* and Esslin's *The Theatre of the Absurd*.

COMMENT: Mr. Robinson is under that curious pressure that issues from simultaneously functioning in an administrative and a teaching position. The strain of time pressures, and immersion in two not identical concerns may to some degree manifest itself. Mr. Robinson has, in the all but very recent past, been largely identified with the Shakespeare course: i.e., he has until recently worked with a large (50-100) student class, in what is essentially a survey course. The shift of the last two semesters — to smaller and more focused course size and content — and the fact that he has very much designed this course, should eliminate these weights that have occasionally tied his course to the ground. This, coupled with Mr. Robinson's plans for a serious seminar-like approach indicate that the course will meet the demands of the material — that the course will adopt the dynamism of the material — which is sufficient to indicate the quality with which one hopes it will proceed.

Ernest Sandeen

English 327

Poetry

CONTENT: This is a course in poetry and its language. The course begins with considerations of point of view, tone, imagery, metaphor, etc., and moves on to a consideration of the structures of poetry.

PRESENTATION: The course proceeds largely by discussion; Mr. Sandeen begins the class with pertinent remarks which ensure a profitable and interesting dialogue.

READINGS: Three required texts: *An Introduction to Poetry*, Louis Simpson; *The Modern Poetry*, M. L. Rosenthal; *New Poets, New Music*, John Schmittroth and John Mahoney. The texts are well chosen and ample time is always given for the reading assignments.

ORGANIZATION: Short papers are required. They are always marked fairly and Mr. Sandeen's comments are more than helpful. While in the past papers have been primarily critical and analytical in nature, this semester there was also room for creative work. There will be a final examination.

COMMENT: A senior English major at Notre Dame, I look back, before graduation, at the truly fine courses that I have had in the past four years. Mr. Sandeen's course is one of the very finest. It is, at the same time, a course for the beginning student in poetry and a course for the intermediate and advanced student. The beginning student will learn the language of poetry — a language of similes, metaphors, etc. — and the advanced student will be able to deeply appreciate exactly how tradition and modern writers employ this language. I recommend this course without reservation for those fulfilling major requirements and those "shopping" for a profitable and enjoyable elective.

Robert Slabey

English 381

American Literature to 1900

English 396

Modern European Fiction

ENGLISH 381

CONTENTS: This course is a survey of major American writers from the time of Benjamin Franklin through the last decade of the 19th century. Lectures will be concerned with the main themes and techniques of the individual writers. There are no prerequisites for the course, and the class is usually composed of students of all disciplines.

READING: Howe, *The Literature of America: 19th Century*; Franklin, *The Autobiography and Selected Writings*; Hawthorne, *The Scarlet Letter*; Melville, *Moby Dick*; Twain, *Adventures of Huckleberry Finn*; a consideration of one of the works of Henry James.

Reading load is moderate and ample time is given to complete each assignment.

ORGANIZATION: Two exams and a comprehensive final will be given. There will also be 5 or 6 short (one page) papers. Final grade will be a numerical average only if it is to the student's advantage.

ENGLISH 396

CONTENTS: The course is a study of 12 modern European writers. Lectures and discussion will center on themes and techniques of modern European fiction rather than national concerns. This course is open to all students interested in European fiction.

READINGS: The reading list has not yet been solidified but will probably include the following selections: Dostoyevsky, *Notes from the Underground*; Mann, *Death in Venice*; Kafka, short story; Camus, *Plague*; plus other short stories and series novels by Tolstoy, Hamsun, Hesse, Chekhov, and Sartre.

ORGANIZATION: There will be, in addition to the midterm and final, a short paper on a novel not on the reading list and a longer paper examining an idea pervading several of the assigned works.

PRESENTATION: Lectures are informal yet extremely well pre-

pared. Papers demand some measure of analysis of the subject while thorough knowledge of lectures notes and familiarity with reading material are prime requisites for exams.

COMMENT: English 381 is a survey course with an approximate enrollment of 70 students. Therefore, opportunity for discussion will necessarily be limited. The lecture format is used extensively with a few questions accepted from the floor. However, Professor Slabey's well-organized lectures present the material easily and effectively, minimizing the inevitable disadvantages of a survey course.

English 396, with a much smaller enrollment, will provide the class with an opportunity to supplement the lectures with discussion and creative student activity.

Professor Slabey's lectures are highly organized and as a result, the quantity of class notes taken by students usually ranges from abundant to copious, all of which are covered on the final exam. He, nevertheless, is a very skilled instructor and a polished lecturer. If the student can endure his mildly sarcastic wit and (at times) atrocious puns (i.e., "What American literary work was not written by the author's own hand? *Uncle Tom's Cabin* was written by Harriet Beecher's toe."), he is in store for a very pleasant and worthwhile learning experience. No education is complete without a lecture given in the inimitable Slabey style.

Adolf Soens English 345 Shakespeare English 453 Swift and the Fideistic Tradition

ENGLISH 348

CONTENT: The Shakespeare course will present an overall view of the works of The Great Bard. The specific plays to be covered are not certain at this time. If the student has not already done so, a safe bet would be to purchase Hardin Craig's Shakespeare anthology.

ENGLISH 453

CONTENT: The reviewer was not able to attain a specific list of the readings for the new Swift course. However, being familiar with the instructor's past presentation, *Gulliver's Travels* will certainly be included along with *A Modest Proposal*. Professor Soens taught this as a graduate course this year.

PRESENTATION: The courses will probably consist of lectures with any discussion of the material being prompted by a student's question. There is no doubt that the lectures are very flexible, loose, and the result of little preparation. However, this should not be entirely discouraging as the instructor's knowledge of the subject matter can at times be outright devastating. If loyal to past traits, there will be no tests and two or three papers. All papers will be eight pages long. An A or B should be easy to attain with at least an average effort. While the Shakespeare course is valuable for anyone, a non-English major should be discouraged from taking the Swift course.

COMMENT: Professor Soens is an unique experience. Unfortunately, his high level is not constant, as one class can be interesting while the next very boring. Enthusiastic note taking will be reduced to zero by the midterm. His grasp in these areas (Swift, Shakespeare, and Pope) is nothing short of amazing and leads to the use in class of points and interests that other instructors may never consider. If you like to speak up with someone you will feel is constantly pulling your leg, these courses are for you. If shy, you will fall asleep. With the right attitude, a good time can be had by all.

C. Soleta English 518 Modern African Writers

CONTENT: This course is designed to familiarize the student with modern African writers and their works. In dealing with the literature, African folk-lore and traditions, common themes of African writing, and the current situation of the African nations are also discussed.

There are no prerequisites for the course, and students come from diverse backgrounds. Graduate students are mixed in with sophomore, junior, and senior undergrads, and many different majors are represented. Although some of the students are government majors with background in African studies, this (or the presence of grad students) should not cause others to shy away. Ultimately, a lack of previous knowledge in the subject proves no handicap.

PRESENTATION: The course is largely lecture but is open for discussion whenever the class desires it. The quality of discussion depends on the interest of the students in the course and can be very good. The lectures themselves are often dry, and sometimes seen overly plot-and-character oriented. But Father Soleta is a good man and is well-versed in his subject. Coming from the course you will have some grasp of the basic concepts represented in African literature.

READINGS: The readings were very good and reflected a wide variety of literary styles. They ranged in form so that poetry, fiction, and drama were all represented, and in style so that realism, and surrealism, as well as many other styles found their place in the syllabus. The very fact that the books come from a culture foreign to the student, lend them a mystery and excitement. And while there were a great many readings, the fact that they were mostly interesting ones helped. The work could usually be covered adequately for class without undue exertion. All of the books that had to be purchased (there were about five or six) were paperbacks; others were put on reserve in the library.

ORGANIZATION: Other than the reading, the assignments consisted of one term paper of about six to ten pages, a short class presentation by each student, and participation in a panel discussion to be presented to the class. Each of these projects was to deal with an author, or work, of the student's choice.

COMMENT: The panel discussion was an interesting opportunity to work with other students who had different perspectives and backgrounds than your own. The papers and presentations, along with a final exam, constituted the final grade. It is difficult to get an A, but Father Soleta seems to be a fair grader.

Edward Vasta English 330 Old and Medieval English Literature

CONTENT: A selection of readings from the literature, lyrics, poems, romances, dramas, of the Old and Middle English periods, excluding the works of Chaucer. The primary emphasis of the course will be on an interpretation of the literature; however, there will be some language study. There are no prerequisites for this course; it is open to sophomores, juniors, and seniors.

PRESENTATION: The lectures of Professor Vasta are interesting, informative, and extremely important for the student's understanding of the course material. Professor Vasta lectures without notes, yet his approach to the literature is ordered, not scattered or without foresight. He frequently stimulates the student's enthusiasm for the literature by his insights and expansive knowledge about the Old and Middle English periods. Professor Vasta encourages class discussion which often sparks greater interest for the works at hand.

READING: Selection of the reading is not final. Probably 2 books from last semester's class will be used: *Poems From the Old English*; Burton Raffel, translator; *Beowulf*, Burton Raffel, translator. Audio-visual materials will be employed in the class.

ORGANIZATION: Eight short, two-page papers, one midterm, and one final are the tentative requirements. The papers test the student's critical ability, the examinations are aimed at his comprehension of the literature. However, certain factors, such as class size, may cause the requirements to be lessened. In the past semester, Professor Vasta has permitted the student to decide on whether they would like to limit the number of papers or abolish the midterm. He intends to continue this policy.

COMMENT: Professor Vasta's course is a valuable educational and personal experience, and a good background for the second-semester Chaucer course. He does not insist on his own interpretation of the literature, and his responses to questions are attempts at enabling the student to reach his own answer rather than giving them a direct factual statement. He has the knack of bringing out the best in the Old and Medieval literatures, and introduces the student to historical, religious, and literary influ-

ences on the early English writer, as well as to contemporary discussions on the literature. By frequent analogies to everyday situations, Vasta demonstrates that the literature is not foreign or archaic, but that it deals with timeless human problems.

Most important of all, he is concerned with students as individuals, and he makes an attempt to know each student by name. His friendly nature relaxes the class, creating a sound, healthy environment for the learning and discussion of the literature.

James Walton
English 322
The Novel
English 460
The English Novel to 1845

CONTENT: This is a lecture course concerned with the major themes of a carefully selected group of representative novels.

PRESENTATION: Mr. Walton's impeccably organized and professionally delivered lectures make this course one of the truly outstanding educational experiences of one's undergraduate career.

READINGS: Ten representative novels. A list is on file at the English office, 359 O'Shaughnessy.

ORGANIZATION: Three short critical papers due during the semester. Mr. Walton's lectures are so well done that the student feels a natural obligation to reciprocate with papers reflecting mature thought and a disciplined writing style. Papers are very promptly returned and Mr. Walton's comments are infinitely distinguished.

COMMENT: It is with pleasure that I recommend either of Mr. Walton's novel courses. While it is not especially difficult to find a novel course with an enjoyable reading list, it is difficult to find an enjoyable course in the novel; the difference must be in the teacher. Mr. Walton's lectures and his personable attributes combine to make this one of the very finest courses in the department.

Outside of the classroom, Mr. Walton is always available to the interested student. He is pleasant, and friendly — sincerely admired and respected by his students. I most certainly do recommend this course without reservation. Consider it a blessing to have James Walton at Notre Dame.

Thomas Werge
English 383
American Writers Survey
English 578
Studies in Mark Twain

ENGLISH 383

CONTENT: American Writers Survey is a general lecture course dealing with selected writings of nineteenth- and twentieth-century American authors. The course is open to all Arts and Letters sophomores, juniors and seniors. The course will deal with the literature as illuminating American history of ideas, and vice versa.

READING: The quality of readings, given that this is a survey, is very high. For those seriously interested in an introduction to American literature the course comes highly recommended for its readings alone. The syllabus is comprised of *Selected Writings from Poe*; Hawthorne, *House of the Seven Gables*; Melville, *Moby Dick*; Stowe, *Uncle Tom's Cabin*; Agee, *Death in the Family*; Faulkner, *Light in August*; Hemingway, *In Our Time*; Whitman, *Leaves of Grass*; T. S. Eliot, *The Wasteland and Other Poems*.

ORGANIZATION: Assignments for the course will include at least one five-page paper, possibly two, but no more than two. A midterm and a final exam will be given. Mr. Werge's exams are comprehensive, oftentimes fairly difficult, and always just and merciful. He is known to grade them quite fairly and they provide an excellent opportunity to pull loose ends together. The average grade here is a B.

ENGLISH 578

CONTENT: Studies in Mark Twain is a new course for Mr. Werge. It will be a seminar class emphasizing a study of the religious and philosophical questions surrounding a very complex and fascinating character. Twain's autobiography will be used to illuminate the writings. The course is open to all juniors and seniors English majors and graduate students.

READINGS: *Selected Shorter Writings* (selections); *The Innocents Abroad* (selection); *The Adventures of Tom Sawyer*; *Huckleberry Finn*; *Life on the Mississippi*; *Pudd'nhead Wilson*; *The Mysterious Stranger*; *A Connecticut Yankee*; *Twain's Autobiography*; and *A Collection of Critical Essays*.

Assignments will include, at least 3 5-to-6-page papers and a final exam.

PRESENTATION: The quality and style of lectures here is excellent. Mr. Werge combines an exact knowledge of his topics with a quick wit and a repeating series of anecdotes into highly cohesive lectures. A great deal of material is covered in each class and the lectures are fast. In the 300 course Mr. Werge has a tight schedule and sticks to it rigidly. Here, there is little discussion yet a time is reserved at the end of each class for questions which are well received. The single and only difficulty here is time (50 minutes) and space (30 students).

The Twain course, however, is a seminar. Here Mr. Werge is as good, if not better. His way is never manipulation, but thoughtful persuasion and discussion. A few introductory lectures may be expected, but the majority of the time is spent in well-conducted discussion.

COMMENT: Mr. Werge's courses come highly recommended to the serious student. Mr. Werge is at his best when dealing with nineteenth-century American literature in light of philosophical and theological ideas. His treatment of *Moby Dick* is, usually, the highlight of the semester. However, the students taking the course should understand Mr. Werge demands insight and thoughtful participation in return. With this understood, one becomes caught up in a highly provocative experience. After all, American literature, and in particular nineteenth-century literature and its corresponding history of ideas, comprise our roots. To attempt to come to terms with this is as worthy, enlightening and creative an experience as any. Hopefully, a number of serious and thoughtful people will sign up for these courses.

General Program

General Program 281, 381, 481 Seminars I, III, V

GREAT BOOKS SEMINAR I

CONTENT: The Seminar, core of the General Program, consists of the reading and discussion of approximately 15 "classics" per semester. In the past, the Seminar has been almost exclusively concerned with the theological, philosophical, historical, and political concepts of Western man, each year beginning with ancient works and proceeding to modern. Gradually, however, an attempt has been made to incorporate some representation of Eastern thought. The Seminar seeks to inculcate a sense of intellectual heritage, while fostering rational habits of thought and discussion. Ideally, the aim of the Seminar could be compared to Matthew Arnold's definition of culture: "to know the best that has been thought and said in the world."

PRESENTATION: The basis of the Seminar is discussion of the readings. The varying pedagogical styles of the Seminar leaders are the sources of differing orientations of the course's emphasis.

ORGANIZATION: A student's grade depends basically on his performance in the discussion and an oral final with two GP faculty members. Some Seminar leaders require short papers or commentaries on the readings and/or a midterm exam. Also, students are often assigned to lead the class discussion.

READINGS: Last semester's readings are listed below, but some revision should be expected this year: *Epic of Gilgamesh*; William McNeill: *The Rise of the West*; Homer: *The Odyssey*; Plato: *Apology*, *Crito*, *Gorgias*, and *The Republic*; Sophocles: *Oedipus Rex*, *Oedipus at Colonus*, and *Antigone*; Aristotle: *Poetics*; Herodotus: *History*; Epictetus: *The Manual*; Plutarch: *Lives of Alcibiades, Coriolanus and Comparison*; Augustine: *Confessions*.

Dean Crosson is a brilliant man and masterful seminar leader. He insists on focusing the discussion on the books themselves, which is necessary in this seminar, since sophomores often have the tendency to spend too much time on related contemporary problems. Dean Crosson's vast knowledge of the issues raised in the readings sometimes catches the students ill-equipped to defend their positions. For this reason the discussion often lags and a near-lecture format ensues. It has also been suggested that the Dean has been fighting a one-man war on inflation in grades; however, Dean Crosson's keen insights and dedication to rational thought make his seminar an exemplary introduction to the General Program.

Dr. Collins, who is now teaching in the History Department at the University of Chicago, will be a new member of the G.P. faculty next year. In addition to his seminar duties he will be teaching History of Science.

Dr. Walter Nicgorski shows a profound interest in the student and the development of the student's own ideas. To this end each student in the class will be given the responsibility of leading the seminar once during the term. Also, for each book, students will be required to submit a short written commentary on the day of the discussion. Dr. Nicgorski intends to write a personal letter of evaluation to each student at midterm.

Dr. Harold Moore handles the seminar quite well, providing a good focal point for discussion. He generally strikes a good balance between setting a background for discussion, giving his personal opinions, and allowing the student to fully develop his own thoughts. No papers are required, with the only tests being a final and possibly an ungraded midterm, giving the student an opportunity to articulate his interpretation of the readings. Discussions are centered around important concepts found in the readings, and are usually well worth the students' participation. Dr. Moore's experience, insight, and informal style provide a worthy complement to the readings.

GREAT BOOKS SEMINAR III

READINGS: *Bhagavad Gita*; Homer: *Iliad*; Aeschylus: *Oresteia*; Plato: *Symposium*; Xenophon: *Recollections of Socrates*; Aristophanes: *Clouds*; Livy: *History of Rome*; Epictetus:

Enchiridion Stoic and Epicurean Philosophers; Gibbon: *Decline and Fall of the Roman Empire*; St. Augustine: *City of God*; St. Anselm: *Proslogium* and *In Behalf of Fools*; Dante: *Purgatorio*; Burckhardt: *Civilization of the Renaissance in Italy*; Cellini: *Autobiography*; Erasmus: *In Praise of Folly*; Luther: *Three Treatises*; Calvin: *On the Christian Faith*.

At the outset, Dr. Jill Whitney bases discussion on specific knowledge of the text. In reaction to a student's idea she presents her own interpretation, but often fails to compel the student to defend his own. In order to stimulate the student's participation, Miss Whitney assigns a class member to prepare an opening question for each book, and write a summary of the discussion. These summaries will be returned to the class at the end of the semester, in order to present an overview of the course's development.

Dr. Edward Cronin's seminar will be characterized by his well-known love of teaching and his equally well-known insistence that the best way for a student to develop accuracy of thought and expression is to write. Dr. Cronin will require four or five papers dealing with topics from the readings. These papers will be graded carefully, and students are encouraged to discuss the papers at length with him. Although the seminars will be both lively and interesting, Dr. Cronin maintains that his best teaching is done in G-206 (his office in the library). Despite his heavy work load and tough grading policy, nearly every student who has studied under Dr. Cronin has found his course a singularly rewarding experience.

GREAT BOOKS SEMINAR V

READINGS: Lao Tzu: *The Way of Lao Tzu*; Thucydides: *Peloponnesian Wars*; Aeschylus: *Prometheus Bound*; *The Book of Job*; Euripides: *Iphigenia at Aulis*; Virgil: *Aeneid*; Dante: *Paradise*; *Perceval* and *Tristan & Isolt*; Pico della Mirandola: *Oration on the Dignity of Man*; Thomas More: *Utopia*; Cervantes: *Don Quixote*; St. John of the Cross: *Dark Night of the Soul*; Montaigne: *In Defense of Raymond Sebond*; Pascal: *Pensees*; Shakespeare: *Tempest*; Hobbes: *Leviathan*.

Brother Edmund Hunt sees the Seminar leader's role as one which questions the students in order to elicit their ideas. He does not lecture in his Seminar, and is always searching for an aggressive student to "shape" the discussion. He requires no papers, determining the student's grade through performance in class and the oral final. Although Brother Hunt minimizes the Seminar leader's role, his insights and ability to keep the discussion moving have made his course a popular one.

Dr. Mirhael Crowe combines a very thorough academic study of the readings with open and challenging dialogue. Most GP seniors, having taken his excellent History of Science course, feel compelled to attempt to bring their preparation and discussion up to his intellectual standard. Dr. Crowe's rigorous examination of the basis of a student's contentions is a valuable contribution to the development of each student's thought.

E. Collins General Program 343 History of Science II

CONTENT: Generally, the content will be the same as Dr. LaPorte's class.

PRESENTATION: The course will consist of both lecture and discussion with the proportion between the two depending on the technical nature of the material.

READINGS: Emphasis will be placed on primary sources.

ORGANIZATION: There is a possibility that the student will be given the choice of either a final exam or a final paper.

COMMENTS: Dr. Collins, now a member of the faculty at the University of Chicago, is interested in the period from Copernicus to Newton, especially with regard to the "exact sciences." His most recent work was done on Cartesian physics. In his course, he hopes to make the student aware of the problems concerning the interaction between science and society.

Edward Cronin
General Program 441
Novel

CONTENT: The aim of the course is to examine the novel as a work of art. The novel, as art, will be studied in terms of technique, structure, and style. This course is not concerned with the history of the novel, nor will there be any effort made to compare the different novels studied.

PRESENTATION: The course will proceed through discussion of points brought up by Dr. Cronin.

ORGANIZATION: Papers will be written about each novel studied. These papers will be carefully corrected by Dr. Cronin, revised by the student, and then discussed at length in private consultation. No tests will be given. The final will consist of a paper on a novel not studied in class.

READINGS: About half the semester will be spent on Joyce's *Ulysses*. Novels by authors such as Proust, James, Dickens and Virginia Woolf will be studied in the remaining time.

COMMENTS: Dr. Cronin is an acknowledged master of literature, but more importantly a master of teaching. Since he believes that a good understanding of the novels can come only from participation in the class, regular attendance is required. The papers will be subjected to his painstaking analysis, and the student will spend many hours in "confession" in G-206. While an insatiable appetite for difficult novels, long, hard hours writing and rewriting papers, and discouragingly low grades is recommended to those taking this course, the only requirement is a deep and sincere admiration for Ireland, Richard Daley, dogs, and the Chicago White Sox.

Edmund Hunt, C.S.C.
General Program 247
Fine Arts 1

CONTENT: This course is the first part of a two-semester course on art and music. The course will integrate art with music. Brother Hunt plans to discuss each period of art with its corresponding period of music. This integrative feature will make the course much different than last year's.

PRESENTATION: The course will be primarily lecture plus "thousands" of slides and some recordings.

READINGS: The textbook will probably be *History of Art and Music*, by Janson and Kerman.

ORGANIZATION: There will be one or two small papers assigned in order to stimulate interest in a topic and to get students to use the library. A final exam will be given and possibly a few quizzes.

COMMENTS: Brother Hunt's lectures are thorough and very interesting. His understanding of each period of art, and its relation to the total historical development of art is extensive and insightful. In the past the workload has not been oppressive, and Brother Hunt has been especially helpful with advice and source material on the papers. Brother Hunt's extensive use of slides, recordings, etc., enable the student to experience, as well as study, art. A requirement for G.P. sophomores, this course would be a rewarding and enjoyable one for nonmajors.

Doug Kinsey
General Program 347
Fine Arts III

CONTENT: The course deals with the practical application of studio arts, and emphasizes a sensual appreciation and creative approach, rather than an academic and historical approach.

PRESENTATION: There are no lectures as such. Before each project Mr. Kinsey briefly explains the basic concepts which the particular project entails. In this way much of the project is left up to the individual student's creativity. Mr. Kinsey, however, always readily offers suggestions and answers the student's questions.

READINGS: There is no required text. Occasionally, Mr. Kinsey will suggest articles which relate to a particular project.

ORGANIZATION: One project is usually assigned for each class period.

COMMENTS: The projects are interesting and enjoyable, but

perhaps for a one-credit course the work load is a bit oppressive. Besides the two-hour meeting each week, the students are required to keep a sketchbook and prepare "special" projects outside of class.

Deirdre M. LaPorte
General Program 343
History of Science II

CONTENT: History of Science II is the second part of the three-semester General Program sequence in History of Science. The course traces the development of modern scientific scientists of the late Middle Ages, the Renaissance and the Early Modern Period.

PRESENTATION: The lectures deal with the major topics of the era, concentrating on the discoveries and theories of Copernicus and Newton. The lectures tend to be overly factual, and are, therefore, often uninteresting.

READINGS: The readings consist mostly of primary sources by the important men of the era (e.g., Copernicus, Kepler, Galileo, Harvey, Newton) with some secondary sources of broad scope also being read.

ORGANIZATION: There will be a midterm and final exam, in addition to a final paper.

COMMENTS: Dr. LaPorte knows the subject extremely well but tries to cover too much material in too much detail. Her brisk, yet thorough, presentation tends to discourage questions and induce writer's cramp. Questions are few since it is difficult to raise one's hand when it is riveted to one's notebook. More importantly, one sometimes loses sight of the development of scientific thought in the wake of minutia. Ultimately, though, the student does leave the course with an understanding of this crucial period in the development of science.

Deirdre M. LaPorte
General Program 445
Intellectual and Cultural History
of Europe to 1789

CONTENT: The development of European thought from the medieval period to the French Revolution is dealt with in this course, with emphasis being placed on the Greco-Roman, Judeo-Christian heritage. The course attempts to provide a historical and interpretive framework by means of the history of ideas.

PRESENTATION: There will probably be two lectures and one discussion period per week. Discussion will be encouraged in dealing with the ideas of the era.

READINGS: Mostly primary sources with one secondary source covering the entire period.

ORGANIZATIONS There will be a midterm and final exam as well as a final paper.

COMMENTS: Since Dr. LaPorte is teaching this course for the first time, nothing definitive can be said about her lectures. Judging from her History of Science course, however, her lectures will be thorough if not always stimulating. She has overestimated the interest of her History of Science students in the past but perhaps in this Cultural History course, student enthusiasm will be greater.

Harold Moore
General Program 243
Logic and Language

CONTENT: The course will deal with truth-functional logic, predicate logic, informal fallacies, and most importantly, the relation of the philosophy of language to philosophical problems. It is possible that computers will also be used.

PRESENTATION: The lecture format will gradually give way to discussion as philosophical problems arise in relation to logic.

ORGANIZATION: There will be both a midterm and a final exam.

READINGS: To be decided.

COMMENTS: Since many students have complained that logic, in itself, is boring, Dr. Moore will try to emphasize the relationship between logic and philosophical problems.

Harold Moore

General Program 345

Ethics

CONTENT: This course deals with traditional ethical thought and its application to contemporary ethical problems.

PRESENTATION AND ORGANIZATION: In the first half of the semester, the five readings listed below will be read and discussed. Then, in the second half, the class will be divided into three groups, each group dealing with one of the following issues: Medical Ethics, Ethics and Law, or Behavior Control. Each group will meet once a week to discuss their particular issue in relation to the five readings and to prepare a term paper in which the issue will be answered. In writing the paper, every student will choose an area within the group's issue. (For example, abortion and euthanasia may be dealt with in the Medical Ethics group.) In addition to the final paper, there will be a midterm exam, based on the readings.

READINGS: Plato: *Euthyphro*, *Meno*; Kant: *Foundations of Metaphysics of Morals*; Camus: *The Plague*; Dewey: *Theory of Moral Life*; and one work by either J. S. Mill or David Hume.

COMMENTS: Dr. Moore is enthusiastic about this course and hopes that the structure will allow the students to "do" ethics rather than just study it. Moore exhibits an interest in students and wants his classes to challenge a student into developing his own belief.

Walter Nicgorski

General Program 443

Politics

CONTENTS: The course aims at "helping us to a better understanding of the fundamental problems of political community and the nature of the various solutions." Emphasis will be placed upon the "promise and problems of the democratic solution." The course is required for GP seniors but others are welcome.

PRESENTATION: The course is primarily lecture but questions are always encouraged. At least every third meeting will be an open discussion of the preceding lectures and the readings.

READINGS: Aristotle, *The Politics*; Rousseau, *The First and Second Discourses* and the *Social Contract*; Niebuhr, *Children of Light and Children of Darkness*; Maritain, *Man and the State*; Hook, *Paradoxes of Freedom*, and a few magazine articles.

ORGANIZATION: There will be a midterm and a final exam. Also a critical essay on a fundamental political problem will be assigned.

COMMENT: Most of the students enrolled in the Politics course last semester agree that Dr. Nicgorski is a remarkably concerned and competent professor. Political philosophy is his specialty and his knowledge of the subject is demonstrated by his extremely well-prepared lectures, his thorough treatment of the core readings and his intelligent and interesting insights into fundamental political issues. The course is highly recommended.

Stephen Rogers

General Program 241

Poetry

General Program 341

Origins of Christianity

GENERAL PROGRAM 241

CONTENT: The course will be a survey of poetry, with the basic idea being that the student "read intelligently and write as far as he is able." Different poems from those used in previous semesters will be studied—possibly looking at themes running through the works of certain poets.

PRESENTATION: Dr. Rogers' lectures indicate a great deal of preparation, being tightly knit and to the point. Discussion is always encouraged.

READINGS: An anthology of poems will be read, supplemented by handouts.

ORGANIZATIONS: Midterm and final exams are given. Stu-

dents will also be required to do a couple of papers and some original poetry.

COMMENTS: Dr. Rogers displays a thorough understanding of the subject. He is noted for his ability to aid the student in developing an awareness of, and sensitivity for, the language of poetry. The course provides an excellent background for those interested in developing their own creativity. Classes may tend to drag a bit, but this is more than compensated for by Dr. Rodgers' knowledge and concern for the individual student.

GENERAL PROGRAM 341

CONTENT: Dr. Rogers has never taught this course before, and is very enthusiastic about doing so. It is probable that Dr. Nutting will be helping with the class. Dr. Rogers' aim will be "to get the students to think imaginatively about the Scriptures." He plans to follow the development of thematic ideas through the Scriptures, such as justice, love and redemption. An attempt will be made to understand how the interpretation of Scriptures has gone on within the Scriptures themselves; for instance, Jesus interprets the Old Testament, Paul interprets Jesus, etc. All of this should lead to the student's own interpretation.

PRESENTATION: The class will be a combination of lectures and discussions, with an attempt to elicit an imaginative response on the part of the student.

READINGS: For the most part the readings will be from Scripture. Some imaginative interpretations will also be included such as Kierkegaard's *Fear and Trembling*.

ORGANIZATION: A midterm and final will be given. It is also probable that a couple of papers will be assigned.

COMMENTS: This course has the distinct advantage of drawing upon the abundant resources of both Dr. Rogers and Dr. Nutting. Dr. Rogers' carefully integrated lectures will be perfectly complemented by Dr. Nutting's gems of wisdom. Both men attach primary importance to helping the student develop his own ideas. Dr. Rogers' literary orientation should prove quite effective in tracing the development of thematic concepts through the Scriptures.

Ivo Thomas, O.P.

General Program 341

Origins of Christianity

CONTENT: This course is designed to give the student a "material knowledge and a genuine understanding of the Bible."

PRESENTATION: The course will be primarily lectures with little or no time for discussion.

READINGS: The Bible will serve as the text for the course, with the majority of the readings taken from the Old Testament. Outside readings are often suggested to aid in understanding class material.

ORGANIZATION: No tests will be given, but one or two major papers will be assigned.

COMMENTS: Fr. Thomas, quite obviously a brilliant man, doesn't seem able to consistently apply this characteristic to his classes. He has a propensity for leaving the student somewhere in the dust of his discourses. Questions have been raised concerning his grading system, and his inaccessibility for consultation. Father Thomas does not place a letter grade on the papers, but gives only a verbal comment upon returning them. Despite some distinctive drawbacks, a student can come away from this class with a host of insights, especially if he can breach the often wide gulf between Fr. Thomas's intellectual abilities and his own.

Jill Whitney

General Program 243

Logic and Language

CONTENT: Basic systems of symbolic logic will be taught and these systems will then be applied to philosophical questions.

PRESENTATION: Lectures will introduce the student to logic and discussion will apply logical skills to philosophical texts.

READINGS: Programmed text for the first month while other readings, which have not yet been determined, will be the same

used in Dr. Moore's logic class.

ORGANIZATION: Daily assignments in the beginning of the semester, probably short papers, a midterm and final exam.

COMMENT: Miss Whitney's treatment of logic will be characterized by a definite orientation toward the solution of philosophical problems. In this way, the course can almost be considered an introduction to philosophy, for logical skills will be developed as philosophical tools.

Jill Whitney General Program 345 Ethics

CONTENT: This course will trace the development of ethical thought in the western world. Major ethical writings will be studied in order to apply their concepts to contemporary ethical problems.

PRESENTATION: Course will be a mixture of lectures and dis-

cussions. At the outset more discussions will be encouraged to enable the students to develop a sense of ethics.

READINGS: Major ethical readings will be from Plato, Kant and Mill. Next year Miss Whitney will concentrate on fewer books than this year in an effort to treat the concepts in greater depth.

ORGANIZATION: There will be two tests—a midterm and a final, and one major paper on some ethical problem.

COMMENTS: Last fall the course was dominated by lectures, with little student enthusiasm for discussion. This was primarily due to the extensive reading list, which gave the students little time to digest the issues. With fewer readings next fall, there should be more time for discussion and student involvement. Miss Whitney presents an interesting but decidedly Christian emphasis, which in some cases tends to inhibit a systematic analysis of ethical problems. The midterm and final were challenging, with Miss Whitney's extensive comments an aid both in understanding the course material and placing one's own ethical beliefs in that context.

Government

Paul C. Bartholomew Government 340 American Government

Government 431 American Constitutional Law

GOVERNMENT 340

CONTENT: American Government is a one semester course offered during both the fall and spring terms. This course is a requirement for all Government majors but don't lose heart, it's not *that bad*. A comprehensive view of the governmental system is spanned. It concerns itself with the American executive, judicial and legislative branches, also American political parties, state and local offices and election procedures, both federal and state. A considerable amount of emphasis is placed on the various court cases dealing with the above aspects of government. There are no prerequisites for this course. Most of the class will be junior Government majors because of the requirement.

PRESENTATION: Professor Bartholomew's lectures are informative, logical and easy to take notes from. That is, easy if you can stay awake. His delivery is dry and so is his wit. However he is known to crack a few "funny" jokes during the semester. Discussion is limited due to the large number of students, but pertinent questions are welcomed, however rarely received. The lectures complement the readings, and it is suggested that you do the readings and study the notes prior to the tests. A large percentage of students merely memorize previous tests.

READINGS: Professor Bartholomew's course entails a considerable amount of reading, and it is suggested not to fall behind. The textbook, *Government by the People*, is good and has a moderate flavor to it. This book was specifically chosen by Professor Bartholomew to offset his noted conservative bias. The textbook was \$7.50 but that was a couple of years ago. Your best bargain is to get one from somebody who has already had the course. It's cheaper and probably has some helpful information in it. The other required readings are "U.S. News and World Report" and a lot of court cases which can be found in the library.

ORGANIZATION: In American Government there are four papers, usually from five to ten pages each. The papers are mostly busy work and are generally "ventures into trivia." They

concern specific topics such as state and local government of the individual student's home. Each of these papers is worth 10 points. Three tests and a final are given during the semester. None of them are actually cumulative except the final. Professor Bartholomew's tests consist of short essays and identifications. Long, windy answers are out and succinctness is a major asset. The tests are good challenges to your ability to memorize. The primary factor in studying for his tests is time. As mentioned, you can get your hands on tests from previous semesters. It will help greatly. The basis of the final grade is divided between the semesters' work and the final. Papers and tests make up 75 per cent of the grade; the final is worth 25 per cent. The average final grade is a B—.

COMMENT: American Government, aside from being a requirement, is a good course to take for an overall perspective of our governmental system. Professor Bartholomew is a brilliant man and has much information to convey. For those of the liberal persuasion, his course may challenge your ideas and provoke some serious thinking. Though it is not noted for requiring any one to think, it may help enable you to get your ideas into an organized, consistent body of thought. For you who are conservative, you have an able spokesman for your point of view and you'll probably be able to pick up some good points. He is available for consultation in his office, but the student has to take the initiative to approach him.

One serious complaint with the course is its stress on memorization. Not much value is placed on independent thinking. The papers in the course are strictly busy work. One longer paper on a portion of federal or state government in which the student is allowed to think independently and develop his own ideas, would be more beneficial than those five page "ventures into trivia." It would be more stimulating and thought provoking than the papers that are now done for the course.

Also, a word must be said about the textbook. Its countless instances of glossing over the glaring inadequacies of our governmental system are most annoying to the serious student of government. The only criticisms which co-author Burns sees fit to treat seriously are his own, brushing aside with barely a mention some sharp attacks on the structure. A second suggestion would then be that textbooks, especially such "advanced high school civics" types, be abandoned and several paperbacks dealing seriously with problems in American democracy be used. The student would then rely on Prof. Bartholomew's lectures to become less mechanical and to integrate these considerations within his routine format.

CONTENT: Constitutional Law deals with the contents of the Constitution of the United States, and with the interpretation and construction of these contents. It presents the ruling case law regarding the powers and organization of our government, concerning itself dually with Supreme Court decisions on points of law, and the whys and wherefores considered by the Court in reaching its decisions. Prerequisite for enrollment in Constitutional Law is the completion of the four core courses required by the Government Department, thereby restricting the course to Government majors. Only five juniors and seniors undertook the course last fall, although Professor Bartholomew expects a larger class next semester.

PRESENTATION: All Government majors are doubtless familiar with Professor Bartholomew's rigid lecture style in his American Government class. Each lecture is prepared meticulously, and delivered with almost flawless coherence. However, due to the minimal number of students in this course, he deviates slightly from this standard pattern, and invites, or demands, student participation in class. Several major cases and numerous corollary cases are studied during each class. After explaining and analyzing the law recited in these cases, Professor Bartholomew allows the student an opportunity to interrogate him regarding any matter they feel to have been glossed over or ignored. Indeed, he expects such questions, and at times deliberately omits certain details in order to test the attention of the student. Small class-size facilitates student participation, and discussion greatly enhances the knowledge acquired from the course. Professor Bartholomew prefers this system of lecture punctuated by discussion, and is eager to assist his students to gain a genuine appreciation for, and clear understanding of, a complex subject. Further, discussion and dialogue provide the student with a glimpse of Professor Bartholomew's own opinion on various current events—an in sight not to be found in his smaller classes.

READINGS: Only one textbook is used in the course—*Ruling American Constitutional Law* (\$3.95), authored by Professor Bartholomew. A casebook presenting a multiplicity of Supreme Court cases and decisions, both major and corollary, from the time of the Court's inception, the book affords the student a comprehensive view of current Constitutional Law. Cases are studied under ten inter-related headings, and the author periodically injects short comments of his own after certain cases, summarizing situations to date regarding the continuing importance of the decisions.

ORGANIZATION: The reading load, in terms of volume, is relatively light, but in terms of content, the material requires more than a hasty once-over. Professor Bartholomew expects the student to have assigned cases prepared and briefed in order that knowlegable discussion can proceed. Since he teaches this course with great interest and relish, Professor Bartholomew is not impressed by the student who fails to reciprocate this interest. To supplement the reading and discussion, Professor Bartholomew requires two papers during the semester: a brief "mini-essay" presenting a sketch of one of the sitting Supreme Court Justices, and a comprehensive term paper which is to furnish a general survey of all the material studied, and an explication of the points of law found in the material. This latter task may seem arduous, but the student who has maintained a continued interest in the course throughout the semester will find it quite manageable. In addition, there is a midsemester and a final exam. Neither poses an unscalable barrier. Professor Bartholomew's reputation as a villain regarding exams is greatly exaggerated. Again, he simply expects the student to do the work assigned, and, if the student complies, then the grades will follow.

COMMENT: For those Government majors, especially for those with aspirations to Law School, interested in the mechanics of the Constitution, this course will be well worth the time. Professor Bartholomew is an acknowledged scholar in the field, and one cannot help but benefit from his tutelage. Constitutional Law offers an excellent opportunity to realize the legal system upon which, for better or worse, this nation is based.

Alfons J. Beitzinger Government 405 Political Science of Aristotle

Government 407 Political Science of Plato

CONTENT: These two courses are being offered for the first time next Fall, and hence no firsthand knowledge of the courses' content is available. Professor Beitzinger has, however, been an instructor at the University for quite some time, so information on the presentation and, more importantly, the slant of his courses, is not lacking.

PRESENTATION: In past years, the classes instructed by Professor Beitzinger have revolved around a lecture format. These consume the vast majority of classroom time, are delivered from memory and by inclination, and are often overly dry and repetitive. Beitzinger brings into the classroom a wealth of knowledge relating to several major currents of philosophical thought, as well as heavy biases against German thought, historicism, the New Left and other currently popular movements and avenues of intellectual inquiry. These biases would be welcome were the classroom more open for argumentation, but Professor Beitzinger manifests an open hostility to positions that challenge his, leaving the students fearful that strong opposition to the instructor's interpretation of events will adversely affect their marks.

READINGS: Readings are satisfactory, but this says little, for it is difficult to go too wrong with either Aristotle or Plato. As in previous classes Beitzinger has taught, e.g. Natural Law, the point to be considered is 'What interpretation will Beitzinger expect?'—and there is heavy consensus among those who have had him that a certain view—his—is thought to be omnipotent. It is probably only reasonable to expect that any instructor will transmit certain prejudices, but the singular quality of Beitzinger's analysis is that, while proclaiming academic neutrality personally, he continuously employs whatever philosopher he is discussing as justification for snide attacks on the ignorance of today's youth and the emptiness of their values.

ORGANIZATION: As far as grading goes, if one attends the majority of classes and does not irritate Beitzinger he can usually expect a 'B'. In past courses, papers have seldom been required, with the basis of a final grade resting on approximately three tests and reasonable classroom attendance. These tests are of essay variety and are relatively easy if one has done the readings and scanned Beitzinger's notes, or vice-versa.

COMMENT: In conclusion it must be said that, in this writer's view, Beitzinger's class is not a 'significant educational experience'. The student who is in search of insight and understanding would do far better to read the classics on his own or enroll in a class where philosophical inquiry is stressed. Students who are not Government majors and wish to be exposed to seminal Greek thought should definitely opt for this latter avenue, while Government majors, if at all well-read, will probably discover, as past students have remarked, nothing new. Above all, Prof. Beitzinger's courses need fresh thought and more openness. Judging from past experience, the courses offered next fall will not be substantially different in approach from ones he has taught previously. Unless a group of students are up for either a boringly earned three credits, or a titanic struggle to wring some relevance from a dry approach to leaning, this writer would suggest shopping around.

George Brinkley Government 449 Soviet Government and Internal Affairs

CONTENT: The course is broken down into six sections: 1. The historical background of Russian politics and government, and the causes and events of the Russian Revolution. 2. The political philosophy of Marx, Lenin, and Stalin. 3. Policy-making and the structure of the Soviet State and Communist

Party. 4. Soviet society and culture (laws, courts, police, education, religion). 5. The Soviet Economy. 6. Recent developments and future trends. The course is open to nonmajors but an elementary course in Comparative Government is a prerequisite.

PRESENTATION: Professor Brinkley lectures with only an occasional glance at his outline. His knowledge of the subject, sense of humor, and ability as a lecturer make for interesting and lively classes. Extensive note-taking is required but the lectures are well ordered and easy to follow. Professor Brinkley welcomes questions and his answers reflect his mastery of the subject.

READINGS: Professor Brinkley expects the student to do a lot of reading for the course. He assigns about 5 paperbacks and also wants the student to do additional outside reading. He gives out a long reading list which is divided into the six sections that the course is divided into. The student is expected to do some readings in each of these sections. The student must submit a reading list with each test and a cumulative reading list must be submitted at the end of the semester. Students considered the work load as average.

ORGANIZATION: There are no papers required, Professor Brinkley would prefer to see the student spending his time reading on the subject. There are three tests and a final, each counting equally and each covering $\frac{1}{4}$ of the course. These tests are essays with general questions which give the student a chance to exhibit all he knows about each area. The student should be prepared to take the tests in such a way that the result will be clear, critical, and exact, and so that the questions are well covered. He must know the material to be successful. Professor Brinkley is a fair but strict and critical grader. The average grade is a B, but the student must work for it.

COMMENT: Any comprehension of the world situation certainly must depend on an understanding of the Soviet philosophy and system of government. This course will give the student a good understanding of how Russian historic development influences the present system, what the Marxist-Leninist view of the state entails, and how policy is made in the Soviet system. This study of Soviet government also helps the student better understand our American view of government. All of the students interviewed highly praised Professor Brinkley both as a teacher and as an individual. All definitely recommended the course for majors and nonmajors alike. Almost all of his students take him again for additional courses. The only recommendation was that he spend more time on discussion of contemporary problems.

Raymond Cour, C.S.C.

Government 434

Supreme Court History

CONTENT: This course is a historical study of the rule of the Supreme Court in American constitutional development. Its major emphasis is the contribution made by our highest court to the constitutional history of the United States. An introductory course in American government or American political history is prerequisite. This course is restricted to junior and senior government majors.

PRESENTATION: This is a lecture course, seldom interrupted by discussion (no criteria for criticism are developed), on the topic assigned for the day. The lectures closely follow the readings and attempt to illustrate constitutional thought on various themes (i.e., federal vs. state power, segregation, etc.) through an examination of pertinent decisions. It is a shortcoming of the course that Fr. Cour is not a dynamic lecturer. The tests seek to establish the student's familiarity with both specific facts and cases and more general concepts.

READINGS: The readings are well suited to the course but reflect the general dryness of the material. The specific texts are *Liberty and Justice* (2 vol.) by Smith and Murphy, *The American Supreme Court* by McCloskey, *The Nature of the Judicial Process* by Cardozo, *American Constitutional Law: Historical Essays* by Levy, and *The Supreme Court in the American System of Government* by Jackson. They run about \$20. Though there are five books the reading load is well within reason and the casebooks simply reiterate the cases covered in lecture.

ORGANIZATION: Assignments consist of one term paper (10-12 pages) and one book report. There are two quizzes and a final examination. The final grade is based upon "achievement revealed in assignments and interest and participation in the work of the course." The average final grade is B.

COMMENT: Despite Fr. Cour's personableness, that spark of vitality that makes the material come alive is lacking. Perhaps it is the early hour (9 MWF), Fr. Cour's monotone (it has been described as soporific), or the passivity of the class, but in the past the course has not been characterized by active participation. Students who take this course would be well advised to have an intense interest in the Supreme Court and the law.

Michael Francis

Government 451

Latin American Politics

Government 461

Latin American Seminar

GOVERNMENT 451

CONTENT: The course attempts a survey of the political condition of the LA nations. Some concern is given the "form" of each country's government, but since this very often can change from month to month, more emphasis is given to understanding the political forces, desires, and power groups existing in these countries. A knowledge of the field of comparative government is a helpful primer as is some previous knowledge of LA, without which one can expect some amount of confusion sorting out the Vargases from the Allendes and Pinillas. The class is made up of mostly seniors and juniors, and is held to about twenty students.

PRESENTATION: Lectures are on the whole informative and of import to the subject at hand. However, Francis is by nature a loose lecturer, which can allow for highly interesting tid-bits and insights into the LA political scene, and at times insights into the voting nature of his wife or some other unrelated item. By such a manner, and an occasional guest lecturer, Francis keeps the classes above average and open to discussion of student questions.

READINGS: As this is a survey of twenty countries, the books are mostly compilations of current events and trends in each country. In addition, however, Ranis' book on the topology of political parties in LA will be used, as well as Snow's *Politics and Argentina*. Others will be Von Lazar's, *LA Politics: A Primer* and *LA Politics*, by Robert Tomasek. These are not best-sellers, but they do supply the information necessary to understand fundamentals and the general thrust of the course. Francis keeps the cost of the books under \$15, and supplements these with interesting and or current articles.

ORGANIZATION: Because no great stress is placed on getting a grade in this course, a student is really causing himself grief unnecessary by worrying about one. If he must, though, it will be a result of his work on one take-home exam, one term paper, and a final exam. The exams ask that you have attended a decent number of classes and have kept up with the assigned readings.

COMMENT: The class is an interesting experience, educationally as well as in other ways. The last semester the course was taught, the readings were closely related to the thrust of the course. It is important not to get upset at the free style of the classroom, especially during the discussion. These are very suitable for digesting the battery of facts which Francis is prone to lay on the class during the opening minutes. Another enjoyable experience is Francis' humor, which is quite palatable and seems to bite only himself, and keeps the class lively.

GOVERNMENT 461

CONTENT: The course chooses three Latin American countries each semester and tries to give students a better understanding of each by examining selected aspects of its history, government (or, more precisely, political power structure), economy, literature, and sociology. The countries surveyed in the first semester will probably be Argentina, Brazil, and Colombia; those of the second will be Cuba, Chile, and Mexico. Though primarily designed for candidates of the Government Department's LA Area Studies Program, it is open to any student with an interest in LA. Some previous knowledge of LA is helpful, though this is as good a place as any to begin.

Seniors and some juniors make up the class.

PRESENTATION: Each area of the country studied utilizes a different instructor. Thus the description of lecture quality varies from "dynamite" to dreadful, depending almost solely on the visiting professor and somewhat on the students' ability to carry discussion. Throughout, though, the classroom activity focuses on, or revolves around, the assigned readings. Lectures are important in scoring well on exams and papers, if those things concern you.

READINGS: Again, the multiplicity of instructors tends to vary the quality of the readings. Work load is usually a book a week, though often shorter articles are assigned and placed on reserve. The book assignments are interesting, informative, and eminently discussable; the articles are a little harder to predict, as some are overly technical and some are only obscurely related to the thrust of a particular study. Professor Francis attempts to limit the cost of purchases to \$15. Books for next year will include *Why Peron Came to Power*, Barager; *Beyond All Pity*, Caroline de Jesus; *Argentina: A City and a Nation*, Scobie; *Patterns of Conflict in Columbia*, Payne; *Artemio Cruz*, Fuentes; *Castro's Cuba*, Lockwood; *Is the Mexican Revolution Dead?*, *Many Mexicos*, Simpson.

ORGANIZATION: If you enter this course worrying, or even thinking about a grade, you are missing the action. When you finish the course, however, your grade will be determined by a mid-term and a final, with possible influence from class attendance and contribution. Usual grade is a B. The exams ask you to show that, through the readings and discussions, you understand particular problems and possible solutions (rare that they are in LA).

COMMENT: The Seminar is surely rewarding with basic knowledge of the situation in some important LA Nations. Occasionally the student is treated to discussions between extremely knowledgeable people. However, because of the occurrence of some duds, some stricter minimum standard for organizing classes should be imposed. The idea of studying the "status quo" countries in one semester and the more "revolutionary" in the second is a major help to students. The openness of Professor Francis to student reactions and suggestions, and also the general willingness of all instructors to consider diverse opinions, is highly commendable. As is the course in general, I might add.

Edward Goerner Government 343 Comparative Government I

CONTENT: This course is a government requirement taught by different professors each semester. It is open only to junior and senior government majors. The governments of Britain, France (from the 3rd Republic), Germany (from the Weimar), and the Soviet Union are studied. The course includes constitutional structures and forms, social and political dynamics, governmental symbols, and the spiritual foundations of the countries.

PRESENTATION: The lectures are excellent and almost always enjoyable. Dr. Goerner brings to the course a vast store of knowledge and a dramatic flair for communicating it. Time is set aside for questions, but the class is too large for a real discussion to develop. The tests are based primarily on the lectures, but the readings, which are not difficult, must be done.

READINGS: The readings are designed to complement and provide a basis for the lectures. In contrast to the rest of the course, they are of only average quality. Next semester, however, they will be changed. The approximate cost should be \$20.

ORGANIZATION: The organization of the course consists of an optional paper (required to receive an A), a midterm, and a final. The tests are usually two or three essay questions dealing with broad comparisons between governments. They are not overly difficult, but demand some thought and a good grasp of the material. One is advised to shun turgid meanderings.

COMMENT: This is an excellent course, and it is highly recommended that it be taken with Dr. Goerner. His personal and spiritual resources make it quite an experience. One only hopes that the monetary situation afflicting the department will ease enough in the future to open the course to nonmajors. Anyone with a general interest in Europe or government would find it valuable.

Stephen Kertesz Government 475 Diplomacy in the Atomic Age

CONTENT: Offered in the fall of each year, Diplomacy in the Atomic Age is open to junior and senior government majors who have taken Govt. 341. Prof. Kertesz divided the course material into roughly two parts. The first half is devoted to an examination of the history of Western diplomacy, extending from the Greek city-states to the problems and assumptions of cold-war diplomacy. The second half of the course examines the major structures for conducting diplomacy in this century. Topics include the League of Nations, OECD, NATO, United Nations, summit diplomacy and European integration.

PRESENTATION: Prof Kertesz opens each class by answering questions which have been submitted beforehand. This practice is followed religiously and is a distinctive feature with him. The lectures are drawn mainly from the text for the course, *The Quest for Peace*, which was written by Prof. Kertesz. Because they tend to duplicate the reading assignments, the lectures usually fail to hold the student's interest, but when Prof. Kertesz injects insights gained from his own experience they are quite worthwhile. The material presented in class will very likely appear on the tests.

READINGS: Besides the text, three or four other paperbacks will be used in the course. Among these *How to Negotiate with Princes*, *Diplomacy*, and *Search for Peace* will be required. Total cost is about \$10. The reading load is heaviest in the first half of the course, but since none of the books is either long or tedious, any student should be able to keep up. The readings enlarge on the material presented in class, and the student is mainly responsible for them through the short book reports which are required. The readings are not very exciting but well integrated into the material which is presented in the lectures.

ORGANIZATION: There will be a midterm and final test for the course. These tests concentrate on the material presented in class and in the text. In addition, four short book reports and a 10-15-page term paper are required. Prof. Kertesz sets deadlines for turning in work but does not rigidly adhere to them. All the work for the course goes into the determination of the final grades, which are mostly A's and B's.

COMMENT: Prof. Kertesz offers a worthwhile course for any major who is interested in international relations or the Foreign Service. The background in the institutions through which nations formally communicate is essential for an understanding of the conduct of foreign relations. Prof. Kertesz could spend more time on the contemporary problems dealt with in the second half, of course, and integrate more of his own experience in diplomatic activity to improve the course.

Donald Kommers Government 420 The Presidency

CONTENT: Deals with the historical formation of the presidency, the relation of the president to the other branches of government, the various roles of the president, the theories which guide the exercise of presidential power and instances of presidential action. There are no strict prerequisites for the course, but the class is composed almost exclusively of government majors.

PRESENTATION: There are two lectures and a discussion session each week. The lectures in the first half of the course cover the historical and modern presidency. The second half takes a case study approach to presidential decision making and the limits of presidential power. Kommers, who seems to relish the human element and the spark it gives to the drama of presidential decision making, seldom presents a dull lecture. He is often carried off the topic at hand, however, in adding color and credence to his points. But the ramblings are usually informative and generally do add to the topic being considered. He entertains questions thoughtfully, although one is never quite sure when he is finished replying and ready for the next question. Consequently questions are lost when he goes on to another point.

READINGS: Texts: *The Chief Executive* by Louis W. Koenig. Kommers does not cover the assigned text in class, leaving it for the tests. However, most of what Kommers presents in class can be found in the book, if only in passing.

ORGANIZATIONS A midterm, a final, a 15 page paper and a private 30-minute "jawbone" session with Kommers about the paper are the only requirements in the course. The midterm (counting for 20 per cent of the final grade) and final (30 per cent) are essay, usually allowing a choice among several questions. The major emphasis in grading (50 per cent) is given to the paper, which is expected to be extremely well done. The paper may be on any subject dealing with the president or the presidency.

COMMENT: The course was offered for the first time this semester and reaction to it has been generally favorable. Kommers himself is a young, well-liked and well-respected member of the Government Department as far as the students are concerned.

The chief criticism offered about the course is that Kommers tends to plug the expansive view of presidential powers almost to the exclusion of other views. However, his knowledge of the subject matter and the possibility of developing any theme in the paper, so long as it is presented well, offsets this prejudice.

John Kromkowski Government 240 Politics

CONTENT: This course is an attempt at a concise yet clear overview of Politics (i.e., government) and how it affects our everyday life, an attempt at "relevancy." Supposedly it should also serve as an example of the type of course available for government majors. There are no prerequisites, and is made up primarily of sophomores.

PRESENTATION: The course is subdivided into four sections: Political Theory, International Relations and Comparative Government, American Government, and Politics. The teaching assistants who taught the first three sections were good and according to at least one observer will all make "excellent professors." Dr. Kromkowski's section is the driest, and in his attempt to be relevant, the section on politics at times falls into complete disarray. Each of the minor sections consists of approximately 15-20 people and, therefore, discussion is abundant and informative.

READINGS: The section on Political Theory involves the largest, and most difficult reading list. Besides reading works by Dante, Aeschylus, Dostoyevsky, Nietzsche, etc., the teaching assistant has compiled a booklet of other works which he deems apropos for the course. At times the readings for this section are so above the heads of the class members that discussion lags, but this problem is soon resolved by a more than able assistant. The readings for Int. Rel. & Comp. Gov., consist of modern-day problems such as "The Rockefeller Report" and are very good. The American Government section this term dealt specifically with Black Power and pressure politics, and the book *What Country Have I* was excellent. The main requirement for the Politics section was a masochistic desire to be bored. Costs of texts — \$12.00.

ORGANIZATION: There were two take-home examinations which fairly test one's knowledge of each section, and one must be adequately prepared to do well on these tests. One day is allowed for the midterm, a week for the final. One paper is required in International Relations, and two busy work assignments for the Politics Section. All sections will accept extra-credit papers.

COMMENT: Overall this course is a good one and though most were unhappy while taking the course, reflection shows that it was quite worthwhile. At times it was too diversified, but this could be cured by going through each section in three successive weeks, and closer communication between Dr. Kromkowski and his teaching assistants. In parting it should be pointed out that the average final grade is in the B to B— range, but even this can be raised by effectively reflecting the teachers' opinions at the proper time.

Walter Nicgorski Government 412 American Founding

CONTENTS: This upper division government course focuses primarily on the political theories of leading American founders with special emphasis on the period from 1776-1790. The Constitutional Convention and major factors influencing will be delved into, as will the writings of Madison and Jefferson.

PRESENTATION: Professor Nicgorski intends to utilize a mixture of lectures and discussions depending very much upon the size of the class.

READINGS: A series of documents and public statements from the period of 1776-1790 will be reviewed with heavy emphasis on the debates of the Constitutional Convention. Most of the *Federalist Papers* will be covered as well as a variety of anti-Federalist writings. In addition, articles and commentaries on the theories and issues of the period will be stressed. At this time the only book that will definitely be required is Paul Eidelberg's *The Philosophy of the American Constitution*.

ORGANIZATION: A series of documents and public statements midterm. However a major paper concentrating on depth more than length will also be required. Its topic will center around a detailed report on the political theory of one of the founders.

COMMENT: Professor Nicgorski is open to various questions and welcomes different viewpoints. Although the readings for the course are heavy, the lectures tend to clarify the material and conflicting viewpoints.

Gerhart Niemeyer Government 342 Political Theory

CONTENT: This course deals with the goals, means and justifications of various political (in the Greek sense of the word) systems of interaction from a predominantly theoretical standpoint. The major emphasis of the course is an examination of different ideas of the highest good and whether or not it can be reached through politics. There are no prerequisites for the course but a previous reading of Aristotle and Plato would be helpful. Due to the present shortage of professors in the Government department, this course will probably be open to juniors and seniors only next semester.

PRESENTATION: Dr. Niemeyer's lectures are thorough, coherent, sometimes brilliant and usually dry. His great interest and knowledge in this field occasionally leads him to break out of the lecture context to provide valuable insights from his experience. The lectures purposefully lag behind the readings and sometimes deal with works not on the reading list. Dr. Niemeyer reserves a few minutes at the end of each class for questions. But his curt manner of dismissing questions or referring the questioner to a previous lecture discourages real discussion. On Friday the class is split in half for a discussion of the readings with the TA James Bond. These sessions, at 8 and 9 in the morning, are usually boring and contribute little to the course as a whole.

ORGANIZATION: During this past semester, papers were not assigned until after the midterm. There are 2 term paper of 1½ pages each and a series of ½-page weekly papers on the readings. They require concise conceptualization and presentation. There are 2 exams, a midterm and a final. They are rather difficult although grades are a little unpredictable. The final grade consists of 25% from each exam, 25% from the term papers and 25% from the weekly papers and class participation in the Friday sections. The average final grade is about a B— or C.

READINGS: The texts used this past semester consisted of *Nicomachean Ethics* and *Politics* by Aristotle; *City of God* by Augustine; *Leviathan* by Hobbes; and *Social Contract* by Rousseau. The last selection is questionable for the fall semester. The readings are important to the course but are often difficult and tedious. About 80-100 pages are assigned a week. Texts cost around \$12.00 not counting Cliff Notes which can be helpful.

COMMENT: Political Theory helps one to form theoretical

background about various types of political interaction and the goals toward which they aim. The course is especially strong in dealing with politics within the Christian context. However, the outcome is not worth the effort unless one is a philosophy or government major, and maybe not even then. Dr. Niemeyer goes out of his way to criticize Marxism and Communism from a theoretical and practical standpoint. For this reason, and the nature of the course, it seems unusual that there are no readings by Communist writers.

John Roos Government 400 Methods of Political Science

CONTENTS The aim of this course is to investigate, discuss and analyze modern approaches to political phenomena through quantitative, behavioral and scientific methods. The course will not only acquaint the student with various methods of political science, but also act as an inquiry into the theoretical assumptions behind the methods. The course is open to juniors and seniors preferably, but also to any sophomores expressing a strong desire to familiarize themselves with political phenomena. The student should not only be interested in the philosophy of social science, but also in research methods and techniques. Mr. Roos would like to have, though, a wide range of interests represented in the class.

PRESENTATION: Mr. Roos has a fluent lecture style and his courses are all well organized. He is a technician rather than an illustrator—more interested in a rigorous, theoretical interpretation of political science than in mere description of political methodology. He wants his students to develop a critical eye in their interpretations of political theory, and his lectures offer analytic as well as critical insights into the course readings. He promotes and encourages class discussion, and his tests cover the necessary class material—class notes, readings outside as well as inside the class. Students will find him accessible and helpful when they need information or help. He presents his material well, making the learning experience enjoyable.

READINGS: Some of the readings of the course will be *Methodology Of Social Science* by Max Weber, *The Logic of Scientific Discovery* by Karl Popper, *Idea of Social Science* by Peter Winch, and various other readings by authors such as Deutsch, Parsons and Rappaport. Readings will cover such topics as systems analysis, game theory, economic calculus models, structural-functional theory and statistical inference. The readings all relate well to the development of investigation into political phenomena.

ORGANIZATION: In the course of the year there will be a midterm and a final exam and a rigorous term paper, critical rather than historical or descriptive. The examinations will test fairly the student's comprehension of the subject matter. The final grade will be based upon performance on the tests, the paper, and to a lesser degree, upon class participation.

COMMENT: Since this course is being offered for the first time in the fall semester of 1971, specific comments upon the course perhaps should be withheld until the actual direction and material of the course have been better established. However, "Methods of Political Science" seems to be not only a very sound intellectual experience, but also an important step for a student wishing to develop his critical, analytic and interpretive capabilities in political science. Under the able direction of Mr. Roos, this course is designed to encourage the student to make a serious inquiry into the "science of politics".

A. P. Walshe Government 445 Government and Politics of Tropical Africa

CONTENT: This course provides the student with a detailed introduction to the historical, social, and economic factors shaping African politics in the modern world. After a brief presentation of the geography of the continent and a survey of the internal and external themes of African history, Professor Walshe focuses on the impact of colonialism on traditional institu-

tions, the rise of African nationalism, and the development of various post-colonial political systems. There are no prerequisites for the course, composed largely of juniors and seniors in AL.

PRESENTATION: Professor Walshe is an excellent instructor, offering tight, well-organized, and comprehensive lectures. This format is maintained without a loss in course flexibility. Dr. Walshe welcomes questions and is presently considering means to increase student involvement in the class. Lecture material is not based exclusively on the readings, and a grasp of both is necessary for success in the course. The student is aware of the development of the class at all times.

READINGS: The reading list is moderately heavy, although there is adequate time to complete the assignments. Professor Walshe requires that the student purchase 3 books: *A Short History of Africa* by Roland Oliver and J. D. Fage, (\$1.45), *Africa and Africans* by Paul Bohannon (\$1.45) and *The Dilemmas of African Independence* by L. Gray Cowan (\$5.95). All are well-written and relevant to the topic at hand. In addition, specific sections are assigned from recent articles and books placed on reserve.

ORGANIZATION: There will be a midterm and a final, both fair tests of the student's ability to present course material in a coherent framework, a paper of 10-12 pages is due near the end of the semester, and Dr. Walshe distributes selected bibliographies on various topics to assist the student in his research. The instructor is conscientious and not overly severe in his evaluation of tests and paper. Average final grade is a B.

COMMENT: The considerable expertise and personal experience with Africa which Professor Walshe brings to his subject makes this course a worthwhile and challenging endeavor. His passionate concern for the plight of the developing countries, coupled with an enthusiastic classroom, results in a course highly recommended for majors and nonmajors alike. Government and Politics of Tropical Africa, although complete in itself, can profitably be taken in conjunction with Professor Walshe's Politics of South Africa (offered only in the spring semester) or as part of the interdepartmental Africa Studies Program.

George Williams Government 341 International Relations

CONTENT: This course is required for all government majors so it is almost exclusively juniors. The course presents a systematic approach to international relations on such topics as emerging nations, military power and the concept of deterrence, analysis of power, Vietnam (of course), and public opinion. Each topic is viewed through a form of system analysis allowing, even demanding, that the student develop an organization to his thoughts and an understanding of his opinions.

PRESENTATIONS Because of the size of the class but more from Professor Williams' engrossing presentation the class takes the form of a lecture. Professor Williams prefers a lively discussion but somehow awes the students with the awareness of their own roughly organized opinions. The lecture actually is tightly organized, even though the lecture style may seem a little harried and Professor Williams a little hard to understand with his North Carolina-D.C.-Yale accent.

There are continuous references to the *New York Times*, Congressional reports, books, articles, and personal anecdotes. All these combine to make Professor Williams' show one to catch and to enjoy. At first the student may see little correlation of the lectures with the readings, but gradually the structure of the notes makes solid connections with the readings.

READINGS: There are about six required paperbacks each semester, all very fine. The student should not look so much for opinionated essays to buttress his own biases but should

read to understand a systematic approach for analysis of the topic. The student should concentrate on the lecture while doing the course readings. The readings on reserve are highly recommended for their exceptional worth and their aid in tying together the readings and lectures. They make fine references in answering quiz questions. There will be no lack of extensive bibliographies, all of which Professor Williams seems to have read, on each topic in the course. If you get nothing else from this introductory course save these, they are all you would need as a source for a comprehensive term paper in some other government course.

ORGANIZATION: There are usually three quizzes, a final exam, and an optional book review. The quizzes amount to using the system structures of the lectures to analyze the readings and some current events. No previous quiz will help you since all questions are new, dealing with different readings or events. One quiz late in the course is usually take-home. This is the most important grade-wise and it seeks to evoke students' insight into their own analytical processes complete with opinions.

COMMENT: This course is recommended to non-majors, if open, for the content and the professor. The content helps develop an organized mental effort for the student, any opinions are incidental. Williams is an inexhaustible source for help during the course and in any later course. His time is the students' more than most other professors, and the offer is well taken advantage of. Most visits to his office find him with other students. Advice is to wait.

George Williams Government 459 Sources of Foreign Policy

CONTENT: Current topics such as the overused, possibly underestimated, "military-industrial complex," public opinion and how it affects and is effected by foreign policy, and the war crimes issue are covered in this upper division course, offered for the first time this fall. Professor Williams has not finalized the exact content of this course yet, but it appears that it will revolve more around public opinion as a factor in foreign policy. Military policy will certainly play a part in the course because of its preponderant influences on the determination of foreign policy.

PRESENTATION: Since this is an upper-division course it should be very conducive to discussion. If size demands, the class will be split up, meeting once a week. If the students do not keep up with the readings (no small chore), the discussion could slip into a lecture. Most discussions will still have a good deal of comment by Professor Williams. Since International Relations is a prerequisite for this course, all students should be familiar with Williams' engaging classroom style.

READINGS: Erich Fromm's *Escape from Freedom* and Telford Taylor's *Nuremberg and Vietnam* most probably will be among the assigned readings. Possibly Yarmolinsky's *Military Establishment* will be included, if it comes out in paperback. There will be the usual and valuable readings on reserve and the extensive bibliography on each topic. All together there will be about six paperbacks for the course.

History

Leon Bernard History 321 France 1500-1789

CONTENT: This course covers several important ages in French history: the Renaissance under Francis I, religious wars, Louis XIV, and the Enlightenment. Professor Bernard emphasizes cultural and social aspects rather than military and diplomatic. There are no prerequisites.

PRESENTATION: Initially, Professor Bernard sounds dry and dull, but he is actually an excellent lecturer. He speaks slowly and distinctly, enabling the student to keep up in note-taking. He hits the major points in giving an overview to the course. He has a dry wit and enjoyable sense of humor. Professor Bernard also hands out a 20-30-page bibliography which is extremely valuable to graduate students or for reference use in term papers.

READINGS: Last year, students were required to read a textbook, works on Richelieu and Louis XIV, as well as some plays by Moliere and other works. In general, the readings were short, interesting and not difficult to keep up with. The textbook did tend to drag somewhat.

ORGANIZATION: There are two tests and a final, part essay and part objective. Knowing the lecture material alone will not get the student very far. There is also a term paper of ten pages on a subject chosen by the student.

COMMENTS: Professor Bernard is not a particularly high grader, but he is a very fair one. He is helpful to his students, always ready to take time out to see them. He gives such fine background material that those not in History are not at a loss. His lectures are interesting and steady reading every week will keep the student in pace with the course.

Thomas Blantz, C.S.C. History 383 Seminar on the New Deal

CONTENT: This course is being offered for the first time this fall by Fr. Thomas Blantz, C.S.C., the Director of Student Affairs. He hopes to be able to schedule the seminar to meet one day a week for three hours.

This will not be a course for those looking for an easy elective. Fr. Blantz would like a class of between twelve and fifteen persons, History majors and graduate students.

READINGS: Fr. Blantz will run the course as a true seminar with the emphasis on rather heavy reading. He plans to assign at least one book a week. The seminar will cover the New Deal period with some preliminary reading. The readings will cover all aspects of the New Deal. There will be general histories, both pro- and anti-Roosevelt works, publications by the President's cabinet members, and works of assessment.

ORGANIZATION: At this time, Fr. Blantz is not sure of the requirements for the seminar but there will definitely be a major paper and a final exam. There may possibly be a mid-term and class participation will be an important factor.

COMMENTS: Fr. Blantz did his Ph.D. dissertation research in this area and, as he said over the phone when interviewed, feels as though he has read just about everything on the subject. He is in a position to make the myriad sources understandable and to choose the best of available works. This seminar should be an excellent course for American History majors.

Robert Burns
History 433
England 1714-1815

CONTENT: This is the third in a four-part series on British history, following the Tudor and Stuart ages. There are, however no prerequisites. The course is open to all students, though History majors predominate. The emphasis is upon political and social forces in 18th-century England, including Scotland and Ireland.

PRESENTATION: Professor Burns lectures from extremely well-prepared notes, with an occasional use of the overhead projector. He presents a large amount of material in every class, but test material is not taken wholly from lectures. Professor Burns hands out a stupendous reading list from which the student may read what he wishes. Usually test questions are based on the lectures and the major works on the reading list.

READINGS: There is usually one major textbook covering the entire period as well as a host of periodic works. It is advisable to get the textbook (hardcover) in order to clarify and supplement the lecture material. It is virtually impossible to read all the other book assignments, but this is not necessary to do adequately on the tests.

ORGANIZATION: In the past, Professor Burns has assigned one or two tests, a paper, and a final exam. The tests are essay, with choice of questions. The paper consists of a package of source material collected by Professor Burns from which the student is to draw inferences, discover problems, or suggest solutions. Professor Burns dislikes sheer memory work, instead enjoys original thought drawn from sources other than his lectures.

COMMENT: Professor Burns seldom lectures in strict, chronological order; rather he skips from political to socio-economic issues with an occasional exotic lecture on things like the sexual beliefs of early 17th century England. His knowledge of his field is excellent, especially concerning Irish relations. His lectures sometimes overwhelm the student but his sense of humor helps. The work load is not all that tough, but non-History majors may find the course uninteresting and not worth the effort.

Anton-Hermann Chroust
History 351M
Ancient Greece

CONTENT: All History majors are required to take either this course or one in Medieval History. Thus Professor Chroust's course is full of junior History majors. There is no prerequisite, however, and all classes are represented. The course deals with the growth of Greek civilization from the beginnings until the time of Alexander the Great.

PRESENTATION: Professor Chroust's lectures are certainly not dull. While he does present an adequate outline for the course in his lectures, he seems content to let the reading supply the major information. His lectures are very informal, entertaining, and many times wander completely off the subject. Whatever he is speaking about however, is worth listening to, whether it be his personal experiences or Greek history.

READINGS: There are three books assigned. One is a rather large textbook giving a complete history of the period, while the other two are classical studies: the histories of Herodotus and Thucydides. Though large, all are of excellent caliber and not at all difficult to get through.

ORGANIZATION: For grading purposes there is only one test, the final exam, covering all the readings. Usually there is a choice of questions. The student may or may not choose to answer a question dealing with Herodotus or Thucydides, but that choice is advisable, if the student has a high grade in mind. There are two other essay questions, taken from a wide range of topics. The questions are fair and representative.

COMMENT: If the student can handle the idea of having his grade decided by only one test, he is in for a worthwhile experience. Professor Chroust's personality makes the course enjoyable. High grades do not come easily, however, and not too many students receive A's.

James Corbett
History 333M
History of the Middle Ages

CONTENT: History majors must take either this two-semester course or one in Greco-Roman History, so Professor Corbett's class is heavily made up of junior History majors. Traditionally, he has taught the period of the Middle Ages beginning in 313 A.D. with the Edict of Milan. This past year, however, he began around 600.

PRESENTATION: Professor Corbett has been teaching this course for many years and knows his subject. His lectures are given from prepared notes in a soft-spoken manner, sometimes becoming boring. Generally the lectures concentrate on material not in the readings.

READINGS: About one-half dozen are used per semester and the cost is not excessive. Some of them, Marc Bloch's *Feudal Society* for example, are pretty heavy going; but taken as a whole, the readings are not difficult to keep up with.

ORGANIZATION: There is usually a mid-term, paper, and a final exam, all counting one-third of the grade. The tests are mostly essay, but there are also objective fill-ins. The student will be asked quite specific details such as reigns of kings. For those who can't wait, Professor Corbett is very prompt in returning tests. The paper is on an original idea of the student and runs about twelve to fifteen pages.

COMMENT: Medieval History tends to be a difficult subject to teach since there are some time periods where information is largely lacking. Social and economic data is generally scarce, particularly in the early Middle Ages. And since the course is a requirement within the major, non-History majors may find it totally uninteresting. Professor Corbett does a fine job, however, and the grading is not harsh.

Vincent P. DeSantis
History 372-572
American Political History Since 1917

CONTENT: The course covers the main trends in American politics since World War I, particularly the Presidency and the party system. Most students enrolled are junior and senior Arts and Letters students and a number of graduate students also take this course.

PRESENTATION: Professor DeSantis conducts his classes in straight lecture style, often quoting the works of other historians in order to present a balanced view. Questions are usually welcome during lecture presentations. The selection of 75-minute periods for this class is unfortunate, since the wealth of material presented, and the need to keep good notes, can become a strain on students and teacher alike. The subdued tone of the lecture may also be difficult for those in the back seats to follow.

READINGS: The course requires no text. Readings consist of paperbacks designed to present the background of each period in American political history. These books, which will cost the student about \$15 total, are loaded with information, though some of it is not relevant to the topic of the course.

ORGANIZATION: Grades are based on the midterm and the final. There are no papers. Tests are based chiefly on the notes, though the professor stresses literary quality of essays as well as historical content; the student's ability to weld together classroom material and his own historical knowledge is important. Professor DeSantis grades quite fairly and does not give a large number of low grades.

COMMENT: This writer was impressed with the lecturer's historical perspective and his desire for complete objectivity. The course was rather interesting, due to his long-standing interest in American political history. The course provides an excellent survey of this country's political arena; but those hunting for a history course might be advised to shop elsewhere if they couldn't care less about this sort of thing.

Bernard Norling
History 315
Europe 1494-1603

History 349
Europe 1870-1920

CONTENT: Europe 1493-1603 is part of a cycle of modern European history courses offered by Dr. Norling, each of which is generally offered once every other year. This particular course replaces the present Renaissance and Reformation course and will probably be somewhat more politically-oriented. The subject matter will include general events such as the Renaissance and Reformation, the internal histories of major European nations, and international relations during the period.

Europe 1870-1920 covers the growth of nationalism, imperialism, the decline of liberalism, the background of World War I and the war itself, as well as internal developments in major nations.

For both courses a general textbook knowledge of European history is useful, though not necessary. The students are primarily upperclass AL majors.

READINGS: The reading load for the courses are heavy, although the general quality of the books is high and mitigates the difficulty of reading them. The number of books is about nine or ten, so the book costs for the course can be fairly steep. The reading is an essential part of the workload for the course, since it covers material which is not repeated in the lectures.

ORGANIZATION: There are quizzes almost every week on the assigned readings, and a midterm and final based generally on the notes (the former, usually a multiple choice test which is quite difficult and the latter, a moderately easy essay exam). The average grade is B—.

PRESENTATION: Dr. Norling is one of the best lecturers at Notre Dame. A mixture of deep understanding of European history, a colloquial style of delivery, and an immense store of anecdotes make the lectures amusing as well as interesting.

COMMENT: For those interested in a politically-oriented history of Europe Dr. Norling's courses are peerless. The lectures and the readings are both first-rate, and make this an ideal class to take if one has the time for the reading, or to audit, if one does not.

Frederick Pike
History 385
Spain and Spanish America 1469-1788

CONTENT: This two-semester course is peopled principally by History majors, of whom about half are grad students. It deals with Spain's relation to and impact upon the new world, emphasizing social and political aspects.

PRESENTATION: Professor Pike gives concise and well-documented lectures. He supplies a printed outline before each lecture to help the student. He tries to present an overview of his subject, leaving more specific topics to the readings. He welcomes questions, but there are few because the lectures are so clear and well-organized.

READINGS: The assigned texts, running about ten a semester, are of excellent quality, but the student may find it difficult to keep on top of them. The two best are usually assigned for book reports to supplement the tests.

ORGANIZATION: Professor Pike's tests are tough, requiring factual and well-written answers to essay questions. There is a mid-term and final as well as two four-page book reports. This past semester, Professor Pike assigned an essay over Christmas on a topic chosen by the individual. There is no grading emphasis on any one assignment.

COMMENT: This course is a difficult elective, but excellent for History majors. The material is presented so well that it is worth the effort needed to stick to the readings. An A is the result of a good deal of work.

Marshall Smelser
History 361
The British New World Empire I

History 363
American Revolution 1763-1789 I

HISTORY 361

CONTENT: Professor Smelser deals with Great Britain's American colonies from the late 1600's until the French and Indian War (1763). The course emphasizes social and cultural events such as the Great Awakening and early American artists and literature. The class this past year was small (fifteen students), of whom several were graduate students.

PRESENTATION: Since they deal more with abstract ideas than political happenings (unlike those of his Revolutionary War course), Professor Smelser's lectures sometimes get rather boring. He has a fine sense of humor, however, which helps keep the student listening. He tries not to lecture on material in the readings.

READINGS: The basic text is a manual written by Professor Smelser. There are also books of documents, and other works including one on Benjamin Franklin. The readings are not difficult and are easy to keep up with.

ORGANIZATION: The grade is based on a mid-term, a paper, and a final. The paper (about 1800 words) is taken from the book on Franklin. The tests are both essay and objective. The professor is very conscientious about grading the tests and thus takes his time about correcting and returning them.

COMMENT: Professor Smelser is very knowledgeable and has been teaching for many years. The fact that he has written a manual for the study of American History is an indication of his competence. The course is essential for early American History majors and is not difficult as an elective.

HISTORY 363

CONTENT: This is the first half of a two-semester course dealing with the background and conduct of the Revolutionary War and the Confederation years of the American Republic. Mostly junior and senior History majors take the course, though it is open to anyone. Professor Smelser does not permit anyone to take the second semester (Spring '72) without taking the Fall '71 course.

PRESENTATION: During his lectures, Professor Smelser makes liberal use of the overhead projector to illustrate maps, figures, and difficult French names. His lectures are interesting, rarely boring, and humorous; and he welcomes questions. He does, however, take pains to leave out of his lecture material anything covered in the reading assignments, putting the burden on the student to do the required reading.

READINGS: Since this is a two-semester course, the expense is not heavy. There are several books of related documents as well as basic revolutionary histories. There is a concise, ground-level manual for the course, written by Professor Smelser himself.

ORGANIZATION: In the first semester, there is usually a mid-term, a final, and a paper. The latter is drawn from a list of topics in one of the books and should be 1500-2500 words in length. For the tests, the student must know a great deal of factual material. Map details, proper names, and terms are all asked for, usually as fill-ins or matching-type questions. Each test also includes essay questions. Professor Smelser likes to put most of the grading emphasis on the final exam.

COMMENTS: The Professor wants to be on a name basis with his students and assigns seats to facilitate this. His knowledge is exceptional; he has read everything on his subject and can draw examples from very basic sources like the papers of the Continental Congress. He delights in making statistical studies of the questions most often missed on his tests which he then includes on the final. He is not a difficult grader, but the amount of material is enough to make an A fairly difficult. The course is excellent for History majors and a good exercise for those interested in an objective look at this country's beginnings.

Modern and Classical Languages

Charles E. Parnell French 457 16-17th-Century Poetry

CONTENT: Although the title of the course is 16-17th century poetry, major emphasis will be on poetry of the French Renaissance — poetry before the *Pleiade*, poets of the *Pleiade* (du Bellay, Ronsard, et al.) as well as poets of the later part of the century. By way of contrast with the Renaissance poetry, Dr. Parnell will also cover some poetry of the 17th century. Since the course will be taught entirely in French and since many in the course will be former Angers students, a good command of French is imperative.

PRESENTATION AND READINGS: The course will be of a seminar nature with Dr. Parnell doing a minimum of lecturing. His aim is to give the student a chance to discover and experience poetry for himself. Readings, while not excessive, must be consistently well prepared and the student must always be ready to contribute to the class discussion. Texts are expected to be the *Classiques Larousse* (around 60c each at the bookstore). Total book bill should not exceed \$6-\$8.

ORGANIZATION: Besides the required daily assignments, there will be opportunities for outside and background readings. Usually, papers are few (and short) and the final will be composed of essay questions based on the discussions and the readings. Emphasis will be placed on reading and on class discussions.

COMMENT: Dr. Parnell is both witty and extremely competent. His classes are very loosely structured and informal. The course should be valuable for anyone with a sensitivity for, or a curiosity about, French poetry of this area.

Charles Roedig French 235 French Literature I

French 496 18th-Century Literature

FRENCH 235

CONTENTS: Part I of this two-semester survey course covers French literature from its origins to the end of the 18th century. The course will be taught in French and requires a fair knowledge of the language. The aim of the course is to give the student a general acquaintance with the major aspects of French literature. Emphasis will be on understanding the readings and on the history of French literature (writers, concerns and the atmosphere of the different eras).

PRESENTATION: There will be introductory lectures on the periods being studied as well as *explications de texte* by Mr. Roedig. Discussion of the readings by the class is encouraged.

READINGS: The basic text is the *Anthologie de la littérature française* (\$7.50) with supplementary readings from time to time. Average assignment will be 20 pages per class, chosen from the anthology.

ORGANIZATION: The readings will be discussed in class. Two five-page written *explications de texte* will be required; in addition, there will be a mid-term and a final. The final grade will be based on the exams and the *explications*.

COMMENTS: Since most French majors take this course in Angers, it's an ideal one for those who would simply like a general knowledge of French literature, thought and customs. The student will find Mr. Roedig almost always available for help or consultation. In the past, the course has been small enough to permit an informal and free exchange of ideas.

FRENCH 496

CONTENTS: Major emphasis will be on the development of ideas from the precursors of the Enlightenment through the great names of the century. There will be a secondary emphasis on the theatre, poetry and bibliography of the century. The class will be composed mostly of Arts and Letters juniors and seniors. Prerequisites: French 235-236 or the equivalent.

PRESENTATION: Professor Roedig will do little or no lecturing; the class will be almost totally devoted to a discussion of the assigned readings. However, from time to time there will be lectures on certain subjects related to the literature and ideas of the time (e.g. political events, pre-romanticism).

READINGS: The major text will be *The Age of Enlightenment* (\$7-\$9). Supplementary texts will be plays by Marivaux, Voltaire and Beaumarchais in the *Classiques Larousse*; there will also be xeroxed sheets on the language of the 18th century. Assigned readings will range from 20 to 50 pages.

ORGANIZATION: Major work will consist of one bibliographical project, a mid-term, a term paper on a subject to be chosen at the beginning of the course and a detailed final examination. Grade will be based on the project, class participation and the exams.

COMMENT: This course has not been offered for the past two or three years. From past classes, Mr. Roedig seems to be at his best in small, discussion class. He is knowledgeable, open minded, and easily accessible to his students. Because of the extensive readings, I would not recommend the course for non-majors.

Klaus Lanzinger German 235 German Literature I

CONTENT: The course is a general survey of German literature from about 800 to 1750. Beginning with the Medieval Period, the course continues through the age of the Reformation and the age of Baroque and ends with the forerunners of the age of Enlightenment. Literary themes considered include *Parzival*, *Tristan and Isolde*, *Nibelungenlied*, the *Faust* legend, and Grimmshausen's *Mutter Courage*. The course requires a fairly good ability to understand, read, and speak German; a previous course in at least elementary German is prerequisite. The class last semester was rather small (about 15). Most students were juniors; about a third of the class had studied in Innsbruck.

PRESENTATION: Professor Lanzinger's lectures will be in German and, because it is a survey course, will probably address the broader literary themes. Professor Lanzinger tends to take a conservative approach to literature and is not always open to less conventional interpretations. Nonetheless, discussion can sometimes be profitable and interesting. The lectures and discussions will also serve to provide historical background for the readings.

READINGS: The text for the course last fall was Demetz and Jackson's *An Anthology of German Literature 800-1750* (Prentice-Hall). Cost: about \$8. Readings range between 2-10 pages per assignment; most are no more than 4 pages, but all, of course are in German. Most of the readings are interesting, some especially so because of the connections with modern literature (cf. Goethe's *Faust* and Brecht's *Mutter Courage*, for example).

ORGANIZATION: Assignments will probably entail 3-5 short papers (3-5 pages). Last semester papers were not required to be written in German, but majors were encouraged to do so. There may be a mid-term examination, but it is likely that there will only be a final. The final exam last fall required a number of short identifications and a long essay on a given, comprehensive theme (in class). Average final grade was about B.

COMMENT: This course was taught last fall by Professor Albert Wimmer. Professor Wimmer is leaving to become director of the Innsbruck Program. Professor Klaus Lanzinger, the present Innsbruck director, is returning to Notre Dame and will be teaching German Literature I next fall. It is not certain what differences this change will make in the course. Students who have had both professors do not think there will be great differences in the basic structure of the course. These students feel, however, that there is a sharp difference in the way Professor Lanzinger approaches literature. As mentioned above, he tends to be quite conventional in his interpretation. However, Professor Lanzinger has a wide literary knowledge and he is among the leading European scholars of American literature, so he can be depended upon to draw parallels and make important literary distinctions concerning the two literatures.

Louis Pitschmann
German 450
History of German Language

DESCRIPTION: This course, which will be offered for the first time in the fall, will be a general survey of the German language dealing with both historical and modern problems in the language, utilizing 2500-3000 years of reconstructed forms and extant inscriptions and texts. The aim is to familiarize the student with German's close relationship to other Indo-European and Germanic languages, especially English, elucidating similarities and differences through analysis of vocabulary, phonetics and grammar.

The Middle High German literary language, Martin Luther and the 18th cen. Sprachgesellschaften will also be considered in their role in forming the modern literary standard of the language.

The course will end with a discussion of German in the 20th century: extent of dialect usage, spread of the Umgangssprache, and new developments caused by the political boundaries superimposed on German speaking areas over the past few decades.

This will be a lecture course with limited outside readings. The text is *The German Language*, Pribsch and Collinson. Besides the final exam there will be two or three one-hour written exams which may be dropped if class size permits oral testing.

PREREQUISITE: Intermediate German 121-122, or the equivalent. The course will be conducted in High Midwestern English with readings in Amerikanish.

COMMENT: Mr. Pitschmann's competence in and enthusiasm for his subject strongly recommend it to anyone interested in German, historical linguistics, or simply interested in language. Actually the sheer hardihood of the course recommends it to all who have a sense of adventure; Mr. Pitschmann actually proposes to account for the German's proclivity for putting past participles at the end of sentences, and for misspelling such simple words as "mother," "father," und "brother," and mispronouncing the entire alphabet so badly that VW, by which one identifies the Volkswagen, comes out "fowvey." At a time when Americans are called upon more than ever to understand all foreigners, this course should help to promote international understanding.

J. William Hunt
Greek 400
Greek Classics in Translation

CONTENTS: Mr. Hunt hopes to develop in his students a background in the classical tradition and an understanding of some original sources in the areas of literature, history, philosophy and criticism. The course is open to majors in all fields of the humanities; no language is required.

PRESENTATION: The class will be equally divided between lecture and discussion. Readings will consist of Homer's *Iliad*, Aeschylus' *Oresteia*, Sophocles' *Antigone*, Euripides' *Medea*, Plato's *Socratic Dialogues*, Thucydides' *Peloponnesian Wars* and Aristotle's *Poetics*.

ORGANIZATION: Two term papers and a final examination will be given. The final grade will be based almost equally on the two papers and the exam.

Robert Vacca
Greek 465
Periclean Athens

CONTENT: This one-semester course deals with the crisis which faced 5th-century (B.C.) Athenian society. In this period, there was a complete breakdown of an old moral ideal which was being replaced with a new radical morality. The course will consider the Athens of Pericles: the problems and issues of this period, in terms of its own playwrights, historians, philosophers, and scientists. Mr. Vacca taught the parent of this course, Greek Civilization II, last year. The present course is its child, trimmed and polished, and is offered with no necessary prerequisites. It should be emphasized that no knowledge of the Greek language is required. The course is open to anyone.

PRESENTATION: The lectures and discussions center on the readings, and they are usually aimed at presenting background material as well as aiding the students to gain insight in the subject. The balance of lecture and discussion is quite variable: Mr. Vacca tends to arrange the format as seems best at the time. The lectures in Greek Civilization II are reported to have been of excellent quality and discussions were handled well.

READINGS: Mr. Vacca plans to cover a total of approximately 15 plays by Aeschylus, Euripides, Sophocles, and Aristophanes, as well as the *Peloponnesian War* of Thucydides, two medical treatises of the Hippocratic school, and two dialogues of Plato. The texts are all primary sources and a bibliography of secondary materials will be available. The reading list of Greek Civilization II, which was almost identical, was considered good with regards both to length and suitability by that course's students. The books are all paperbacks, and the total estimated cost for texts is about \$10.

ORGANIZATION: Mr. Vacca plans to leave the matter of whether there is to be a final test or a paper to the consensus of class opinion. Exams, if there are any, will be essay, calling for an understanding of class material and an awareness of the factual situation. Mr. Vacca's students tend to get good grades, both because his courses do not become competitive affairs and because his students become interested in the course and even pursue their studies with vigor.

COMMENT: There were three students in Greek Civilization II, all of whom were enthusiastic about the course. Mr. Vacca hopes for a larger number of students for Periclean Athens. His students like him, and in fact very often take more than one of his courses. He is a good teacher, both because of his formidable knowledge of the classics and because of his ability to make almost anything interesting. His teaching style is efficient, witty, and in general a pleasure to witness. The combination of teacher and subject should make an interesting and rewarding experience for anyone curious about Athenian life and society in a period which produced a remarkable and unparalleled cluster of brilliant minds.

Raymond Fleming
Italian 236
Italian I, II

CONTENT: This is a two-semester course offered to anyone who has completed Elementary Italian or has some knowledge of the Italian language. Mr. Fleming feels that Italian literature should be studied chronologically. Therefore, the course begins with the study of the poetry of the late Middle Ages, prior to Dante. The aim is to give the student a good overall view of the development of Italian literature and contact with its major works. An exhaustive study of this national literature is not attempted—the course is basically of the survey type. The composition of students enrolled is generally varied, including, in the past, students majoring in modern languages, students with personal interests in the Italian language and literature, and

students who take the course to complete the foreign language requirement at St. Mary's.

PRESENTATION: Mr. Fleming usually gives brief lectures on all new material, which is followed by an informal class discussion. Students of literature who have taken the course have spoken highly of the quality of these lectures and have expressed the wish that the professor would spend more time in lecture than in class discussion. Most students taking the course have had no background in the material studied and have difficulties with the language. Thus, class discussions often tend to convert into question-answer periods with the questions being asked primarily by the professor.

READINGS: The readings assignments are short, but this is due generally to the language difficulty. All texts are read in the original language, with some additional readings in pertinent literary criticism. The students agree that the choice of the selections to be read is excellent. A four-volume anthology is used for both semesters: *Scrittori d'Italia*, edited by N. Sapegno, G. Trombatore, and W. Binni. (In the paperback edition, the total cost is approximately \$18.00) Students also find it helpful to have a good English-Italian dictionary.

ORGANIZATION: There are two exams (a midterm and a final) and one paper (7-12 pages in length) during the first semester, and only one exam in addition to the paper the second semester. The exams included selections to be translated as well as essay questions relating to general literary trends and specific texts, allowing the students to demonstrate their knowledge of the language of the language as well as an understanding of the material. Major emphasis is on, however, the quality of the student's participation in class, this participation accounting for 50% of the final grade.

COMMENT: Students have agreed that the course is very worthwhile in that both a knowledge of the literature and a further understanding of the Italian language may be obtained. Very high final grades are not infrequent, but this does not mean in any way that the course itself is an easy one. The course might be improved if another one were offered to those students who only need to complete a language requirement and limiting this one to those genuinely interested in the material. This would permit better class discussions and allow less time to be spent on specific language problems.

Frederick Columbus Modern Language 515 Descriptive Linguistics

CONTENT: The aim of this course is to convey to the student an understanding of descriptive linguistics, in both its theory and use. The course begins with a basic introduction to morphology and phonology and advances to numerous descriptive problems frequently involving non-Indoeuropean languages. Such things as articulatory phonetics, inflectional categories and theories upon the evolution of language are covered within the course. Last fall's course was composed of under ten students most of whom were on the graduate level. Some knowledge of foreign languages is helpful, although not required.

PRESENTATION: The presentation centers around a careful study of the basic texts. This is done through both lectures and discussions. Mr. Columbus welcomes questions, and much of the class is frequently spent dealing with them. He also asks many questions as the students must remain current on the readings. The course is loosely structured and due to this sometimes appears to be moving somewhat slowly.

READINGS: The basic text is H. A. Gleason's *An Introduction To Descriptive Linguistics* along with this is his *Workbook in Descriptive Linguistics*. *Language History* by Leonard Bloomfield is also used. The total cost should be around \$10.

ORGANIZATION: The only test is the final and there are no papers. However, there are frequent assignments in the workbook. It is the student's responsibility to stay current in the readings, as much of the course is centered around class discussion. The grading policy is very fair.

COMMENT: This course is suggested for anyone wishing to develop a new insight into language. Due to the wide variety of languages studied it should be of particular interest to both language and anthropology majors.

J. William Hunt Modern Languages 450 Classical and Renaissance Epic: Homer to Milton

CONTENTS: Studies in a literary genre: an intensive analysis of the varied development in one selected literary genre aimed at an inclusive definition of its methods and purpose. There are no prerequisites for the course, which is open to majors in all fields of the Humanities. Some reading knowledge of an extra language is helpful but not required.

PRESENTATION: Mr. Hunt hopes to make the class a co-operative undertaking. He indicates that the class will be mostly discussion with an occasional lecture. Some material will be done by outside reading and reported orally by the student.

READINGS: The five major texts will be the *Iliad* and the *Odyssey* of Homer, the *Aeneid* of Virgil, the *Divine Comedy* of Dante and *Paradise Lost* by Milton. In addition, there will be three minor texts: *Gilgamesh*, *Beowulf* and *Roland*. There will be no secondary sources although there will be occasional handouts.

ORGANIZATION: Two term papers will be required. In addition, there will be an oral project. The only exam will be the final. The grade for the course will be based almost equally on the exam, the papers and class participation.

COMMENT: Mr. Hunt will be coming to Notre Dame from Amherst College and is very enthusiastic about the courses which he will be giving—especially his course in the Classical and Renaissance Epic. This is the first in a series of Comparative Literature courses which Mr. Hunt intends to give. He wishes to emphasize that the course is not restricted to literature majors but is open to students in all areas of the Humanities—art, music, history, etc.

Joseph A. Gatto Russian 235 Russian Literature I

CONTENT: By using Russian literary texts translated into English, the course aims at surveying Russian literature from its early times to the Russian Revolution of 1917. Emphasis is placed on the major authors of the 19th century: Gogol, Dostoevsky, and Tolstoy. Prerequisite being avid interest and some familiarity with Russian literature. Mr. Gatto quotes texts in Russian at times, but that's a fringe benefit.

PRESENTATION: The lectures are sometimes good, based on the teacher's own research. Usually, biographical data constitutes a major portion of the lectures. At times, Mr. Gatto is aware of the tediousness of this approach and suggests going out on the lawn for class. The class is usually small so discussion becomes conversation and the atmosphere becomes quite informal. There is a good relation between lectures, discussions and the assigned texts. Mr. Gatto is the unifying force.

READINGS: The texts are good, especially chosen from each era of Russian literary history. As the authors get better and more famous, the assigned readings get bigger (Cf. *Anna Karenina*: 807 pages with a clincher of an ending). About eight books constitute the reading with sufficient time allotted for each assignment. Written work is restricted to one major project. Each student must choose one of the texts and expound on it, by intermingling literary observation with personal reactions. Thus each student is in charge of the class for one day. There are supposed to be two exams, but the final is usually dropped. The final grade is largely based on the project, participation in class (very important) and the exam(s). The average final grade in the class was a B.

COMMENTS: Some students thought the course was a letdown. Because of its informal nature, its lack of pedagogical discipline, the class was not a vivid educational experience. This writer would not take the course again. He prefers a teacher and course that is more formally prepared and conducted. The discussions tended to stray from the topic at hand ending up on South Bend politics or the Korean War.

Aleksis Rubulis
Russian 445
Literature in Russian I

CONTENT: Literature in Russian is a survey of Russian literature in the Russian language. The course begins with an excerpt from the Kievan Period (1030-1240) and ends in the early 20th century. There is material from such Russian Masters as Alexander Pushkin, A. I. Turgenev, F. M. Dostoyevsky, Leo Tolstoy, and Anton Chekhov.

PRESENTATION: Dr. Rubulis clearly and easily presents excellently organized material. He tries to keep the class interesting

by varying lectures and translations. He willingly helps any student who comes to him with difficulties concerning the course or Russian in general.

READINGS: The main aspect of the literature course is translation. Other features include an introduction to the lives and major works of the poets and writers, an increase in vocabulary and a great deal of practice reading Russian. The student uses mimeographed material and buys perhaps two or three inexpensive booklets.

COMMENTS: This Russian literature course offers a challenge to the Russian student. It is beneficial if the student wants to broaden his or her background in the Russian language and literature, and if the student applies him or herself.

Music

Charles A. Biondo
Music 185
String Techniques

CONTENT: String Techniques is a one-semester course, normally offered only in the fall semester. The course's objective is to teach basic string techniques to unexperienced pupils. What it amounts to, is group violin lessons, required and recommended for Music Education majors only.

PRESENTATION: Biondo is an interesting and humorous speaker. A great percentage of his class is spent relating humorous stories which tie in with the teaching of violin. There are no lectures or no real discussions, class time is taken up in actual learning how to play the instruments.

ORGANIZATION: Violins are given to you along with some mimeographed sheets of music. You are responsible for any damage inflicted upon the instrument. You are only required to buy one book for approximately \$3, which is comprised of a survey of the instruments and their techniques. You must practice regularly to get anything out of the class. Tests are simple, half-written, half-played. And there are only two, one at midterm and one for your final. Your grade consists of your test scores, absences and your general attitude.

COMMENT: Dr. Biondo isn't one to complain if you don't practice or come to class, but you tend to feel obligated to attend for fear of offending him. Somehow miraculously you emerge actually able to play the violin and teach it to a beginner if it were necessary. Doc's style of teaching, which is very relaxed and amusing, is in itself a worthwhile technique to witness.

Carl Hager, C.S.C.
Music 215
Meaning of Music

CONTENT: This course is designed to give the average student some introduction into the literature of serious music, and to acquaint him with some of the features distinctive of this music. The major emphasis is, of course, listening to and recognizing the various pieces of music considered in class. There are no prerequisites, and the course is primarily Arts and Letters sophomores and juniors.

ORGANIZATION: Lectures are usually sketchy, for the basis of the class presentation is the music itself. There is no discussion, though questions are welcomed in an attempt to clarify a particular point. There are no required readings, but a highly recommended text is Machlis' *Enjoyment of Music*. There are three tests and a final, which tend toward the picayune, but inferior test scores can be more than compensated for by the reports of three

concerts which are required (at least two of which must be of the *genre* of serious music; one may be rock or "light" music).

COMMENT: Father Hager fully realizes that semesters should have courses in which the student can enjoy himself without jeopardizing his grade; nevertheless, he wants to emphasize that it is definitely possible to come out of his class with less than an A or a B. One problem has been the size of the class, being large enough to require using Washington Hall. This has given rise to many students walking out after the preparatory material has been treated. These Hager wishes to discourage from taking his course; for he has no intention of making it a "snap." It will be relaxing, he insists, but only to one seriously interested in opening some doors into the world of serious music.

Another problem with the course is the scope — Hager attempts to open too many doors by studying too many works too cursorily. While it is true that weak test scores can be brought up in the final grade by concert reports which reflect the student's *serious attempt to appreciate this music*, nonetheless it would be more beneficial to the novices to look at fewer works, and if not in more depth, at least for a longer period of time. In spite of everything, if you are seriously interested, the course can be worthwhile.

Carl Hager, C.S.C.
Music 452
Composition

CONTENT: Composition is designed to familiarize the music major and interested competent amateurs with techniques of composition of the modern era. Acceptance as a student depends upon ability, some previous writing experience and familiarity with the groundwork of musical notation, contrapuntal technique, and musical form. The student is expected to meet minimally on a weekly basis with Fr. Hager for private consultations, but most of the work is done on personal initiative.

PRESENTATION: The student is initially asked to work with forms with which he is most comfortable, and Fr. Hager will recommend works to steer the aspirant composer in the correct direction.

READINGS: None required or recommended.

ORGANIZATION: Flexible to meet the demands and abilities of each student.

COMMENT: Father Hager is a competent and willing teacher of his art; however, unless a student is gifted, he will probably be handicapped by the lack of a text describing the various modes of composition, and the somewhat nebulous attitude towards quality which permeates the music department. What is lacking in the course is a sense of direction, which may or may not be alleviated by specific readings, references, and listening materials.

One might wish for a hearing of the various works composed by all composition students, say, at semester's end, to help develop initiative and a higher degree of expertise.

Arthur P. Lawrence
Music 318
University Chorus

CONTENT: A choral "workshop" for music majors and non-majors, the course is set up to contribute to the amount of fine arts in the area, and to allow students to learn about and enjoy good music. University Chorus meets on Monday and Wednesday nights, from 6:45 to 7:45 — with occasional extra rehearsals for concerts. The chorus usually gives 3 to 4 concerts yearly, and people who are in the chorus first semester are asked to join again second semester, so that the amount of personnel may remain steady. Music for concerts is selected by Dr. Lawrence, with the approval of the members. Prerequisites: student must audition to obtain entrance, and should be able to read music and sing harmony.

ORGANIZATION: No presentation of lectures, or outside readings. The only assignment is to be able to learn the music within the rehearsal, and if this is not possible, the student should be able to learn the music outside of class time. No examinations. Final grade is based on attendance only.

COMMENT: Members at the present time seem to desire a smaller group, so that more can be done in a more serious manner. The chorus is much too large to accomplish a great deal. A great amount of cooperation is necessary on the part of the members, and it is not to be had from such a large group. Many of the members feel that the chorus should be made into a much smaller chamber group, to do more serious works, from which more could be learned by the student, and this music would possibly be more appreciated by the higher-class audience. Perhaps, from this large group, two smaller groups should be formed, one to sing "pop music," and the other to do more serious music, such as cantatas. This is in the plans for the future.

Many members commented on the lack of interest put forth by many of the people who seem to be in the chorus for the credit only. This factor does not help to further the amount of work which may be accomplished by the chorus in a semester. Students realize that to gain an A all that is necessary is good attendance. This is perhaps the fault of the professor.

For the most part, the people involved (both music majors, and nonmajors) found the chorus a worthwhile activity, and a learning experience well worth the time involved. Dr. Lawrence is well liked by all the members and no negative comments were to be heard about his personality or the way in which he conducts the chorus.

Eugene Leahy
Music 242
Music History

CONTENT: The first semester covers the history of Western music from the Greek to the Renaissance. The second semester follows from the Renaissance to the present. There are no prerequisites for either semester. The course is generally made up of nonmusic majors.

PRESENTATION: The lectures tend to emphasize the basic art found in particular music and relate it to the other arts. There is ample opportunity for discussion which Mr. Leahy encourages. The lectures follow with the readings and embellish the important aspects.

READINGS: Grout's *History of Western Music*, \$8.50. The text is rather comprehensive; it would be of more value as a reference book.

ORGANIZATION: The grading is based on three or four tests during the semester, one or two short papers, and a final. The questions on the tests are not precise in that you are expected to relate what you know about the subject in a way similar to how you would be casually talking to a friend. The average grade is B.

COMMENT: The course has a value for the nonmusic major in that he gets an idea as to how music and the other arts are

very closely related. For the more serious student, the subject matter is very informative. The student is not expected to memorize a lot of material but it is there for those seeking it.

Patrick Mahoney, C.S.C.
Music 213
Introduction to Opera

CONTENT: The course opens with a general discussion of opera and its origins. This discussion continues throughout the exploration of 17th to the 20th century operas. Among the composers presented are Handel, Monteverdi, Mozart, Verdi, Wagner, Strauss and others.

PRESENTATION: Fr. Mahoney has designed his course as a listening experience. Thus, it is important to attend the classes. The aim is to develop a knowledge and appreciation of opera and the operatic voice.

READINGS: The texts are *Opera as Drama* by Joseph Kerman (\$1.45), a discussion of the aesthetics of opera. The other two books deal with the plots and English translations of the librettos. *Opera Themes and Plots* (Rudolph Fellner, \$1.75, 32 works by 15 composers), and *Mozart's Librettos* (Robert Pack, \$2.25, 5 complete operas.)

ORGANIZATION: Grading is based on a few short papers and possibly a final. The average grade is A—.

COMMENTS: This is a class with an unusual approach as compared with others. It is concerned primarily with experimental knowledge; a listening experience which is enlivened by Fr. Mahoney's enthusiasm for the subject. The course is one of encounter with the greatest operas ever written (technical analysis is not at all required). Naturally, an initial interest in opera is helpful, however, even those with a negative attitude can find something inspirational in the music of the operatic repertoire which is presented.

Robert O'Brien
Music 110, 210
Ensemble; Concert Band

CONTENTS: Ensemble is the course title for the university concert band. It is a wind ensemble of about 45 members chosen for their ability on a band instrument. The course is open to all students of both Notre Dame and St. Mary's. The auditions take place just after Thanksgiving, with rehearsals starting shortly after that. For those interested in the concert band, there is a lab band during the Fall semester. It is not offered for credit. The purpose of the lab band is to keep the concert band members in shape and to look over music for the second semester. To join lab band just stop in the band office in Washington Hall.

ORGANIZATION: Members of the concert band receive one academic credit which counts in the academic average. Grades are determined by a term paper pertaining to some subject related to the band and the quality of performance with the band. The band rehearses three times a week (Monday, Wednesday, Friday) at 4:30 p.m. The main function of the concert band is the tour which is taken during the spring break. It covers approximately 350 miles and is directed toward one area of the country.

COMMENTS: The band offers some very good and chilling music for the musician. The highpoint of the course, the tour, gives the student the opportunity to travel throughout the country. There is free time on the tour to get out and see the various cities. A very good city is usually chosen for a day off. This year it was New Orleans.

Robert O'Brien
Music 350
Brass and Percussion Techniques

CONTENT: This course is primarily intended for the Music Education student with no previous experience with the brass instruments. The purpose is to familiarize the student with these instruments through the practical experience of actual

performance, the study of their evolution throughout music history, and methods of teaching for future use in band work. However, Mr. O'Brien has a different concept of the course. He believes the student should begin with a thorough knowledge of at least one brass instrument, and class time should be spent in discussion of comparative structure and method. He spends considerable lecture time deploring the fact that the course is not what he would like it to be.

The few lectures given have been uninformative, with little or no organization. His constant complaints tend to discourage the music student.

There is no required text. A list of possible references is provided. As of April there have been no tests. The basis of the final grade is a notebook prepared independently by the student. The students are generally dissatisfied with the course.

Suggestions for improvement include organized lectures related to a definite text, practical experience with the instruments, and fewer cancelled classes. The course as it now stands cannot be recommended, but given considerable reorganization could become an enjoyable and worthwhile educational experience.

Dean Pedtke Music 212 Classical Masters

CONTENT: Emphasis lies primarily on the Classical composers of the late 18th and early 19th Centuries: Haydn, Beethoven, Mozart and some symphonic works by Brahms. There

is no stipulation for any previous musical experience; in fact, a student with any prior experience in the realm of serious music will find himself quite bored with the required listening material.

PRESENTATION: Dean Pedtke begins the course with familiarization with the "language" of musical notation and some simplified forms; most of the class periods, however, are spent listening to the representative works of the Classical era. There is virtually no class participation; in fact, the format of the course discourages discussion, and stresses development of acute listening skill.

READINGS: Dean Pedtke does not require any specific books for the course, however, in the past, one short and generalized survey, *Music In The Classical Period*, has been recommended.

ORGANIZATION: One two-page paper is required, due about mid-semester; there is a midterm and a final, both tests are cumulative, and require attentive listening during class periods for the amateur listener, if not some outside listening. All the same, grades are not considered important, and generally range from A to B—.

COMMENT: As mentioned before, this course is designed to acquaint the novice listener with the "old standards" of the Classical period. If the student has any previous exposure to the works of Haydn, Mozart and Beethoven, (particularly in the symphonic literature) he should be discouraged from taking a course which demands so little. Dean Pedtke, however, still remains a musician *par excellence*, and does his best to bring his often unruly classes to an appreciation of "the Greats" of the musical world.

Non-Violence

Maurice Amen Program on Non-violence Aspects of Non-violence Aspects of Violence

These two courses will be interdisciplinary in nature. Fr. Amen plans to invite a variety of professors from different disciplines, each to give his specific perspective to the aspects of violence and/or non-violence. Each professor will direct the course during his stay. A sizable research paper will be required (approximately 30 pages).

Seminar Non-violence II

This course offers four sections which break down roughly: Fr. Amen (07W10) will deal with Thomas Merton; Basil O'Leary (07TT9) will lead the course, "Love and Non-violence"; other staff members (for the two 04TT6 sections) will concentrate on the history of non-violence.

NOTE: When this booklet went to press, the program on non-violence had not completed its course descriptions. Anyone interested in other courses should contact Mr. Basil O'Leary, office G-89 in the library.

Philosophy

Timothy Binkley Philosophy 279 Aesthetics

CONTENT: In his first year at Notre Dame, Professor Binkley centers his course around the question, "What is art?" There are no prerequisites for the course though an interest or acquaintance with any of the arts may prove helpful. Students are mostly upperclassmen in AL.

PRESENTATION: The student's first impression of the course may be that he doesn't think Professor Binkley knows what he's doing. This is mere appearance. His style of lecture is not grand or eloquent. He's willing to interrupt his lecture for any question the student might have. The lectures are directly related to the readings.

READINGS: In the fall semester, the readings were mainly from classical and medieval sources . . . Plato, Kant, Hume, Maritain, and some more recent authors . . . R. G. Collingwood and Suzanne Langer. The spring semester had a new reading list. It was felt by the students who took the course in the fall that the classical and medieval texts were too theoretical and largely worthless. The revised list is of more recent authors and is considered by students to be worthwhile and informative. They include *The Dehumanization of Art* by Jose Ortega y Gasset; *The Sense of Beauty*, George Santayana; *The Principles of Art*, R. G. Collingwood; *Three Lectures on Aesthetic*, Bernard Bosanquet; *The World of Art*, Paul Weiss; *Minimal Art: A Critical Anthology*, G. Battcock, ed., and *Some Recent Happenings*, A. Kaprow. The reading load is moderate to heavy though not excessive. The cost of the texts is approximately \$13.

ORGANIZATION: Three short papers and a final exam.

COMMENTS: Students taking the course during the fall found it to be rather dry at times and too theoretical. In the spring course, Professor Binkley changed all the texts except for one (Collingwood) and now employs more frequent use of audio-visual aids. Classes often meet in the Audio-Visual Auditorium in the Center for Continuing Education. These meetings are highly valuable and informative to the student. In lieu of a paper, a student may undertake a project in practically any of the arts and give a brief presentation to the class. Professor Binkley is most available outside of class and is open to any ideas the student may have. Architecture students have taken the course to supplement the lack of such a course in their own department. Binkley's style of lecturing is not exactly attention-getting and the lectures could be more concrete, specific and less formal. Oddly enough, those students who seemed to enjoy the course most are those who were caught up in their readings.

Otto Bird Philosophy 335 Philosophies of Love

CONTENT: Professor Bird (and the class) will attempt to formulate a series of questions to be used as criteria for analyzing the various theories of love which will be discussed in the semester. Hopefully, a representative sampling of works from the western intellectual tradition will be considered with the eventual purpose of arriving at the class's own theory of love.

ORGANIZATION AND PRESENTATION: Lectures and seminar discussions (probably on different class days) to treat reading assignments. Work load: one term paper; one final.

READINGS: Not fully determined, but will include readings from Plato: *Symposium*, *Phaedrus*; Aristotle: *Ethics* (Bks. 7, 8); Dante: *Vita Nuova*, *Purgatorio* (probably optional); Andres Capellanus: *Art of Courtly Love*; a selection from Freud; Sheler: *On Sympathy*; Ortega y Gasset: *On Love*; C. S. Lewis: *Four Loves*. Students will probably not be required to purchase all the above works, many selections will be distributed as handouts.

COMMENT: This course is being offered for the first time next semester, but it will be similar in organization to the course

Mr. Bird is teaching presently, "Humanistic Education." The latter suffers from the large amount of material which it attempts to deal with, and one feels that better results may be forthcoming from a course such as "Theories of Love" with its more limited subject matter. Mr. Bird is able to present very adequate summaries of the extensive research which he has undertaken for his writing. However, criticism has arisen from dissatisfaction caused by what some consider an overly analytic approach to subject matter in discussions. Mr. Bird is concerned with isolating specific questions which can be used as criteria for evaluating the works under consideration. Such a project tends to focus on small points rather than presenting unconsidered aspects of the material for student comment. Prospective class members would do well to consult those who have taken a course from Mr. Bird, or the professor himself, to perhaps facilitate their making a more realistic decision vis-à-vis "Theories of Love."

Sheilah Brennan Philosophy 357 Three Conceptions of Mind and Nature

CONTENT: This course is being offered for the first time in the fall. The course will address itself to the question: How is mind to be conceived in relation to nature? Is mind the diametrical opposite of nature, essentially and eternally other, uninvolved in the process of nature? Or is it a force, distinct, but permeating the whole of nature and working within it? Or, finally, is it one of the factors which make up the very constitution of nature and which finds its most perfect expression in human consciousness and intellectual activity? These three positions will be represented by Descartes, Plato, and Whitehead. In discussion the class will consider the significant consequences each conception has for man and human values.

PRESENTATION: The lectures provide an excellent structure for the course. The readings supplement the lectures and present the philosopher's style and techniques in one of his major works.

READINGS: The texts have not yet been selected but will probably include: *Phaedo* and *Timaeus* by Plato, some paperback editions of Descartes, and some works from Whitehead possibly including *Alfred North Whitehead: An Anthology*. Total price of the required texts should not exceed \$8.00.

ORGANIZATION: There will be three tests and a final exam. A term paper (about 19 pages) can be substituted in place of the final exam. The final grade will be determined on the average of the three tests and the final exam or term paper. The final exam or term paper will count for 40% of the semester's work, each test counting 20%.

COMMENTS: Class attendance is essential for a sound understanding of the course. Questions and discussion are encouraged and help the student better comprehend the core of each philosophy.

Cornelius Delaney Philosophy 441 American Pragmatist Philosophy

CONTENT: The course has its two aims: a historical treatment of classical pragmatist thought (Dewey, James, Peirce), and an investigation into the relevance of such a philosophical stance vis-à-vis problems facing contemporary philosophy. Readings from Lewis (and possibly Quine and Sellars) will be studied as part of this second project.

READINGS: Peirce (selected papers); Dewey, *The Quest for Certainty*; James, *Pragmatism Lectures*, *The Will to Believe*; C. I. Lewis (selected readings).

ORGANIZATION: Introductory lectures on specific philosophers will be followed by seminar-type treatment of the assigned read-

ings (if the class is small enough to permit this). There will be two tests and one required paper (on any appropriate topic).

COMMENT: This is the first time this course is being offered (or at least it has not been offered within the past few years), so no evaluation is available. However, it can be stated that Professor Delaney is a highly competent philosopher, and is especially well at home in such a study as this one. His course promises to be a rewarding one for the student who finds himself interested in doing philosophy of a higher order than will be found in an introductory or general survey course.

John J. Fitzgerald Philosophy 404 Aristotle

CONTENT: This course, being offered for the first time in a number of years, is, in the words of Mr. Fitzgerald, a "study of selected themes in Aristotle's works to point up the basic methodology and doctrinal categories with which he constructs his system. In particular, the course studies the formulation and systematic role of 'substance' and 'accident' in Aristotle's theory of predication, 'demonstration and dialectical syllogistic' in his theory of science and 'matter' and 'form' in his theory of nature. The principal aim of the course is to acquaint the student with something of Aristotle's procedures and positions in both originality and continuity with those of his predecessors and followers."

READINGS: The list of readings includes a number of original works of Aristotle and a good number of works considered to be some of the best commentaries on Aristotle. Readings from Aristotle will include *Categories*, *Posterior Analytics*, *Topics*, and *Physics*. Commentaries used in the course are *Portrait of Aristotle* by Grene, *Aristotle* by Jaeger, *Aristotle* by Moravcsik, *Aristotle* by J. H. Randall, and *Aristotle's System of the Physical World* by Solmsen.

ORGANIZATION: This course will include three quizzes, each covering one of the three major topics of the course, Aristotle's theory of predication, theory of science and theory of nature. There will be one term paper which takes the place of a final examination. The development should take place throughout the course, due to the comprehensive nature implicit in its content.

COMMENTS: Many students of Mr. Fitzgerald's past courses have noted their difficulty in following his lectures. Though tending to stray from the topic in question, Mr. Fitzgerald is concerned with giving a broad view of the writer's historical context, "continuity with those of his predecessors and followers." He tends to be quite receptive to students' questions and there is a potential for interesting class discussion. Strong interest in the work of Aristotle should be a part of each student in this course. One can not neglect a careful analysis of the readings and still expect to gain anything from the course.

Herbert Johnston Philosophy 371 Business Ethics

CONTENT: Business Ethics consists of recognizing the moral dimension of current business situations. By analyzing actual cases which arise in the business world today, the student becomes aware of the ethical decisions which can and must be made in these areas. Anyone interested in the ethical procedures of business could benefit from the material presented in this course.

PRESENTATION: The lectures are designed to explain and expand the ethical principles mentioned in the text. However, at least half of the class time is devoted to student-run discussions of actual business cases. There is a strong attempt to involve the class by requiring the students to lead the discussions. But, more enthusiasm and involvement by the students is needed to stimulate these discussions.

READINGS: A short text and case book constitute the required material for this course. The readings for Professor Johnston's course are not strenuous. However, the class is encouraged to prepare for discussions of the ethical considerations in the short business cases. Enthusiasm is often lost when the cases involve situations to which the students cannot relate.

ORGANIZATION: A syllabus is presented at the outset, containing all text and case book readings. Two tests and a final exam are given with a final grade weighted on these criteria. Students are also expected to lead the class discussion at least once. The average final grade is B or B—.

COMMENT: Although Business Ethics possesses many controversial aspects, a lack of student concern hampers its possible development. Only if subject matter relevant to current student concerns is injected will the course fulfill its intended purpose.

Vaugh R. McKim Philosophy 284 Philosophy of Social Sciences

Philosophy 443 Analytic Philosophy

PHILOSOPHY 284

CONTENTS: This course is primarily an attempt to look at the methodological and conceptual issues in the social sciences, with emphasis placed on psychology and sociology. The problem is to examine the viability of two alternate models of man and his relation to society: natural science and the humanistic approach. Behavioralism and functionalism are among the trends to be studied. This is primarily a course which presupposes some form of philosophic sophistication, either from other courses in philosophy or through acquaintance with the social sciences. People looking for an easy course, or who have no idea of the project, would do well to avoid it. The class is presently composed of a hodgepodge, but philosophy and social science majors seem to be getting the most out of it.

ORGANIZATION: Two five-page papers (together worth 1/3 final grade) and two exams determine the grade. Work stresses application of what was learned rather than regurgitation. Exams are fair. There is no comprehensive final. Average final grade is B.

READING: Due to a unanimous dislike of the present text, Dr. McKim is presently looking for some other softbacks. Readings are primarily articles, as opposed to books or treatises.

PHILOSOPHY 443

CONTENTS: This course is a historical study of the present-day school of Analytic Philosophy. A must for students who plan to become professional philosophers, it deals with the problems of philosophy from the insight that our language plays a crucial role in these problems — from their conception to their resolution. Emphasis is on what the nature of philosophy is. Is it clarification of statements? Is it scientific or not in its claims? Mostly science, philosophy and graduate students take this course. There are no prerequisites.

ORGANIZATION: Two papers and two tests, each counting 1/4 of the final grade, stress knowledge of the material rather than application. Tests are fair, reflecting as "simple" an approach as may be taken without prostituting the course.

READINGS: Primarily articles from the following collections: *Classics of Analytic Philosophy*, edited by Robert R. Ammerman; *The Linguistic Turn* edited by Richard Rorty; *20th Century Philosophy: The Analytic Tradition* edited by Morris Weitz; *Philosophical Analysis* by J. O. Urmson; *The Blue and Brown Books* by Ludwig Wittgenstein and *A Hundred Years of Philosophy* by John Passmore. Other books will be on reserve. As is obvious, though not all the books will be totally read, the reading load is heavy.

PRESENTATION: Dr. McKim's lectures are among the most lucid one could request given the nature of the courses he teaches. However, at times he goes too rapidly. A well-placed question corrects this. Other times he is bogged down and pulled off the track by questions, but this reflects his concern for getting the material across. The level of his lectures is the minimum without losing the integrity of the course. If he fires over students' heads, it reflects on the student rather than on his abilities as a lecturer. His exams cover both notes and readings very admirably. He has a tightly organized course.

COMMENTS: One of Dr. McKim's more frequent criticisms of papers is that their treatment of a topic is "cavalier." He is

free of this charge. Intellectually honest, he spends long hours preparing his courses. He tries to maintain the undergraduate level without losing the course in the process. Students taking the courses, with interests in respective fields, are rather unanimous in praising it and the professor. However, given the nature of the topics, these courses are not for everyone, a fact which Dr. McKim makes "perfectly clear" when his courses begin.

Ralph McInerny Ancient and Medieval Philosophy Philosophy 401

CONTENT: A history of philosophy course, it attempts the impossible task of giving majors a cocktail-party knowledge (or at least GRE level) of Ancient and Medieval philosophers. Among the ancients, Plato and Aristotle will be stressed, especially their views of philosophy as tending to questions of the divine. Augustine and Boethius are studied from the perspective of the union of faith and philosophy. Abelard and Anselm are seen mainly for their logical contributions, especially the problems of universals. Viewing the influx of Aristotle and the Arab influence, the course will look at the previous themes as dealt with by Bonaventure, Aquinas, Duns Scotus and Occam, and the break between philosophy and faith.

PRESENTATION: A witty, brilliant eclectic, Dr. McInerny provides a wealth of knowledge in his lectures. He entertains questions, as at times the lectures may become esoteric and shoot over people's heads. His preparation is not the best, though his memory allows him to get away with it.

READINGS: Texts will be *Ancient Philosophy from Thales to Aristotle* edited by Reginald Allen and *Medieval Philosophy* edited by Wippel and Walters. Majors should buy the collected dialogues of Plato and the basic works of Aristotle for their own reference.

ORGANIZATION: Four- or five-page papers and two tests, emphasizing knowledge of what has been said rather than its application, will each weigh 1/3 of the final grade. Dr. McInerny is a notoriously high grader.

COMMENTS: An extremely flexible teacher, Dr. McInerny is excellent to know on the one-to-one level. He does not really push the student, so if you lack self-motivation, don't take the course. Most students who have taken him would do so again, and all would profit from coming into contact with him. A respected historian of philosophy, with his own history text out, he could be best described as a scholar. Unfortunately, students too often fail to appreciate his knowledge, and, assured of a relatively high grade, cheat themselves when taking his course, by not doing what they could.

Biswambhar Pahi Philosophy 431 Symbolic Logic

Philosophy 359 Indian Philosophy

PHILOSOPHY 431

CONTENTS: Approaching the matter more formally than a similar course taught on the 200 level, Dr. Pahi plans to deal with the theory of truth functions and its applications, developing a natural deduction technique as well as axiomatic development of propositional calculus, culminating in a proof of the Post Completeness Theorem, evolving a semantics for quantification theory, treating the first order predicate calculus and the ideas of models, logical validity and truth and ending with Gödel's Completeness Theorem for Predicate Calculus with equality. Students with mathematical backgrounds may profitably take this course, though others should first take an introductory course on the 200 level which has a more intuitive approach. Philosophy graduate students must take this course; undergraduate philosophy majors and science majors usually make up the rest of the class.

READINGS: No texts are required; Dr. Pahi plans to use solely his notes, which will be self-contained. A good reference text, though, is *Symbolic Logic: An Introduction* by Richmond H. Thomason.

ORGANIZATION: Weekly homework problems (20% final grade), review of papers dealing with logic (20%), mid-semester (30%) and final (30%). The review of papers will be individually tailored depending on the student's interests: e.g., a student interested in the mathematical aspects of logic would be referred to other logical systems; one with philosophical interests would be asked to read essays by the likes of Quine, Strawson, Carnap, etc. The amount and types of readings would be determined in an individual consultation with Dr. Pahi. Final grades range from D to A but Dr. Pahi makes every effort to give the student the benefit.

PHILOSOPHY 359

CONTENTS: Dr. Pahi has revised the course as presently offered so that only the first half will approach Indian Philosophy from the religious/mystical approach of the Vedas, Upanishads, and Gita. The second half will deal with the metaphysical and epistemological issues which later Indian philosophy tried to deal with. The approach here is rational rather than mystical. Stressing the ancient Indian systems (both orthodox and other), his treatment of Buddhism, for instance, will stress its Indian roots. The course will be related somewhat to modern thought, though Dr. Pahi feels that one should know *what* one is relating to modern thought before the relating can be profitable. Mostly AL juniors and seniors take this course to enjoyably fulfill a philosophy requirement.

READINGS: *A Sourcebook in Indian Philosophy* edited by Sarvepalli Radhakrishnan and Charles A. Moore (\$3.45) and *Oriental Philosophies* by John M. Koller (\$3.50). Other books for reference will be on reserve.

ORGANIZATION: 2 short (4-5 pg.) papers (together worth 25%), 1 term (8-10 pg.) (20%), a midsemester exam (25%) and a final (30%). Final grades average B to A—.

PRESENTATION: Once one gets used to Dr. Pahi's accent, he will find his lectures very lucid. From class to class his lectures overlap providing a continuity necessary to understanding courses as esoteric as those he teaches. He is very detailed to the point of occasionally becoming repetitious. Having limited the sections in Indian Philosophy to 25 students each, he will require reports to the class, and the ensuing discussions should bring out and correct many misconceptions students have about Indian Philosophy. His logic notes are among the most cogent to be found. Exams are fair, requiring knowledge, yet not "pimpy."

COMMENT: Dr. Pahi, ever dissatisfied with his teaching, here is in a distinct minority. Having been overloaded with too large classes, he has moved to cut down on the number of students. Those who have interests in either of the two fields he teaches are urged to take his courses, and wonder how this ever-jovial person has managed to integrate both aspects into his life. A logician who publishes more than his quota for survival, he still manages to have ample office hours for personal consultation, perhaps the most rewarding part of taking his courses. He has revamped his courses to allow for more of this, and all, from the would-be logician or logical positivist to the aspiring mystic, should avail themselves of any opportunity of "collecting" this person.

Herman Reith, C.S.C. Philosophy 351 Metaphysics of Aquinas

CONTENT: Metaphysics of Aquinas is a general elective, non-major course. No prerequisites are necessary although an introductory philosophy course is suggested.

After the need and language of metaphysics is covered the course has two major emphases. First are the general principles of Aquinas' metaphysics including: essence and existence, potency and act, first principles of being and thought, principles of causality, transcendentals, unity, truth and goodness. Second, after the general ontology of Aquinas; his proofs of the existence of God examined.

READINGS: Readings are from the works of Aquinas. Fr. Reith combines an even balance of lecture and discussion on the readings while teaching in the Socratic method. Two term papers, a mid-term exam and a final exam are evenly weighed for the final grade.

COMMENT: While not being overly difficult in his presenta-

tion, Fr. Reith does not offer a course for the lazy mind. Rather, his gently controlled process of carefully encouraged discovery and understanding of philosophical principles, proves to be a rewarding experience for the student in the appreciation of philosophy.

Kenneth M. Sayre Philosophy 426 Theories of Knowledge

CONTENT: Knowledge is the major mode man has of relating to what exists. This course studies the Pre-Socrates, Plato, Berkeley, and Kant from this perspective. It thus demands from each philosopher his theory of knowledge: *i.e.*, what knowledge is; what we can know; how knowledge relates man to the world. The course requires of the student a close reading of the texts. The class is comprised of philosophy and math majors, reflecting the rigorous rationalistic approach Dr. Sayre uses. This is *not* a simple survey course. Rather, the meticulous attention given the problematic is designed to give a solid classical foundation in the problems of epistemology.

PRESENTATION: Dr. Sayre works hard at his lectures. They reflect a systematic approach to the topic. He reads extensively from the text and adds running commentary. Other times he may give a straight lecture, especially when trying to place the topic in perspective. However, Dr. Sayre occasionally rephrases some key concepts, tending to succeed at overkill, leaving the student befuddled. At these times, one should recall the text being discussed and ask a question. Stressing knowledge of *what* the philosopher is doing, the lectures leave little room for personal speculative thought. Tests reflect this attitude, being closely related to the class notes.

READINGS: Given the nature of the course, and Dr. Sayre's reputation in this field, one must conclude that the readings are in fact worthwhile. Dr. Sayre lectures on the pre-Socratics. Readings include: *The Meno* by Plato; *Plato's Theory of Knowledge* by Cornford (*i.p.* *Theaetetus* and *the Sophist*) (\$2.25); *Three Dialogues Between Hylas and Philonous* by Berkeley (75c); *Critique of Pure Reason* by Immanuel Kant, translated by Norman Kemp Smith (\$3.25).

ORGANIZATION: There are two exams (one each on Plato and Kant) and a comprehensive final. Exams stress lecture material with little or no room for the freewheeling interpretation one is allowed in less formal courses. The average final grade is a high B.

COMMENTS: This course is essentially for people whose interest lies in the rationalistic project of explaining knowledge. It is not mystical; rather, it is for those who are *serious* in dealing with the problem of knowledge. Given this interest, students interviewed would take the course again. By no means a trivial course, nor one which allows an "insightful mystic" approach to the problem, students willing to dust off their Protestant work-ethic should find it a good solid course.

David Solomon Philosophy 423 Ethics

CONTENT: This course aims to bring to its students a familiarity with the most important issues of moral philosophy, both classical and contemporary.

READINGS: Aristotle, *Nicomachean Ethics*; Kant, *Groundwork of the Metaphysic of Morals*; Mill, "Utilitarianism"; Moore, *Principia Ethica* (selections); R. M. Hare, *Language of Morals*; Sartre, "Existentialism is a Humanism"; other selected readings.

ORGANIZATION: Two exams and two papers (6-8 pages).

PRESENTATION: Mr. Solomon plans to lecture for most of the course in order to cover the great deal of material which will be presented. However, there is certain to be discussion of specific topics which interest the class. (And it is probable that the class will be small enough to facilitate such participation.)

COMMENTS: Professor Solomon specializes in this area of philosophy and brings to his classes both a lively interest in the subject and an expertise from which his students stand to profit much. His lectures are carefully prepared but not stuffy. However, it must be noted that this course is geared towards the interests of the majors. Nonmajors have sometimes failed to see the value of studying particular authors (especially Kant, Moore, and Hare). This is not to dissuade all nonmajors from taking Ethics 423; but, it will be most profitable only to one who can become interested in ethical philosophy as it is done by philosophers (and not as it can be presented, in some watered-down form, suitable for a shallow introductory survey). In the past, emphasis has been placed on the various possible approaches to moral philosophy, rather than on specific problems of ethics (*e.g.*, abortion or personal participation in war). But, above all, it must be emphasized that this is an excellent course, well worth the time of anyone who can discover an interest in its subject. The above qualifications are only informational, not critical.

Charles Weiher Philosophy 386 Personal Knowledge and Symbolism

CONTENT: The course consists of a discussion in a seminar format, of two antithetical dispositions of human knowledge: the first being the personal and tacit nature of knowing; the second, its dependence on symbols. The two positions are put forth by Michael Polanyi, Nobel Prize winning physical chemist, and Ernst Cassirer.

Most of the students in the course are juniors and seniors from all colleges.

PRESENTATION: Father Weiher goes into a lecture format when he or the class feels it is necessary. The discussions themselves are excellent—they all find their starting points in the texts, but the course is of such a topical nature that the possibilities for discussion are unlimited. Father Weiher is open, knowing and sometimes brilliant. He has an impressive grasp of what's going on around us. He has much in common with Polanyi—both having been scientists turned philosophers.

READINGS: The readings are interesting, but Polyanyi is a complex writer. One should be ready to put time and hard work in on the Polyanyi book. Plenty of space is allotted to finish both texts. The approximate cost of the two books is \$5.00.

ORGANIZATION: Though not formal, it is a well organized course. Both the course and the prof lend themselves well to informality—possibly due to the topical nature of the subject matter.

There are three or four under 4-page essays assigned during the semester. All are challenging, none overly demanding. The final grade is based on the essay tests, class attendance and participation.

COMMENT: Father Weiher is a master at explaining that which is difficult, separating that which is chaff, finding that which is of importance in the readings. His tests are not demanding, but they do cover the material well. Father Weiher emphasizes analytical rather than purely factual answers.

Psychology

Staff

Psychology 211 General Psychology

CONTENT: In contrast with past years, the emphasis in general psychology will be on psychology as a social science. The areas of social-personality, clinical, abnormal, and developmental will be stressed whereas the areas of learning, physiology and other behavioristically oriented topics will receive less coverage. In all aspects the course will be aimed at the interests of the student. Relevancy will be of utmost importance. The course is open to all undergraduates.

PRESENTATION: The class is always large. This necessitates a lecture presentation rather than a seminar atmosphere. The course is team taught and all those teaching have been well received in the past in terms of preparations, lectures and willingness to answer questions at any time.

READINGS: The text will probably be changed to reflect the new emphasis in the course but as of yet has not been decided upon. Other readings, which are usually supplementary, are on reserve in the library.

ORGANIZATION: There will be four tests, one at the end of each teacher's lecture series. They are typically made up of 60 multiple choice questions and present no problems if one reads the material. The grades are curved and half the class receives either A's or B's.

COMMENTS: With the new emphasis in the course, the general psychology class should be much more interesting. In the past the course has always been considered good by most students. The new emphasis on social issues will hopefully bring about an integration of rigid behavior and "humanistic" psychology that should please both camps.

D. Chris Anderson Psychology 483 Seminar in Learning and Motivation

CONTENT: In each of his previous seminars, Dr. Anderson has taken a decidedly "behavior-oriented" approach toward phenomena traditionally relegated to the realms of Learning and/or Motivation. His learning seminar focused primarily on the areas of classical and operant conditioning, as well as taking into account the wide range of theoretical and practical implications generated by any thorough analysis of these fundamental views of the learning process. Motivation Seminar has typically concerned itself with such issues and concepts as 'instinct,' 'arousal,' drive theory, conflict, frustration, motivation as an associative process, motivation as incentive, and motivation as personal causation, as well as a number of secondary motivational systems. Consideration is given to both cognitive and non-cognitive approaches as well as to uni- and multi-process theorists. Specific issues raised have included such phenomena as the effects of prior trauma, masochism, and learned "helplessness." Extrapolations of learning/motivation principles were often found to be beneficial toward offering solutions to many of the deteriorating social conditions that confront man today.

Dr. Anderson sees the present seminar as an attempt to synthesize, compare and integrate various associative and motivational interpretations of behavior. A definite effort will be made to "merge the traditional rigor of the learning and motivation psychologists with dimensions of experience and feeling suggested by the phenomenological and humanistic psychologists." Probable topics include personal responsibility, internal causation, and the concept of free agency.

There are no prerequisites except a "willingness to get involved." A general background in psychology and a familiarity with experimental method is helpful though not necessary. This

is traditionally an 'upper division' course comprised mainly of juniors and seniors.

PRESENTATIONS Dr. Anderson's style compels the student to listen to him. If not immediately taken up by the dynamic manner in which Anderson presents his usually interesting subject matter, the student can yet be lured by his use of overhead projectors and videotape recorders, his occasionally vertiginous vocabulary, his meretricious clothing, or perhaps best by his ever-present trenchant wit. He openly invites discussion and often challenges the student to come up with viable alternative interpretations or explanations in cases of "experimentum crucis," guaranteeing the reward of a final A to whoever can do so.

READINGS: At present, Dr. Anderson is unsure of a text (if any). Typically he assigns a number of readings (usually journal articles) which are put on reserve. Though not always vital to an understanding of the class discussions, they can be of help to the student interested in coming in contact with original 'source' material.

ORGANIZATION: Three required examinations are usually given. The format is multiple choice, and they are rarely easy. Viewed as a whole, Dr. Anderson's grading system in his seminars is fairly liberal. A "token" point system is set up whereby in addition to points earned on tests (which can be in themselves sufficient to merit an A) points can be earned for review papers, outside research projects and a number of other things. The final grade is based solely on the individual's point total in relation to a fixed schedule of pointgrade values. As such, there is no curve. Average grade: B to A—.

COMMENTS: One possible criticism might be that a combining of these two areas may detract from part of the rigor which separate semester-long analyses permitted to each. However, it may be quite possible for Dr. Anderson to get around this through what seems to be a novel approach to learning and motivation.

Generally speaking, the typical reaction to Dr. Anderson is anything but indifferent. Many find his advocacy of an avowedly mechanistic approach to man distasteful and even go so far as to call it "irresponsible." Others would claim he is not rigorous enough and is tending towards a cognitive and humanistic viewpoint of man in his old age. Regardless of either claim, the issues he raises are valid and he can point to the data in support. Any interested student and particularly majors will have much to gain from this seminar.

John G. Borkowski Psychology 342 Experimental Psychology II

CONTENT: Experimental Psychology II is a course designed and required for psychology majors. It has recently been changed from five credits to four credits, dropping the independent research part of the course. The course will stress the development of the skills needed to evaluate and design efficient and effective research. However, the course is not one in design alone, because certain classical areas of experimental psychology will be covered. Following an introduction to experimental psychology the language of science and the scientific method will be discussed. Subsequent weeks will be taken up with experimental design, a review of statistical inference, learning research and theory, perception, and experimental personality. As in the past, report-writing will be taught through much practice in the art. Experimental I and General Psychology are prerequisites.

PRESENTATION: Experimental Psychology will be made "to live for you" if Dr. Borkowski has anything to say about it. He is a dynamic lecturer and discussion leader. His lectures are interesting, contemporary and generally worth attending.

READINGS: *Experimental Psychology* by B. J. Underwood

will probably be the text with supplemental readings and several chapters from Drs. Anderson and Borkowski's forthcoming book also included. The book has undergone needed revisions since its first appearance two years ago and should be of use. *A Primer of Operant Conditioning* by Reynolds may also be used. APA style manual is a must.

ORGANIZATION: There will be four tests and probably three experiments to run and write up. There will also be journal articles to criticize and rewrite. Dr. Borkowski's tests are difficult and demand a thorough knowledge of the subject material. They are not *entirely* unreasonable, however. The course involves a definite commitment which can be exciting and rewarding, and at the same time serve as a base for long lasting friendships formed through anxiety.

COMMENTS: Since Experimental II is a requirement there's no getting around it for psych majors. Therefore I advise those who can fit it in their schedules to do so because this particular offering should be excellent. For nonmajors the course would constitute a tremendous exposure to research in psychology but the effort may not be worth it all. If approached with the proper attitude, Experimental II can become the foundation for *any* future study in psychology and for this reason alone I recommend the course. Add Dr. Borkowski's dynamism and the fun that rises out of doing even simple research, and you have a really great course.

William Dawson Psychology 481 Seminar on Information Processing

CONTENT: This course is offered for the first time. Thus, the format and content has not been completely decided. The induction and processing of sensory information as well as the physiology of the senses will be touched upon. Dr. Dawson is also considering discussion of mathematical models for sensory and perceptual processes and various psychophysical measurement and scaling procedures. I suggest that those interested in taking this course discuss their specific areas of interest with Dr. Dawson to ascertain if the course will include these areas. General Psychology is the only prerequisite for the course. I highly recommend this course only to upper-level psychology students, pre-med students, and any science or engineering students who have taken General Psychology.

PRESENTATION: Dr. Dawson is an extremely competent scientist in the fields of sensation, perception, and psychophysics. This is a seminar course; for the serious student who has kept up with the readings, discussion can be quite informative and thought-provoking. I have found that Dr. Dawson is always open to questions and is concerned enough for his students to research a question if the answer isn't at his fingertips. Dr. Dawson is always well prepared for class and is capable of filling in any gaps in the discussion. In the past he has enlivened his class with various demonstrations of the equipment and phenomena discussed. This greatly helps in clarifying some rather complicated material.

READINGS: The readings for this course have not been announced. In the past in courses which Dr. Dawson has taught, the readings have been quite straightforward and are usually written by the major contributors to a given field. They are generally well worth one's effort.

ORGANIZATION: There will be one major paper which exhaustively reviews some area of the material applicable to the course. The student will also be responsible for presenting this paper and leading a discussion on it. By mimeographing each paper prior to its presentation Dr. Dawson hopes to provide each student with fairly comprehensive reviews of a number of areas. There will probably be a midterm and a final. Dr. Dawson's tests are generally very long and cover the material completely. One must have a ready grasp of the material in order to finish in the time allotted. The average final grade is B.

COMMENTS: It is well known to all who have taken his courses that Dr. Dawson bends over backwards to help his students and accommodate their interests. He is an excellent example of a scientist and scholar at work. He does not pretend to resolve the issues in an area of research, nor does he impose a single viewpoint or approach. Rather he welcomes discussion and diversity of opinion and presents various phenomena in an

honest and impartial manner where contending theorists offer divergent explanations of the data. I highly recommend this course to anyone interested in further study in psychology and to all scientists and engineers.

Robert J. Farrow Psychology 356 Psychological Testing

CONTENT: The course begins with an examination of the concepts underlying psychological measurements, and testing procedures, and noting their strengths and weaknesses, in relation to the factors initially discussed in the class. Introductory or General Psychology, and Experimental I and II are prerequisites, which closes the course to majors, so that juniors and seniors compose the class.

ORGANIZATION: Lectures, planned mainly to supplement the text, are well-structured, informal, and informative. If necessary, however, Dr. Farrow is ready to devote the lectures to clarifying the text, or handling individual or class questions. The lectures are punctuated with questions and problems posed to the class, and discussions which occur are given much leeway, with Dr. Farrow interrupting to correct misinformation or offer other insights. As a whole, the lectures, discussions, text, and tests all contribute to provide a comprehensive view of both the theory and practice of psychological measurement.

The course has been changed from one night class to 4 MW6, and the text, generally disappointing to both teacher and class, has been changed. These two improvements correct the major criticisms of the course, and will allow for more flexibility and less frustration than there was in the fall '70 semester. Short outside readings may be given out to provide information not in the text or lectures. The course exams are a midterm and final, both of moderate difficulty, but requiring a knowledge of concepts as well as specific facts. Other requirements are the construction of a test by pairs of students, and some written reports (number as yet undetermined) on psychological tests, such as the Wechsler—I. Q. test for children, administered by the student outside of class, possibly in a school. A videotape system will be used to allow students to develop efficient testing practices. Some class time will be reserved for training and demonstration of other tests, like the Rorschach. The final grade is based on the two exams, the team project, and the test reports. Class participation is of great help in borderline cases.

COMMENTS: Dr. Farrow is a very knowledgeable man able to present a realistic picture of psychological measurement. He conducts the class personably and casually, and does an excellent job bridging the teacher-student gap, both through his teaching method, and his availability for discussion outside of class. Although Dr. Farrow believes that learning should be enjoyable for both student and teacher, he holds a high expectation of student involvement, so that his class is geared toward action, not merely absorption. Anyone who does not take an active interest will be missing an important aspect of psychological measurement, and the opportunity to work in concert with a superior teacher and man.

Gerald Giantonio Psychology 355 Physiological Psychology I

CONTENT: This is the first semester of a two-semester course and covers basic physiology with the major emphasis on neuroanatomy and neurophysiology. All aspects of the nervous system are covered, most notably synaptic transmission, basic nerve tracts, and the mechanics of vision, hearing, touch, tasting and smelling. This class consists of upper level psych majors and premed students (many of whom take the course pass-fail). Permission of the instructor is required for admittance.

PRESENTATION: Dr. Giantonio is one of the most popular lecturers in the psychology department. His lectures are invariably excellent and dynamic. At times too dynamic, however,

because the pace can become rather frantic.

READINGS: The text has not been decided upon but in all likelihood will be *Foundation of Physiological Psychology* by R. F. Thompson. Handouts are copious.

ORGANIZATION: Tests should number around three or four including the final. They are comprehensive, are half essay-half objective, and are considered difficult by everyone but Dr. Giantonio.

COMMENTS: For any psych student considering graduate school the course can be valuable. Premeds likewise may benefit from the class. All others are warned that this course is not a schedule filler. As all mediocre physiologists know, "It's all or nothing." Dr. Giantonio is well disposed toward suggestions and observations from the class, and has been known to ask for them at unexpected times. Therefore, don't arrive half asleep because 1) you might get the call, and 2) class notes are extremely important.

Susan Horka Psychology 353 Personality

CONTENT: This course consists of an overview of the major personality theorists in psychology. It emphasizes a critical study of these theories and their effects on the field of psychology as a whole. The course consists primarily of junior and senior psychology majors, but it is not limited to majors.

PRESENTATION: The course is predominantly lecture, but questions and discussion are encouraged. Dr. Horka's lectures are extremely well organized, concise, and informative. She covers a tremendous amount of material in psychological theory. Her presentation is aided by her synthesis and organization of the material.

READINGS: The readings for the course are from one text and a few outside texts. The lectures complement the text in that Dr. Horka frequently leaves the detailed description of the theories to the text and adds examples and evaluations of the theories in the lectures.

ORGANIZATION: The grade is based on three tests given during the semester. The tests are a fair but difficult assessment of the students' knowledge of concepts given in the text and class notes.

COMMENTS: At times the nature of the course, the lecture format and the large amount of material covered—can make it a little tedious. Dr. Horka counteracts this tedium by making the lectures interesting and very informative. The course is definitely an educational experience, especially for psychology majors. It broadens one's understanding of the background of the various methodological approaches and of the diverse theories in the field. I would recommend this course for anyone interested in psychology, but most definitely for psychology majors.

Susan Horka Psychology 351 Developmental Psychology

CONTENT: The course examines the successive stages of the psychological and physical development of the child from conception to middle childhood. Each stage is reviewed with emphasis on the motor, cognitive, social and personality development. Each stage is approached from a learning framework as applicable to the psychological development and the effect it has on the intellectual and personality development of the child. Various learning and personality theorists such as Piaget, Freud, Bandura and Walters and Harlow are examined which facilitates a broader perspective with which to view the child. The only prerequisite is a General or Introductory Psychology course and the class is composed of approximately half psychology majors.

PRESENTATION: Dr. Horka's class lectures were well organized and relevant to the text material without reiterating what was covered in the text. Complementary material and studies were presented which augmented the student's grasp of the content of the course. Discussions and questions are encouraged, but the course is primarily lecture.

READINGS: *Child Development and Personality* by Mussen, Conger and Kagan is the required text. The text outlines each stage of development and presents the more recent developments in the psychological literature. The chapters were long and inclusive and required more time to read because of the amount of material covered in each.

ORGANIZATION: The only assignment is to read the textbook. Some suggested outside reference material is given, but is only recommended in order to clarify the student's understanding. There are 2 tests and a comprehensive final with emphasis on material since the last test. The tests consist of multiple choice, true-false questions, short answer essays and 1 long answer essay. The exams cover both class and text material and are difficult due to the amount of material covered but fair in their assessment. The average final grade is B—and is based on the exam grades with the final counting for approximately 40 per cent of the grade.

COMMENT: The general consensus was that the course was one of the best and most worthwhile psychology courses the class had taken. They felt they would strongly recommend it to both majors and interested non-majors. The only criticism was the vast amount of material covered both in class and the text. Some felt that certain aspects were not covered in class and that a great deal was left to the student to understand. Most of the students found Dr. Horka's lectures to be informative and helpful and that a great deal was covered in each class period. Dr. Horka was very amenable to helping the students understand the material both during class and outside class.

Paul C. Jennings Psychology 451 Advanced Statistical Methods

CONTENT: Advanced Statistical Methods, (which has not been offered before), will deal with the many facets of correlational analysis: linear, product-moment, multiple, point-biserial, and tetrachoric. Factor analysis as well as basic testing theory, including test reliability calculation and design will also be taught. Experimental I (Basic Statistics) is prerequisite for the course. The makeup of the class should include a few graduate students, some seniors, and some juniors.

PRESENTATION: Dr. Jennings' style is typically brief and to the point. Therefore, questions are more often necessary rather than supplementary. The lectures are well prepared and organized, and though the material does not lend itself to seminar-type discussions, questions are more than welcome.

READINGS: The text has yet to be chosen but will be selected from the more than adequate ones in the area. If Dr. Jennings can be persuaded to prepare handouts, no text will be needed; his "doodlings" are more clear and pertinent (especially to the tests).

ORGANIZATION: There will be two exams and a final. These tests will stress a grasp of the concepts and theory at hand rather than an ability to grind out numbers. With consistent, or improving performance, a B should be within reach.

COMMENTS: Dr. Jennings has come under criticism for his rather dry presentations and seeming disregard for the simplistic. However, when it comes to statistics, he's the man to learn from and anybody who puts in some effort in the course will be rewarded with a good grade and a knowledge of multivariate analysis.

Peter J. Naus Psychology 485 Seminar in Advanced Social Psychology

CONTENT: Since the course is advanced social psychology, the material is geared to a more serious analysis of social psychological issues. The professor is presently considering focusing the entire course on the process of socialization from a social psychological perspective, in contrast to a strictly developmental or sociological approach. The professor firmly believes that a seminar can be valuable only when the members are committed and interested in the material being discussed. Therefore, suggestions

from the students to make the course more interesting and worthwhile are, by all means, encouraged. Student participation is essential. The student plays an active role and must share the responsibility for whatever shape the course takes. When the course was last offered, students who had been conditioned to play the traditional passive student role were not always prepared to assume responsibility for the class.

The seminar will be limited to 15 students, graduates and upperclassmen. Students from other disciplines are welcome since the topic is of interdisciplinary interest. No prerequisites necessary. However, Introduction to Social Psychology is recommended.

PRESENTATION: The format of the course is a combination of lectures by the instructor and prepared presentations by the class members. It is definitely not a lecture course. Since the course is essentially discussion, the distance between teacher and student is greatly reduced. Dr. Naus is an enthusiastic and extremely knowledgeable instructor who is capable of integrating course material with contemporary social issues. Although he maintains that it is equally important that he be able to assume the role of student, he is not always eager to do so.

READING: Readings consist of one text and a substantial amount of handout readings. The text has not yet been definitely selected but probably will be *Socialization and Society*, edited by Clausen. The handouts provide a broad perspective to complement the topic which would not be possible from reading only one text. At times the readings were considered excessive.

ORGANIZATION: Each student will lead the class discussion once. A term paper will be required either in the form of an independent research project or an extensive review of the literature about an issue of interest. The final grade will consist of the grade from the term paper given by the instructor and evaluations from fellow class members on class contributions. An exam may be given. Average final grade was B.

COMMENTS: The course demanded the most time and work of any of my courses last semester. However, the effort was well worth the education received. Many students considered it among the best of their college careers. I'd recommend this course to all students interested in the social behavior of man.

Dr. Naus and this seminar course are welcome additions to the Department. They both incorporate scientific rigor with a sincere commitment to the relevant application of psychological knowledge to contemporary problems.

The greatest drawback in the course is that it requires enthusiastic students. The opportunity to learn in the course is enormous. However, a seminar class that lacks enthusiasm will not get off the ground.

Ellen Ryan, Paul Jennings Psychology 341, 341L Experimental Psychology I and Lab

CONTENT: Experimental Psychology I, offered in both the fall and spring semesters, introduces aspiring psychology majors to the basic tools of psychological research. The ultimate aim of the course is to develop in each student an appreciation for the utilization of data as a basis for behavioral inquiry. Attention is given to those formulas necessary for defining certain concepts, planning behavioral inquiries, and interpreting results. While General Psychology is the only prerequisite for the course, at least one other psychology course is helpful. Another psychology course gives the student a background for appreciating the need of statistics in the area. Also, because the course is a requirement for anyone majoring in psychology, the student should be reasonably sure that he (or she) is definitely a major. Experimental Psychology I should not be the deciding factor in this decision. For these reasons the course is composed chiefly of second semester sophomores and juniors.

PRESENTATION: In general, there are two 75 minute lectures plus a lab. Lectures are used by the professors to introduce formulas, explain them, and give examples of their application to actual behavioral problems. Lectures usually parallel the text, although they sometimes go beyond the information given in the text. Labs are used for weekly quizzes and for any questions students might have.

READINGS: The work load of the course is about average.

While the reading is not heavy, it is imperative that the student keep up with both the chapters assigned and the lecture notes. The professors use different texts; Dr. Ryan's text is *Scientific Inquiry in the Behavioral Sciences* by Gerald L. Erickson (\$8.25) and Dr. Jennings' text is *Introductory Statistics for the Behavioral Sciences* (\$9.95). The average grade for the course is C.

COMMENT: This course is a significant educational experience. Statistics is a vital part of psychology and a necessary tool for psychological research. Both presentation and organization of the contents of the course facilitate the understanding of all concepts involved. Because of the nature of the subject matter, it is recommended only for majors. The only area for improvement cited by a number of students is the lab. It is generally felt that more of a structure should be given to the lab. An organized review of new material would aid students in forming their questions.

Charles W. Snyder Psychology 473B Instrumentation in Psychological Research

CONTENT: The course begins with an examination of the basic electronic components that are used in psychological research, and then moves on to describe the techniques that are used to apply electromechanical devices in research. In the final part of the course, the technique of electrophysiological measurement in relation to the programming of the digital computer is discussed. This is followed by a thorough examination of the programming aspects of the computer. Introductory or General Psychology, and Experimental I and II are prerequisites, which closes the course to most students except psychology majors.

READINGS: There are two texts that are necessary for the course: *The Design of Electrical Circuits in the Behavioral Sciences* by Thomas Cornsweet and *Introduction to Programming and Programming Languages* put out by the Digital Corporation.

ORGANIZATION: The format of the course is usually set up by the students. One day a week is devoted to lecture and the other day is devoted to a laboratory period in which the students are able to test out some of the equipment mentioned in lecture. Lectures usually follow the textual material. The lecture period is also used to bring up any problems that the student might have encountered during the laboratory sessions.

PRESENTATION: Professor Snyder is a very knowledgeable man in the field of electronics. The lecture style he employs is a bit boring, but if the student has a specific problem he can talk to Professor Snyder personally and be answered in a precise and informative manner. The final grade in the course is based primarily upon the building of equipment for research that the student is doing or the programming of the digital computer to collect experimental data.

COMMENT: Professor Snyder is an expert in the area of experimental design. Due to the nature of the course material, unless a student is or will be doing research in the future, the course would be of very little used to him. Professor Snyder believes that an essential part of learning is for the student to ask questions. If no questions are asked, he will assume that the students are familiar with the material. I would recommend this course only to those who have an interest in psychological research.

Thomas Whitman Psychology 473A Seminar on Behavior Modification

CONTENT: Behavior Modification is a course in the application of psychological research findings, particularly in the area of learning theory, to both normal and maladaptive behavior. Due to the seminar nature of the course, class size will probably be limited to 25-30 students, with the consent of the instructor required. Helpful prerequisites are Experimental Psychology I and II. The major emphasis will be on the recent developments in behavior modification with special reference to their applications in the field of education, particularly at the college level. The usual composition of the class finds mainly junior and senior

psychology majors, along with a few pre-med. students. Although not required, a student has the opportunity to do a specific project with retardates at Logan Center or Children's Hospital or to work with normal children. The course material is not extremely difficult, and can be easily assimilated by the average student.

PRESENTATION: Dr. Whitman spends a great deal of time in preparation of his lectures, being particularly sure to review recent studies in the area. His eager involvement in the subject matter and his ability to logically present material is a highlight of the course. Discussion is frequently encouraged, and the lectures help to supplement the outside reading. Prospective students are advised to regularly attend, since a great amount of material is presented in each class.

READINGS: The readings are undecided at this particular time. B. F. Skinner's *Science and Human Behavior* (\$2.95) and J. Frank's *Persuasion and Healing* (\$1.95) will probably be used. At the present, Dr. Whitman is also considering a textbook on Behavior Modification and a book concerning education and behavior modification principles. In addition to the required texts, it is likely that a number of outside readings will be assigned. Sufficient time is allotted for the readings, which are quite comprehensible.

ORGANIZATION: Dr. Whitman has become increasingly flexible in terms of specific course requirements. He has proposed a de-emphasis on testing as in his present Retardation course, with

the substitution of weekly quizzes, eliminating the anxiety associated with major examinations. Student involvement will be stressed, with the opportunity for oral presentations within the student's field of interest. Noting the importance of communicating psychology's principles to the layman, he has suggested the writing of a handbook for parents which would focus upon the application of behavior modification's principles to the various problems encountered in a child's development. Short papers from each student would comprise such a book. In the past, his exams have been the subject of great debate, and such an organization will help to ameliorate this difficulty. The average final grade is usually a B.

COMMENTS: For students interested in the applied nature of psychology, this course is highly recommended. The literature in the field has doubled over the past year, and has definite implications in the areas of education and retardation. All of the students interviewed indicated that they would readily re-take the course. In the past semesters, the principles of behavior modification occupied the first several weeks of the course, and Dr. Whitman has suggested that greater emphasis be placed upon specific content areas, which seems to be a needed revision. Dr. Whitman's efforts to update the course and make it more "relevant" promise to make the course an interesting one for both majors and nonmajors. Interested students are encouraged to contact Dr. Whitman for additional information.

Sociology

Donald Barrett Sociology 419 World Urbanism

CONTENT: The need for understanding the social intricacies of the city is the focal concern of many city planners, city administrators, and many others today. More than ever before, the size and scale of our spreading cities complicates the lives of all its citizens; city dwellers and suburbanites alike face the effects of rapid technological change, continued shifts in population, and alterations in socioeconomic patterns. Professor Barrett focuses his attention upon these problems through an examination of the many varied perspectives involved. Using the three specific urban areas of Latin America, Africa, and Asia, he contrasts the different yet comparable problems of housing, transportation, immigration, etc., with selected European cities. Of course, further comparisons are made concerning America. While in the past, Professor Barrett has used an historical approach for his course, he plans to deal more with the concepts and problems of urban and regional planning.

PRESENTATION: Lectures are interesting, well-structured, and well-prepared. During the semester Professor 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. Professor 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 provides a basis for a well-rounded understanding of the subject.

READINGS: At present there is only one book, *Readings in Cities Around the World* by Professor E. Feis of Columbia which will be required. In addition to these Professor Barrett will recommend additional readings in periodicals and paperbacks which will add to the student's understanding and knowledge of the subject.

ORGANIZATION: Professor 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 city which interests him and will be expected to fully develop a characterization of it with respect to whatever indices are necessary. During the semester, Barrett requires the student to write a number of reports concerning the project. These serve a twofold purpose: they keep the student working and give the teacher a chance to criticize or direct the student's work.

COMMENT: Professor 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 and direct any student in his course.

It should be noted that Professor 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 Professor Barrett's course a worthwhile venture in learning.

David Dodge Sociology 406 World Population: Pressures and Policies Sociology 411 Deviant Behavior

SOCIOLOGY 406

CONTENT: This course provides a theoretical approach to the sociological, historical, economic, and political facets of the area. Special attention is given to the problems of developing nations of the world in terms of food, resources, social and economic organization in relation to rapid population growth. There are no prerequisites for the course; junior and senior sociology majors predominate in the class since this is a check marked course.

READINGS: *Population Dynamics*, Ralph Tomlinson; *Family Planning, Sterility and Population Growth*, Freedman, Campbell, and Whelpton; *Population Growth and Economic Development in Low-Income Countries*, Coale and Hoover; *Determinants and Consequences of Population Trends*, United Nations.

SOCIOLOGY 411

CONTENT: This course provides a theoretical approach to deviance; sorry, no movies on deviant modes of behavior. The sociological approach is stressed, and contrasted with the psychological and psychiatric approaches to deviance.

READINGS: *Sociology of Deviant Behavior*, M. Clinard; *Crimes Without Victims*, R. Schur; Bobbs-Merrill Reprints of many relevant journal articles; *Deviance and Control*, A. Cohen; *Deviance, Policy, and Control*, Lemert.

COMMENTS: Dr. Dodge's interest in students as individuals is manifested out of the classroom by his efforts to increase student participation in the Sociology Club and departmental committees. In the classroom, Dr. Dodge encourages independent thinking and class discussion. His exams and paper requirements are flexible and although demanding are graded fairly. There are two or three exams and a paper may be optional. The reading assignments, although theoretical, are usually interesting and must be read if one really desires a decent grade. Both courses are extremely worthwhile, particularly in terms of relevance to contemporary social problems.

Richard Kurtz Sociology 362 Medical Sociology

CONTENT: This course assumes a sociological perspective on the medical world. For example, it questions why certain medical techniques might prove to be ineffective on a patient of a certain cultural background, describes the dilemma of the professional versus business ethic within the hospital structure. While the course has no prerequisites, its composition is generally pre-med and sociology students in their junior and senior years, as well as some students interested in nursing.

PRESENTATION: Dr. Kurtz is great. His enthusiasm for the subject and his interest in students quite naturally leads to a well-prepared and usually interesting lecture. Questions and insights are encouraged. Kurtz has a dislike for early hours and does his best to make getting-up worthwhile.

READINGS: The textbook last time the course was offered was *The Handbook of Medical Sociology*, \$8. An additional required book is Bloom's *The Doctor and the Patient*. The rest of the reading is on reserve. The reading is easy and not overly abundant, but necessary.

ORGANIZATION: No papers or projects. The grade is determined by three multiple choice exams taken from the notes and readings. The grading is by "university curve" making an A difficult but not impossible. B's and C's are no problem.

COMMENTS: Dr. Kurtz has been travelling in places such as Africa doing research during the last year. He should come back with some great stories. He might make some changes in the course, but any significant ones would be for the worse. The course is a must for anyone interested in the medical world or sociology. Attendance is not required, but one feels like he's missing something if he doesn't go.

Richard Lamanna Sociology 435 Race and Minorities

CONTENT: This course covers race and minority relations in many countries but concentrates on the phenomenon in the United States. The history of different ethnic and racial groups such as the Eastern Europeans, Jews, Orientals and Blacks provides a background for viewing today's situations. Emphasizing discrimination in race relations, the course explains degrees of response varying from acceptance to open conflict, and reveals the effect of prejudice on society presently. There are no prerequisites for the course and it is open to all upperclassmen in arts and letters.

PRESENTATION: The worth of the lectures in this course is

minimal; Professor Lamanna generalizes and one can find most of his ideas in the readings. Also his style does not invite much response from the student because he simply dictates notes. Discussion comes about only when questions are asked, and it usually involves only a few people. In addition, Professor Lamanna does not tolerate any disagreement with his general propositions. The only time any of the discussion material appeared on the test occurred when one of the outside readings was analyzed. Otherwise, lectures and discussion were not included on the exam.

READINGS: The readings — and they were plentiful — provide the interesting part of the course. Vander Zanden's text is excellent, and *Race and Racism* by van den Berghe is very original and descriptive. With the text, the four books for outside reading, and the innumerable handouts, one possessed more than enough information on the subject. However, one had to read constantly to keep up with the syllabus, and the approximate cost of the books is \$18.

ORGANIZATION: One research paper of any length is required for graduate students and optional for undergraduates. Yet one has to do a research paper for an A. Three difficult exams, including the final, are given. The final grade is based on the paper and exam grades. The average grade was B—.

COMMENT: The course represented a good educational experience in that the readings considered many different points of view and covered nearly all the problems on the subject. However, the class added little insight. If I had to do it over, I would take this course only because I, as a sociology major, am interested in the sociological method and race relations theories. Unless nonmajors had a real interest in learning this material without direction from the professor, I would not recommend this course to them. Also, Professor Lamanna should have submitted some solution to race problems for class discussion.

Fu-Chin Shih Sociology 380 Sociological Analysis

Sociology 496 Mathematical Sociology

SOCIOLOGY 380

CONTENT: This is a one-semester course offered in both fall and spring. Most of those who take Analysis are sociology majors, but it is open to all Arts & Letters students and there are no prerequisites. It deals with traditional, modern, and personal outlooks towards social questions and problems. Dr. Shih will tailor the course to cover the areas of interest to which the class is partial. Thus the students in no small way determine the content of the course.

PRESENTATION: Dr. Shih conducts the course in an informal seminar-like fashion. Questions and discussion are encouraged. Dr. Shih is not the most fascinating speaker, tending to repeat and even to anesthetize. This can be partially compensated for by interested students who through discussion can question the relevance of each point.

READINGS: One text, Cuzzort's *Humanity and Modern Sociological Thought*, is required. In addition, the student must read approximately 4 paperbacks, mostly on topics of his own choice. In general, the reading load is light.

ORGANIZATION: Last semester the final grade was based on a take-home midterm, 35-page papers, and a term project (with an accompanying paper and class presentation). Attendance is not required. The average final grade was between B and C.

COMMENT: Dr. Shih's philosophy of teaching leaves much of the responsibility with the student. Those with interest and initiative can gain much from this course. However, her light-handed technique often fails to evoke much intellectual response, especially from those who tend to coast in a course. The student himself will be responsible for his success in Sociological Analysis.

SOCIOLOGY 496

CONTENT: The course will be an introduction to the advantages and disadvantages in applying mathematics to sociology. It will also deal with the construction of formal theory. The course will be open to graduate students and interested seniors. One year of college math will be helpful.

PRESENTATION: The lectures for the most part lack fluidness and tend to be choppy. For this reason attention to the lecture is not always easily maintained. Professor Shih does not always seem sure of her English which could account for the condition of the lectures. The lectures are based on the readings, as are the tests.

READINGS: The readings can for the most part be considered worthwhile. More than sufficient time is allowed for the readings.

ORGANIZATION: As of right now there is one project planned for the course. If Professor Shih finds that some background in math is necessary, then frequent checks will be given to make sure that the reading is being done.

COMMENT: Since this course will be offered for the first time next semester, this evaluation is based on other courses she has taught. I might also add that the other courses that she has taught have been required and hence there has been a lack of real enthusiasm for the courses. Professor Shih maintains that the course will not be difficult and wants to keep it in the realm of an introduction. The textbook for the course has not yet been determined.

Clagett Smith Sociology 462 Sociology of Conflict

CONTENT: This course is intended as "an examination of the nature, manifestations, determinants and consequences of social conflict from a social systems perspective." There are no prerequisites for the course. Most of the students were junior or senior sociology majors, but the course attracted non-majors from a variety of departments.

PRESENTATION: Professor Smith outlines his lectures, point by point, on the blackboard, before the class begins and proceeds methodically. He is always open to questions or disagreement, but discussion played only a minor role in the class. A bull session was provided for interested students, outside of class time, for the purpose of having a go at various issues in conflicts. The lectures followed the readings faithfully—so much so, that a student, pinched for time, could choose either to attend the lecture or do the reading, without his grade and/or grasp of the course necessarily suffering.

READINGS: Generally worthwhile, the readings were extensive, but not overwhelming. The introductory text, *The Nature of Human Conflict*, proved helpful, but expensive (\$8.50). Plan to spend most of your reading time in the library, since much of the material is found on reserve in various journals.

ORGANIZATION: There were two take-home exams given during the course, with ample time (usually a week) allowed for completion. A paper was announced, but deleted after the mid-

term amounted to an 8-12-page paper. The grade was based on the two exams and the average grade was a B.

COMMENTS: This course attempted the mammoth task of surveying the many and varied theories of conflict and this generally, proved too much, in too short a time, for all but the most serious student of conflict to fully appreciate. The exams gave the student an opportunity to apply the various theories to modern social and international situations and, in my opinion, provided the most valuable part of the learning experience. Perhaps, if the course focused more specifically on an area of conflict (say intersocietal or international), I would take the course again. For the serious student of conflict, I would recommend this course as a valuable background for further study.

Andrew Weigert Sociology 451 Religion and Society

CONTENT: This course is composed of Sociology and Theology majors. It is basically a seminar-oriented course consisting of student presentations followed by class discussions. Professor Weigert emphasized that this was an experimental format, however, and therefore subject to change, but it did seem to work quite well in the Fall and may be continued. There are no prerequisites for the course per se, but the class last Fall consisted of 11 students, six of whom were graduate students and the remainder seniors.

PRESENTATION: Professor Weigert is an excellent teacher. He has extensive knowledge and a keen interest in this subject—a subject that he rightly considers extremely important in contemporary society. Discussion lagged at times, but Professor Weigert never failed to make every class a stimulating educational experience. Lectures, of which there were very few, and discussions, were based directly on the assigned readings, and test material was taken from these sources.

READINGS: Last year there were six assigned texts—all paperbacks and all pertinent to the course. These books were the basis of the course, and several classes were spent on each one. Approximate cost of these books was \$14.

ORGANIZATION: Grades were based on a midterm exam, quality of class presentation and discussion, and a final paper. The paper was the main consideration in the final grading.

COMMENTS: Religion has been, and still is, an important element in Western society. It is a driving force that is often overlooked or dismissed as unimportant. Professor Weigert attempts to examine this phenomenon both theoretically and empirically. An interest in the subject is recommended before taking the course, because of the small-class, seminar-oriented format. There is, however, much to be gained from this course if an interest is present.

Theology

Maurice Amen, C.S.C. Theology 131 Faith and Man

CONTENT: Designed primarily for sophomores who have a 6-hour theology requirement, this course will explore the sense of the following: man has always felt that he can attain something "beyond" the "human condition." Thus, the problem is threefold: what is man? how did he get there?; what can man become?; and how, if at all, is man to attain his goal? Assuming that man can improve entails faith. Approaching faith from this orientation, Fr. Amen hopes to obtain a new perspective on what the way of Jesus is; more precisely, in what human terms may it be understood.

PRESENTATION: To say Fr. Amen lectures would be misleading. Given the nature of his course, one should not expect a lecture course. Rather, he comments upon the readings, expanding themes, contrasting ideas, and personalizing the material. Rarely is note-taking necessary, as Fr. Amen speaks from an attitude based on the need for personal reflection. At times he rambles, but when he gets going in spontaneous reflection, his depth and insights are truly worthwhile. His approach may fail in a class of 100, and anyone really trying to get a sense of what he is speaking about should get to know him personally.

Fr. Amen also plans to break up an otherwise unwieldy class into 15-student discussion groups. He and 2 TA's will lead the groups, shifting from group to group to provide variety.

READINGS: The *Bhagavad Gita* (translated by Swami Prabhavananda and Christopher Isherwood, 95c); *The Painted Bird* and *Steps* by Jerzy Kosinski (95c); *Stories of God* by Rainier Maria Rilke (\$1.45); *Beyond Theology* by Alan Watts; *The Kingdom of God is Within You* by Leo Tolstoy; *The Courage to Be* and *Love, Power and Justice* by Paul Tillich; *The Gospel* according to Mark and one novel each by Hermann Hesse and Elie Wiesel.

ORGANIZATION: A short paper (3 pp.) of personal reflection on each book is due after it has been dealt with. A somewhat longer paper (5 pp.) contrasting two books could replace reports on two books. A midsemester and final paper will also be required. Fr. Amen reads every paper himself, and bases the grade on the "thought and reflection" behind each paper. Since this is such a subjective matter, grades average around B.

COMMENT: Fr. Amen admits that his major weakness is his lecture style. But, precisely because he is a deep, reflective person, his lectures must be spontaneous. He often pauses, struggles and then proceeds. Sometimes he misfires and fails. Thus, any student taking this course had better realize that Fr. Amen's project of teaching does not end with the classroom. Rather, one is sharing something deeper than words with Fr. Amen. Those who have taken this course have rapidly adjusted, and would take the course again. Perhaps the best evaluation of the course is that it provides an excuse to get to know Fr. Amen. Students not using this excuse will still learn very much, but they will have cheated themselves.

R. Antonelli Theology 301 Hebrew Scripture

COMMENT: Antonelli will be joining the theology department in the fall, coming here after a year of post-doctoral study in Jerusalem. He received his M.A. in Semitic languages at John's Hopkins University and was awarded his Ph.D. by the University of Strasbourg.

The course is a requirement for majors. Hence, although Antonelli's specific plans are unavailable, he will undoubtedly concentrate upon Genesis, Exodus, and Deuteronomy as foci for acquiring insight into and acquaintance with the Hebrew Scriptures.

Leonard Biallas, C.S.C. Theology 240 Theology of Revolution

CONTENT: The course will be divided basically into three parts. The first part will consist of looking at some biblical themes of the Eschatology and the philosophy that was the essence of the concept of salvation. The second part will be a view of some 20th century theologians of hope such as Moltmann, Pannenberg, and Metz and their attitudes toward the resurrection as a sign for the present and the future. The last part of the course will consist in taking the themes and ideas of the first two sections of the semester and applying them to contemporary themes and situations of revolution.

There are no prerequisites for the course and the class consisted primarily of juniors and seniors of all majors.

PRESENTATION: Fr. Biallas attempts to offer equal weight in this course to both the lectures and the discussions. He wants to emphasize the readings, discussions, and personal thinking. Everyone questioned agreed that his lectures generally were good and very helpful in organizing the course material. The discussion sessions also were viewed as an extremely helpful dialogue between the students and the teacher. They often covered the readings and enabled the student to clear up any questions he had.

READINGS: Most students agreed that the course readings were worthwhile, but some were rather difficult. The reading list in the fall will again consist of 4 books, but Fr. Biallas is in the process of changing the list. At the present time *New Theology No. 6* and three other paperbacks will be used, one of them on the Theology of Hope. All agreed that more than adequate time was allowed for the readings.

ORGANIZATION: The grade for the course will come from two 10-page papers and a 10-page take-home final. Topics for the papers cover a wide range of themes and authors, in such areas as Marxist-Christian Dialogue, Black Revolutionaries, and social revolution. The final is an effort by Fr. Biallas to let the student express what he has personally obtained from the course. He is a fair marker and believes in rewarding a good effort. Average final grade was a high B.

COMMENT: On the first day of class Fr. Biallas comments on the fact that his first few lectures might seem haphazard and directionless, but asks the class to wait to see where he is going. Soon the tremendous insight and knowledge of the material that he possesses becomes apparent as well as his honest effort to communicate his insight to his students. He looks on his classes as a time when he can share with the students an educational experience and take a theology course and turn it into a relevant happening. He challenges his students to challenge the ideas that he presents and in so doing to form their own ideas. Most of the students interviewed commented that this course was the best, or one of the best theology courses that they had taken at the University. They were impressed by the sincerely honest effort that Fr. Biallas makes in the classroom. The only improvement some saw as necessary was that the lecture material should be tightened up somewhat, and more time spent on each individual discussed. Most agreed in the final analysis, that the course was interesting and worthwhile and that they would gladly take Fr. Biallas again in another course.

Leonard Biallas, C.S.C. Theology Church in Crisis

CONTENT: Fr. Biallas' aim in this course is to take several men (philosophers, theologians, novelists, poets, etc.) from the 19th century, men who either accepted or rejected the Christian tradition and look at their understanding of certain basic human problems, showing how these same problems are still relevant today. Some of the men and concerns to be treated will be: Schleiermacher (emphasis on feeling, emotions and intuition); Hegel (expression of love and freedom in morality); Feuerbach (translation of theology into anthropology); Kierkegaard (Christian existentialism); Lamennais (correction of social abuses); Solovyev (Godmanhood); Tolstoy (*Death of Ivan Ilych*); F. D. Maurice (sociology and the kingdom of God); Newman (development of Christian doctrines); William James (varieties of religious experience); Nietzsche (anticipation of Death of God theologians); Dostoyevsky (*The Grand Inquisitor*: freedom from suffering); Pius IX (from liberal to conservative); Leo XIII (welfare state, labor organizations); the Modernists (e.g., Von Hugel, Blondel, Loisy Tyrrell); Vatican (infallibility, value of human reason).

PRESENTATION: Though he has a tendency at times toward peripheral extemporization, Fr. Biallas has an easygoing, genuinely enthusiastic lecture style and he is not shy about letting the air out of musty theological balloons. He is very able to lead discussions but encourages the students to work out the problems for themselves. In this course he will make a point of not lecturing for a whole period, but he expects that the two seventy-five-minute classes each week will be approximately half lecture and half discussion. The Tuesday class will focus on the 19th-century issue and the Thursday session will concentrate on the 20th-century counterpart.

READINGS: There will be four assigned paperback texts (two of which are Teardon's *20th-Century Thought* and Vidler's *The Age of Reason*) which can be purchased for a total of less than \$10. Though there are many men and problems to be covered, Father does not expect the readings will be overly time-consuming. Judging from another course this reviewer has had with Father Biallas, these readings should be good complements to the classroom work.

ORGANIZATION: Father Biallas will assign two ten-page papers on the works of any of a number of 19th-century novelists or poets. The student is given broad leeway to dig into whatever interests him in relation to the problems being investigated in the course. On the ten-page take-home final the student will be given several quotes from a variety of readings on which to comment insightfully from the framework of his experience in the course. The final grade will be based on the papers, class participation and the final. Fr. Biallas expects from student performance in his present courses that the average final grade will be a B.

COMMENT: The professor in any course (particularly this one, which encourages discussion) can only take the class so far by his own efforts; then it is the students' responsibility to add their own insights to what the person behind the lectern has to say, and share them with the class. Fr. Biallas believes that with sincere effort on the part of the class this can be a profitable learning experience for everyone involved with this new course.

John S. Dunne, C.S.C. Theology 229 Philosophy of Religion

CONTENT: The "cult" which has sprung up around John Dunne during the past ten years makes this evaluation rather superfluous. The value of the course is most convincingly argued by observing the movements of anyone who has shared Dunne's "insights," for Dunne has that rare ability to so stimulate his students that they discover possibilities formerly latent or hidden within themselves. To borrow from one of Dunne's favorite images, the course can probably be viewed in retrospect as a process of moving from a new moon to a full moon of personal

awareness. Philosophy of Religion is systematic theology — but Dunne's unique brand. Dunne pierces the crust of dogma so as to get his hands dirty with life experience. He does so by examining the life experience of great men as articulated in their autobiographies. This process of "passing over" into the lives of such men as Goethe, Rousseau, Wordsworth, Jung, Camus, Sartre, and Kierkegaard serves as the basis for his reflective examination of the religious experience of man.

PRESENTATION: Dunne communicates a style of lecturing that matches the novelty of his systematic theology. To be in his classroom is to see a drama unfolding; for Dunne acts out his every word. He speaks from and with an inner intensity that enables him to penetrate the impersonality that might be associated with a class of 100-150.

READINGS: Father Dunne asks the student to read the following books as early in the semester as possible: Kierkegaard's *Fear and Trembling* and *Sickness unto Death*; Rilke's *Stories of God*; and his own work, *A Search for God in Time and Memory*. The readings are engaging and gradually are elucidated as the course unfolds. Dunne suggests that they be read with an understanding and trust that in time "the darkness will be brought to light."

ORGANIZATION: The course is neatly divided into two parts. During the first half of the course Dunne focuses upon the spiritual development of man as reflected in the life stories of individuals since the advent of history. Dunne then shifts to an examination of the story of mankind, concentrating upon the turning points in the spiritual development of the human race. Following the completion of each section a take-home exam is given. Dunne invites the student to experiment with his "passing-over" process by assigning a paper which must deal with an historical personage. The student is called upon to analyze such an individual's autobiographical writings in terms of the turning points in his spiritual development or the unfolding of his life project. The paper becomes an enriching exercise once the student returns to himself after "passing-over" into the life of another and allows that life to influence and stimulate latent or hidden possibilities within himself.

COMMENT: Hurry if you want this course; it'll close within two hours!

Kenneth Grabner, C.S.C. Theology 207 Buddhism and the West

CONTENT: Fr. Grabner sees his course only as a beginning towards a goal of helping students achieve a personal realization of the psychological discoveries offered by Buddhism. Thus the class will be successful insofar as individual students can recognize correlations between these ideas and their own experience (or their own possible experience).

TEXTS: Frazir, *Buddhism*; Merton, *Zen and the Birds of Appetite*; Tibetan Book of the Dead; Reps, *Zen Flesh, Zen Bones*; Chardin, *Divine Milieu*; Hesse, *Steppenwolf*.

PRESENTATION: The course will consist largely of lectures (a historical treatment of the development of Buddhist thought which is necessary for understanding its message), but Fr. Grabner encourages discussion and there is usually no shortage of questions from the class. There will be a series of seminar meetings to discuss specific texts. There are no tests, two papers are required (on any appropriate subject), and class participation is considered in the student's final grade.

COMMENTS: Fr. Grabner is not known as a dynamic lecturer, though this is more a reflection of his calm life style than a criticism of lecture quality. The material is often confusing to students because of its very nature, and thus it sometimes defies even well-planned efforts towards making it intelligible for those who have never encountered it before. Fr. Grabner's enthusiasm for his subject is apparent to almost everyone; less apparent (to some) is the extensive preparation he affords his lectures. The latter are coherent and informative if one will take the time to orient himself to the material through completion of the assigned outside readings. This course is truly rewarding only to the degree to which one is willing to discover for himself both the meaning of the Buddhist message, and its relation to his own life. If such a willingness is present in an individual student, he will find the course both enlightening and refreshing.

Stanley Hauerwas
Theology 133
Vision and Christian Ethics

Theology 217
Political Ethics

THEOLOGY 133

COMMENT: To be offered for the first time in Fall '71, this is a course that attempts to raise the fundamental issues involved in Christian ethical reflection. The basic thesis of the course is that Christian ethics is best understood not as an ethic of command, freedom, love or some other such image, but as a way of looking at the world. It will be argued that ethics and the moral life are more appropriately worked out in terms of an aesthetic analogy than as a deductive science concerned with right and wrong, praise and guilt.

PRESENTATION: The readings will be treated as dominant metaphors around which a particular way of understanding the Christian life is ordered. At the end of the course the class will take up the concrete problems of truth telling and marriage as a way of testing these different moral frameworks. Some of the issues raised in the course will be the ethical significance of the Bible; the relationship of dogmatics and ethics; interdependence of will, intention and action; the relationship between language and vision; the nature of man; and moral authority.

READINGS: Readings will reflect different understandings of the nature of the Christian life such as gospel and law (Thomas), gospel and law in paradox (Luther and Reinhold Niebuhr), gospel and law as permission (Barth and Bonhoeffer), gospel as the message of the kingdom (Rauschenbush and Pannenberg), and gospel as response to and action (Richard Niebuhr, Bernard Haring and James Gustafson).

ORGANIZATION: The final grade will be based on two tests and two or three short papers.

CONTENTS: If the performance of Mr. Hauerwas during the 1970-1971 school year (his first at the University) is any indication, this should be an excellent course. Anyone interested in dealing with ethics in a systematic and disciplined way will benefit a good deal from his well-chosen readings and his extremely well-prepared, enjoyable lectures. Like any worthwhile course, this one will demand considerable amounts of serious work from the students.

THEOLOGY 217

CONTENT: Dr. Hauerwas was recruited by ND last year; he is a Texan who studied at Yale Divinity School. He first began teaching at ND last fall: two sections of "Christian Ethics in a Democratic Society". One section of over 40 students was composed of juniors and seniors, a few theology majors, and less than half were from Arts and Letters. In Dr. Hauerwas' course description, the course is designed to enable the student to do some "disciplined ethical reflection" on basic contemporary social issues: political obligation, violence, racism, poverty, war, (and added for the Fall of 1971: freedom and the technological society). All of these are discussed in the American context. One or two will be dropped before or during the semester on account of the limited time. Before the issues can be handled at all, basic work must be done. This includes some history of Christian social ethics and especially the relationship between Christianity and a democratic society. (This accounts for the first half of the course and in-depth study of Niebuhr's and Yoder's positions.) The student will discover that at the heart of every political decision is a value, and underlying that value is a conception: of The Good or of Man. "Some of the questions raised throughout the course are the relationship between ethics and the social sciences, the nature of justice, the relationship between the individual and community, and the nature of the church."

PRESENTATION: Teaching ethics is difficult. There is the temptation to be too "relevant" or to be too "philosophical". Hauerwas manages to bridge the gap. He is an educator, i.e.,

one who leads out. His lectures are thought-provoking and invigorating. He is aware of his tendency to be a fast talker, especially when reading aloud. Questions asked by him are good; they go to the heart of the matter at hand. Discussion in class is necessary, inevitable, and welcomed. Dr. Hauerwas' answers to questions directed to him *answer* the question; he does not ramble; he is not vague. There is little difficulty in taking notes.

READINGS: The readings are many: whole and partial books. The primary works are Wolff's "The Poverty of Liberalism", Niebuhr's "Love and Justice", and Yoder's "Christian Witness to the State". Others (which may change) include: Benn and Peters *The Principles of Political Thought*. Winters, ed. *Social Ethics*, Bedau, ed. *Civil Disobedience: Theory and Practice*, Wogoman *Guaranteed Annual Income*, Arendt *On Violence*.

The second half of the course is the heavier reading part. However, the books were chosen to enable the student to grasp the fundamental issues involved in a lively way. Remember that the course asks for a *rational* inquiry into contemporary social issues based on ethical reflection.

ORGANIZATION: One paper, midterm and final. Both exams were a good test of the student's ability to do some "disciplined ethical reflection". The final grade balanced 4 parts: the three grades and in-class work. Average final grade: B.

COMMENT: Dr. Hauerwas knows the reading is heavier-than-average, and realizes the difficulty in cutting it down. Suggestions have been made in class for improvements. He has a lot to offer this Christian university. (See his two articles in *SCHOLASTIC*). Hopefully, Dr. Hauerwas will be around for a long time, but why not beat the rush?

Theodore W. Hengesbach
Theology 237
Theology of Death

CONTENT: The purpose of this course is to bring the student into a confrontation with the problem/mystery of death and to help him intellectualize and verbalize this experience both orally and written. This course is an elective with most of the students being juniors and seniors.

PRESENTATION: The lectures are usually given at night by guest speakers of various disciplines who discuss the problem of death within their own area. The lectures are complemented by a seminar with Mr. Hengesbach in the next class period; they are valuable for reading and understanding the books. There are three films — "Until I Die," "Ikiru," and "Watts Made Out of Thread" — that deal with the problem of death.

READINGS: The texts present different ways of viewing the problem of death. The readings are a valuable source in attempting to achieve the purpose of the course. The eight books are all paperbacks: *The Meaning of Death*, Herman Feifel (ed.); *On Death and Dying*, Elisabeth Kuebler Ross; *The Tacit Dimension*, Michael Polanyi; *The Death of Ivan Ilych*, Leo Tolstoy; *Things Fall Apart*, Chinua Achebe; *The Epic of Gilgamesh* (N. K. Sandars); *The Theology of Death*, Carl Rahner; and the New Testament. Approximate costs of texts — \$11.00.

ORGANIZATION: There are no tests. The requirements are class attendance at both lectures and seminars, a thorough reading of the assigned texts, and a written analysis of the readings for each of the seminars. This amounts to ten, two-three-page papers. The papers are graded on how well the student comprehends the content of the readings and the quality of his reflections on them. The final grade is determined from the written work (80%) and class participation (20%). Average final grade is B—.

This course is a valuable and significant educational experience if the student is willing to work and confront the problem of death. The course could be improved by having fewer students in the seminars, but this is not the fault of the instructor. If the student wants to be challenged, he should take this course; if he wants an easy three credits to fulfill his Theology requirement, he should forget it.

Joseph Hoffman, C.S.C.
Theology 223
Sex and Marriage

CONTENT: A very general course which really seems to be misplaced by its location in the Theology Department. The only actual theological reference is to a biblical quote, "What God has joined together . . ." The emphasis of the course is on "how to live together"; the student's personal response to life is stressed.

PRESENTATION: The presentation tends to be disorganized, very haphazard and dull.

READINGS: The readings are good: *The Adjusted American*, *I Loved a Girl, Exiled to Eden*, *The Power of Sexual Surrender*.

ORGANIZATION: Four very easy tests (the average score was about 97%) and a final of similar ilk.

COMMENTS: An A (and B?) course. The greatest value of the course rested in the reading material. It is significant to note, however, that *The Power of Sexual Surrender* is based on Freudian theories of female sexuality, which have been generally discredited in the last decade and physiologically proven wrong by Masters and Johnson. That little bit of information should demand considerable attention from anyone seriously estimating the course.

Tjaard Hommes
Theology 211
Readings in Protestant Theology

CONTENT: The course provides a general historical background for the Reformation and the resulting development of Protestant denominations. Hommes discusses the position of the Church and traces the evolution of different points of doctrine. The course was composed primarily of juniors and seniors in Arts and Letters.

PRESENTATION: The lectures are well prepared and interesting. Mr. Hommes loves discussion, and is very open in encouraging students to voice their opinions. He encourages independent thinking on the part of the class.

READINGS: The readings are rather extensive. Four texts (*Protestant Christianity*, Dillenberger and Welsh; *The Kingdom of God in America*, Niebuhr; *The Protestant Era*, Tillich; *Reformation of the Sixteenth Century*, Bainten) are to be supplemented by readings on reserve in the library. Hommes also suggests additional readings which he will supply from his own collection. If all of the readings were done, they would perhaps be excessive.

ORGANIZATION: There are two tests and a final, as well as one major paper. Grades are deemphasized in favor of independent and creative thinking in conjunction with readings.

COMMENTS: The instructor is the key figure in making this course. He is very accessible to students in his office, and often invites them into his home. The course is highly recommended.

James Kritzeck
Theology 404
Religions of Islam

CONTENTS: The first part of Professor Kritzeck's course is a quickly moving survey of the entire intellectual history of Islam. Just that, a survey. And quick. The second part of the course, and what Professor Kritzeck considers will be the most interesting part, is an introduction to contemporary Islamic affairs. An introduction, not a survey, that is a thorough examination of the proper methodology for analyzing any of the more recent Arab and Islamic problems. By example. After surveying the intellectual history of Islam, the courses more contemporary content will include such topics as the Arab-Israeli conflict, the Muslim movement in America, and the effect of Islam upon national independence and economic expansion in Africa.

In spite of the wide scope of this course, Professor Kritzeck is not hesitant to touch upon interesting sidelights. Included, usually, are a basic introduction to the alphabet, a look at

the poetry of Omar Khayam in the original Arabic, and a basic course in tourist travel in the Islamic world.

PRESENTATION: Professor Kritzeck utilizes the audio-visual facilities available to him for approximately half of his class meetings. With or without accompanying slides, Professor Kritzeck's highly articulate style and his deep and thorough knowledge of his subject suggest massive quantities of material to be absorbed or further investigated. Ultimately, it is this abundance of material presented that can bring the course down. Too much, too quickly. A root cause of boredom. Professor Kritzeck hopes to remedy this situation with a more thorough supplementation of lecture material with suggested readings. That is, choose readings in the areas in which the lectures have stimulated interest, but do choose. Incidentally, you don't have to. Perhaps, Professor Kritzeck's style and presentation is a bit too loose. He requires no intellectual toughness; rather, he awaits its own growth.

READINGS: Buy whatever of Professor Kritzeck's suggested readings appeal to you. But do read both volumes of *An Anthology of Islamic Literature*, edited by the professor.

ORGANIZATION: There is a final exam and, possibly, one paper. Like the rest of professor Kritzeck's methodology, the paper and the final exam are student initiative oriented. Even in the final exam, the essay questions and the multiple choice questions are worded in such a way that they demand that the student answer in terms of what he found meaningful to him, not in terms of what Professor Kritzeck thinks is meaningful or correct. Most students who enroll in Theology 404 are of above average ability. The average grade is B+.

COMMENT: Student initiative, on the whole, does not work. Little work, but surprisingly, work well done. That is, because centuries fly past you in 30 minutes and because you are not required to find interesting areas of study in Islamic thought or history, the centuries can be forgotten and the interest never developed. But where such interest is developed, it is enthusiastic and always nurtured by Professor Kritzeck. A fine teacher, a bit unrealistic about student response.

Jean LaPorte, C.S.C.
Theology 208
Teilhard de Chardin

CONTENT: This theology course is taught in French; therefore it is essential that the student have a firm background in the French language. The student should have a relatively good working knowledge of the French language for conversation, reading comprehension, and writing exercises. The course itself begins with a brief biographical sketch of the life and works of the noted theologian and scientist, Pierre Teilhard de Chardin. It then emphasizes some of the basic points of the Theory of Evolution, mentioning briefly some of the most important contributions to its development and refinery. Father LaPorte discusses the Church's changing views on evolution and the effect that the Church had on Chardin's research and writings. The Marxist interpretation of evolution is also developed before a final, complete study of Chardin's ideas on evolution. The student enters into the basic course material: *Le Phenomene Humain*, a discussion of the scientific fact of the evolution of energy, matter and life, and finally a discussion of the intellect and the spirit—the socialization of the species and the role of man in the overall process of evolution.

PRESENTATION: Father LaPorte's presentation of the material was found by many students to be quite enjoyable and easy to understand. He takes certain sections of the texts which best illustrate the ideas of Chardin and expounds upon them, clarifying and simplifying the most complex sections. A few of the students found his lectures to be boring and commented on the lack of participation in discussions by the students as a whole; most students agreed that the course was worthwhile and that they had gained an insight into the abstract thought of Chardin.

COMMENTS: The general workload is relatively light. The main text used is *Le Phenomene Humain*, supplemented by the professor's own mimeographed notes containing summaries of Chardin's biography, different thoughts on evolution, along

with extracts from Chardin's other works. Father LaPorte includes his own observations in the notes, and these are quite helpful. A list of questions are presented at the end of each section of notes and the students, upon completing a section, are to answer one of these questions. There are no tests in the course of the semester and the final grade rests upon the whim of Father LaPorte. Emphasis is placed primarily upon class attendance and participation in class discussions. The work load was found to be agreeable to most students because of the lack of pressure upon the student to get a great deal of work done by some specified time. For a student interested in fulfilling a Theology requirement as well as retaining his knowledge of the French language, Father LaPorte's course is of practical use. His knowledge of the material is sound and this aids the student's understanding of Chardin and his works.

Robert Meagher Theology 209 Philosophical Theology

CONTENT: This course involves an attempt to compare the thoughts of Augustine and Camus on the nature of human blessedness. It does not however aim to integrate the work of these two great North African thinkers, or to refute the work of one with the other. Instead, it looks to provoke what might be most accurately described as a discussion between the two authors. The students taking the course are generally Arts and Letters undergraduates of all levels who are fulfilling some theology requirement. Consequently, the course does not seek to impart a thorough technical understanding of the material, but rather to give the students an accurate grasp of the tone and thrust of both Camus and Augustine.

PRESENTATION: The lectures are presented in a quiet, personal style that blends an obvious command of the material with genuine academic humility. Intimidation and dogmatism simply do not exist in a Meagher classroom. Still, there is a respect for the writings of both Camus and Augustine which does permit either to be misrepresented or over-simplified. Early in the course some students may mistake Meagher's lecture style for rambling; but it should soon become clear that what he is actually doing is probing both the texts and the class, constantly seeking out certain precise themes. The tests are an opportunity for students to continue that probing on their own, and are designed to stimulate meditation more than to extract information.

READINGS: *Confessions*, *City of God*, *The Stranger*, *The Rebel*, *The Exile and the Kingdom*. Only portions of *The Rebel*, and the *Confessions* are required, but reading them in their entirety is encouraged. Quantitatively, the reading assignments are light. But the material assigned can easily be the object of a lifetime of study, so that, overall, the reading must be described as challenging.

ORGANIZATION: There are two tests, a midterm and a final, usually both of a take-home variety. Anyone expecting to be considered for an A must also submit a paper which is a serious, reflective exploration of some topic which has grown out of the class discussion. All course requirements are negotiable and any student with serious suggestions for personal digressions from this general pattern will be sympathetically heard. The average grade is probably B—. This is one of the few courses in the university where grades are neither whips nor bait.

COMMENTS: Meagher's personal style is at once the major strength and weakness of this course. He is not a showman or a master of public rhetoric. As a result, the effectiveness of the course is inversely proportional to the size of the class. Twenty-five or thirty is probably the absolute maximum number of students that Meagher ought to attempt to handle. Students will also discover that he is not given to slave-driving and therefore, students who are in the course to pick up three easy hours are not going to be forced into learning anything. They will probably end up judging the course to be exactly what they took it for: nothing. On the other hand, any student who brings both his heart and his mind to this course will encounter an exciting educational experience. Meagher is no mere academic virtuoso juggling footnotes. He responds to his

material and his students with his whole life.—the toys on display at K-Mart last week are as likely to pop up in discussion as are the teachings of Plato. He seeks and encourages a similarly unified sensibility in his students. He is willing to offer as much of himself as a student is willing to accept, and he will accept as much of the student as the student is willing to offer. There has been a lot of noise made lately about the need for truly liberal education. This course can offer an opportunity (soon to be rescinded) to find out what the excitement is all about.

L. Mitchell Theology 406 Meaning of Worship

CONTENT: Although this course has not yet been fully organized, as Professor Mitchell will be a new faculty member, he described it as a look at things which are occurring in churches today, an examination of the reasons that liturgies take the shape which they do. The course will investigate this general question from a threefold perspective: historical (how liturgies arrived at their present form, theological (why they have taken such forms) and phenomenological. The basic goal of the course will be to question what worship is, and furthermore, why one should bother with it at all.

PRESENTATION: The presentation will depend to a large degree upon the number of students in the class, but will basically consist of lectures and discussions on the reading material.

William O'Brien Theology 226 Problem of God

Theology 309 Senior Seminar

THEOLOGY 226

CONTENT AND READING: The course will consider the two tendencies in modern culture and life suggested by the following books: *Religion and the Scientific Future* (Gilkey), *The Plague* (Camus), and *J. D.* (MacLeash). According to Mr. O'Brien, the course will deal with the two central problems for someone who would affirm belief in God today: modern science and the presence of enormous evil. After a fairly brief historical flashback (to consider how Augustine, Aquinas and Kant dealt with these problems), the course will meet in seminars to discuss the problem of God in terms of the following books: *Answer to Job* (Jung), *the Sibyl* (Lagerkvist), *Freedom and Slavery* (Berdeyev) and *Dynamics of Faith* (Tillich). Other books may be added or substituted, but they will be read in an attempt to raise and focus the above problems of God.

PRESENTATION: William O'Brien approaches teaching with a seriousness reflected in *what* his lectures say and in the *way* he listens to student response. Few professors respond as directly and as compassionately to student questions and comments; the student finds himself in the position of one whose opinions, however uncertain and undeveloped, are respected. And it is a respect that is manifested in criticism and encouragement; criticism to further refine and articulate his thoughts, encouragement to speak without fear of aggressive assault. "In every course I've taught so far at Notre Dame," Mr. O'Brien says, "I've found that I've learned as much as the students. All I can hope for is that we might learn together." The course will include both lectures and seminars.

ORGANIZATION: There will probably be three or four papers of four or five pages each. The midterm and final will probably both be take-home.

THEOLOGY 309

CONTENT: Augustine, Aquinas and Calvin. In some depth. For senior theology majors.

PRESENTATION: The seminar met one night a week for two

or three hours last semester, but Mr. O'Brien may change the format. The meetings will probably move to daytime and be broken into twice weekly sessions of an hour and a half. Mr. O'Brien usually opens each seminar with brief remarks on the current reading and raises the questions he considers most crucial to an understanding of the man's life and writing. He may ask the students to take turns leading the seminars next year.

READINGS: This year, for even the serious student, the readings were too long. Mr. O'Brien says he will focus the reading selections from each man next year, opting for a careful consideration of a small, but representative sample of each. He has not decided which books will be included, and is anxious for suggestions from past or prospective members of the seminar.

ORGANIZATION: Each student will be asked to prepare a two- or three-page paper each week, focusing his own thoughts and questions on the selection under discussion. There will be no midterm and the final will probably take the shape of a fairly lengthy paper dealing with some question in the writing of all three men.

COMMENTS: The course became a requirement for theology majors rather suddenly last year, a development they greeted with restrained hostility. Most of the majors were not planning on graduate study and were not interested in going into Augustine, Aquinas and Calvin in any more curricular depth than they already had. Another group of majors, who were planning on grad school, wanted a course that would afford them the opportunity to study these men in greater depth than the Senior Seminar would allow. By seeking to fill everyone's needs, it seemed that the course would fill no one's.

Things were not so bleak in the end. "It turned out to be my best course last semester," one major said. "The writing I did every week really opened up a lot to me—especially during the last few weeks of the semester." The discussions were not always lively, perhaps because the huge reading load discouraged many seminar members from giving the assignment much more than cursory treatment. But the questions raised and the insights offered by Mr. O'Brien often moved the seminar into thoughtful consideration of questions that matter. These occasions were the heart of the course, and are likely to be increased next year by the procedural reforms mentioned above.

Eliot D. Rosenstock Theology 215 Jewish Theology

CONTENT: Possibly one of the more interesting courses offered by the Theology Department, the course is generally divided into two major segments during the semester. The first section deals with the historical basis of the Jewish religion; the second phase deals with the Jewish faith as it exists today.

PRESENTATION: The Rabbi works at his presentation, but he recognizes the responsibility of the student to come to class prepared. Although the Rabbi takes a healthy pride in this course, he is willing to field any question and discuss topics of student interest; this leaves the course in a somewhat open format.

READINGS: *The Old Testament, The Chosen, Basic Judaism.*

ORGANIZATION: The course grade is composed of four equally important considerations: a midterm test, a final exam (no one exempted), a book review and a self-evaluation by the student.

COMMENTS: The course and the tests both focus on the individual student's attitude toward life. The lectures are both interesting and worthwhile. The lowest grade given in this course is a C, because the Rabbi feels that his conscience will not allow him to fail a student as long as the war continues.

W. G. Storey Theology 303 Church Evolution I

CONTENT: This course is required for all theology majors, but permission to take it can be obtained by talking to Dr. Storey. The intent of the course is to give the student a general background into the roles and relationships between Church and State in the formation of Western civilization, with special emphasis, of course, on the role of the Church. There are no prerequisites, and the course is predominantly composed of juniors and seniors in the Arts and Letters College.

PRESENTATION: Dr. Storey's lectures are lucid and rich with insight and information. He approaches his material from the viewpoint of an historian, always seeking interpretations that will be borne out by the evidence. Consequently, the course will not solve any personal crisis in faith — though it has been known to cause them in some of the less stalwart. Nevertheless, Dr. Storey's deep convictions make it clear where he stands with regard to the various questions raised by the Church, both in its internal structure and externally, with regard to the State.

READING: Along with the three-credit lecture, there is a two-credit seminar, which meets once a week to discuss an assigned reading. The books are the ideal focus for the backdrop of the lectures, and raise provocative questions which cannot be dropped at the end of the seminar. The texts and seminar readings will run about \$20.00, and well worth the price. At the seminars, two or three students are asked to read the three-page papers, which are prepared by all for the class, as a springboard for discussion. There are no tests.

ORGANIZATION: In class, the lectures are strictly academic and historical — though Dr. Storey has been known, on occasion, to digress on the relative merits of the Pope, the bishops, the president and/or the mayor of Chicago. After class, in seminars and in personal contact, the student realizes that he matters to this particular man; such realization goes far in one's educational experience.

COMMENT: If you are interested only in Church history, however, this course is not for you. Students quickly learn that tied up with such topics are liturgy, art, music, ethics and that undefinable yet ever-recognizable something called faith. His openness and aggressiveness are contagious; he has the ability to make one interested in such divergent topics as the Desert Fathers and Martin Luther. In short, a thoroughgoing, important and worthwhile course.

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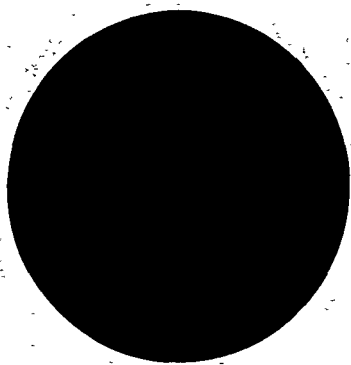
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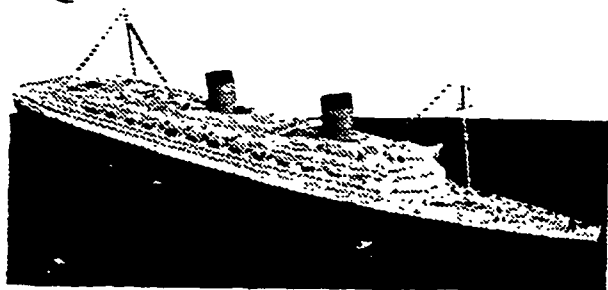
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continues

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march, ~~1970~~:

~~53,771~~

~~48,413~~

americans are dead

~~123,828~~

~~102,651~~

saigon government soldiers are dead

~~703,481~~

~~607,886~~

n.l.f. and north vietnamese are dead

~~17,000~~

~~19,800~~

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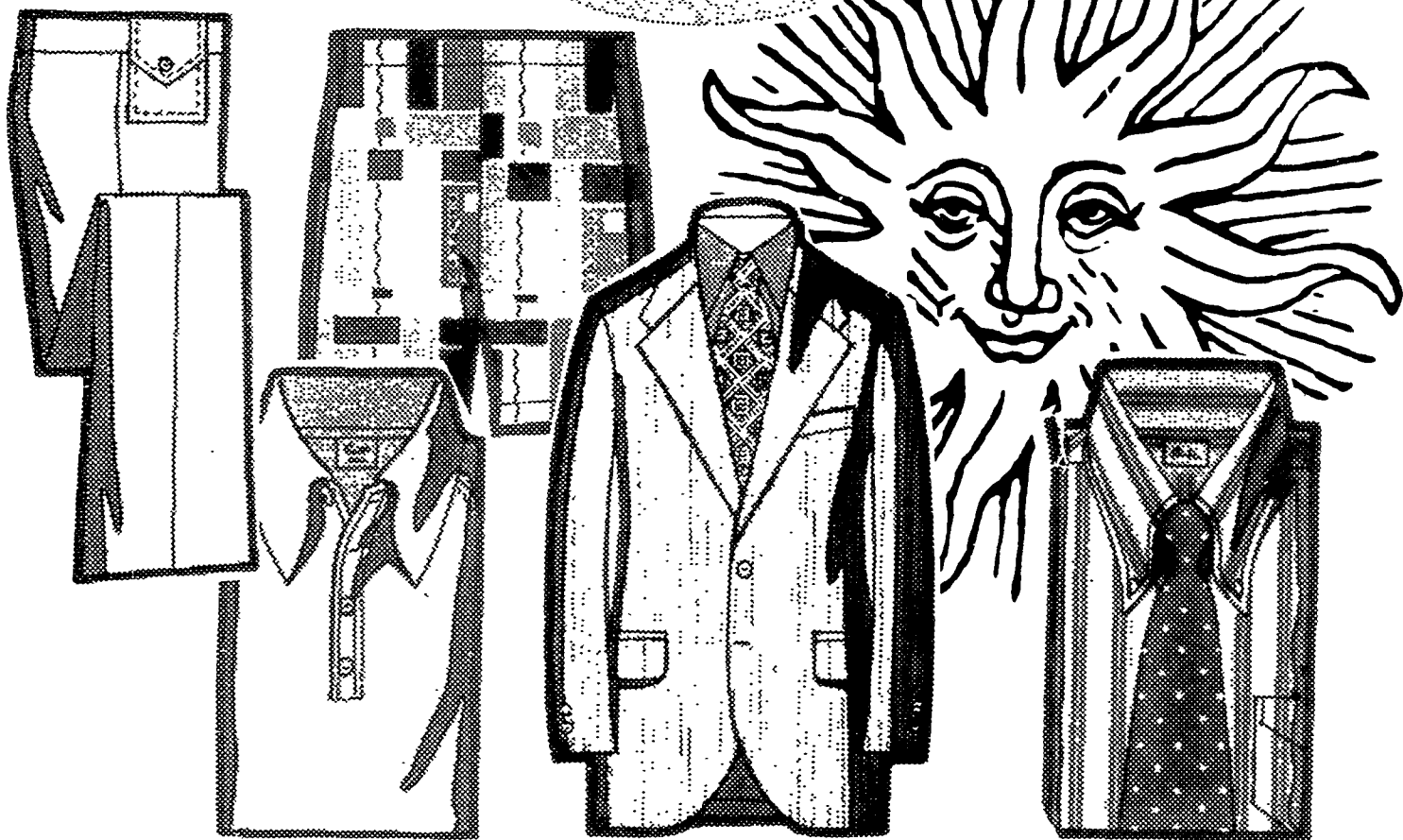
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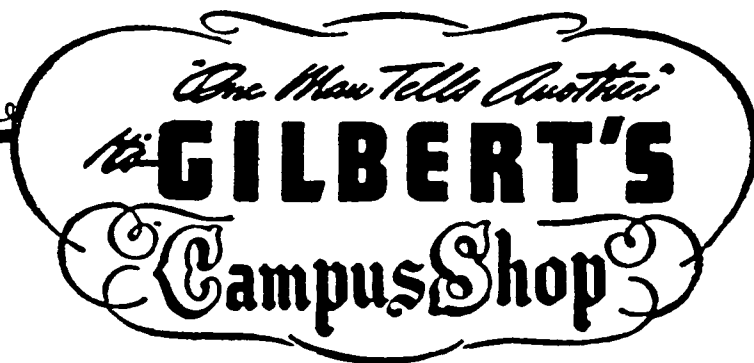


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