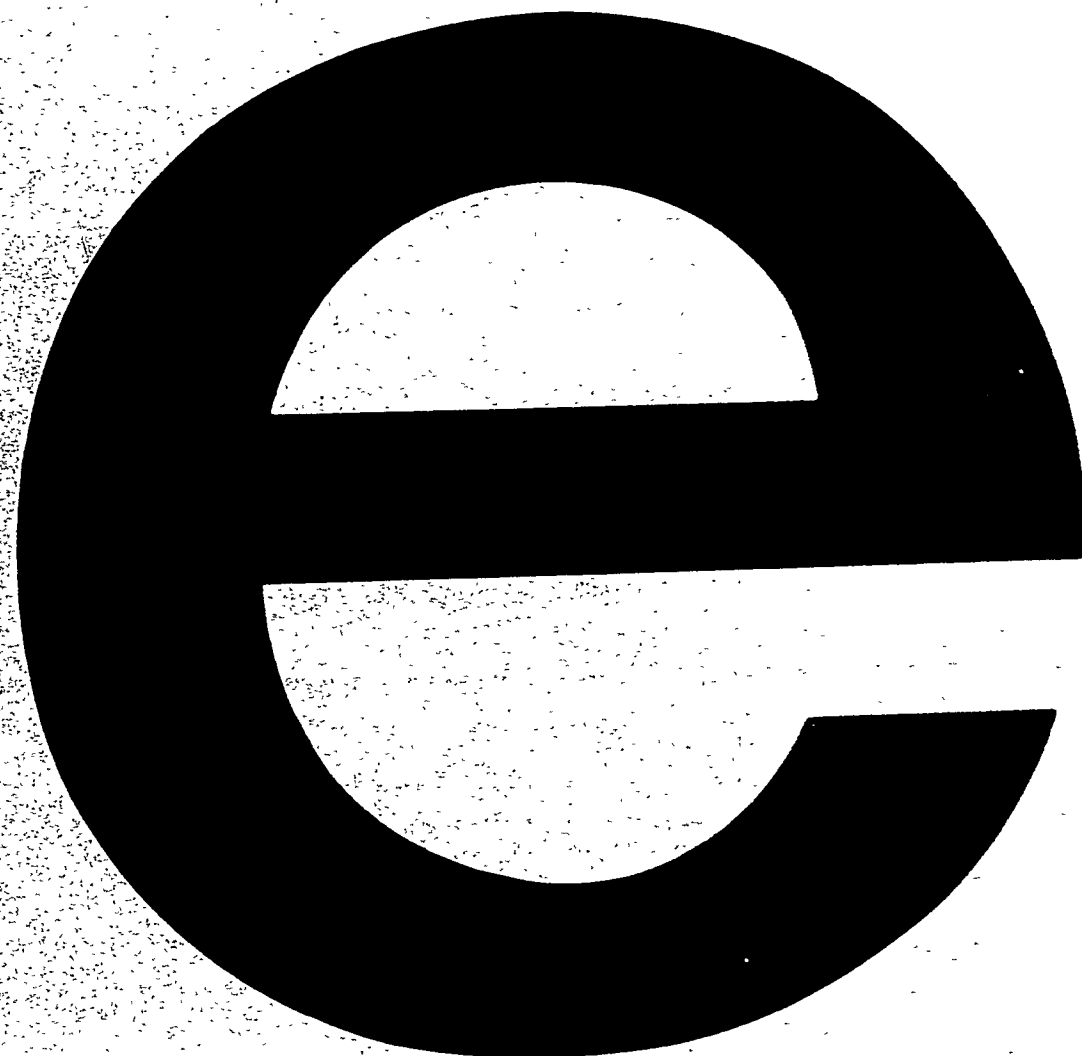


**scholastic
course evaluation
booklet**

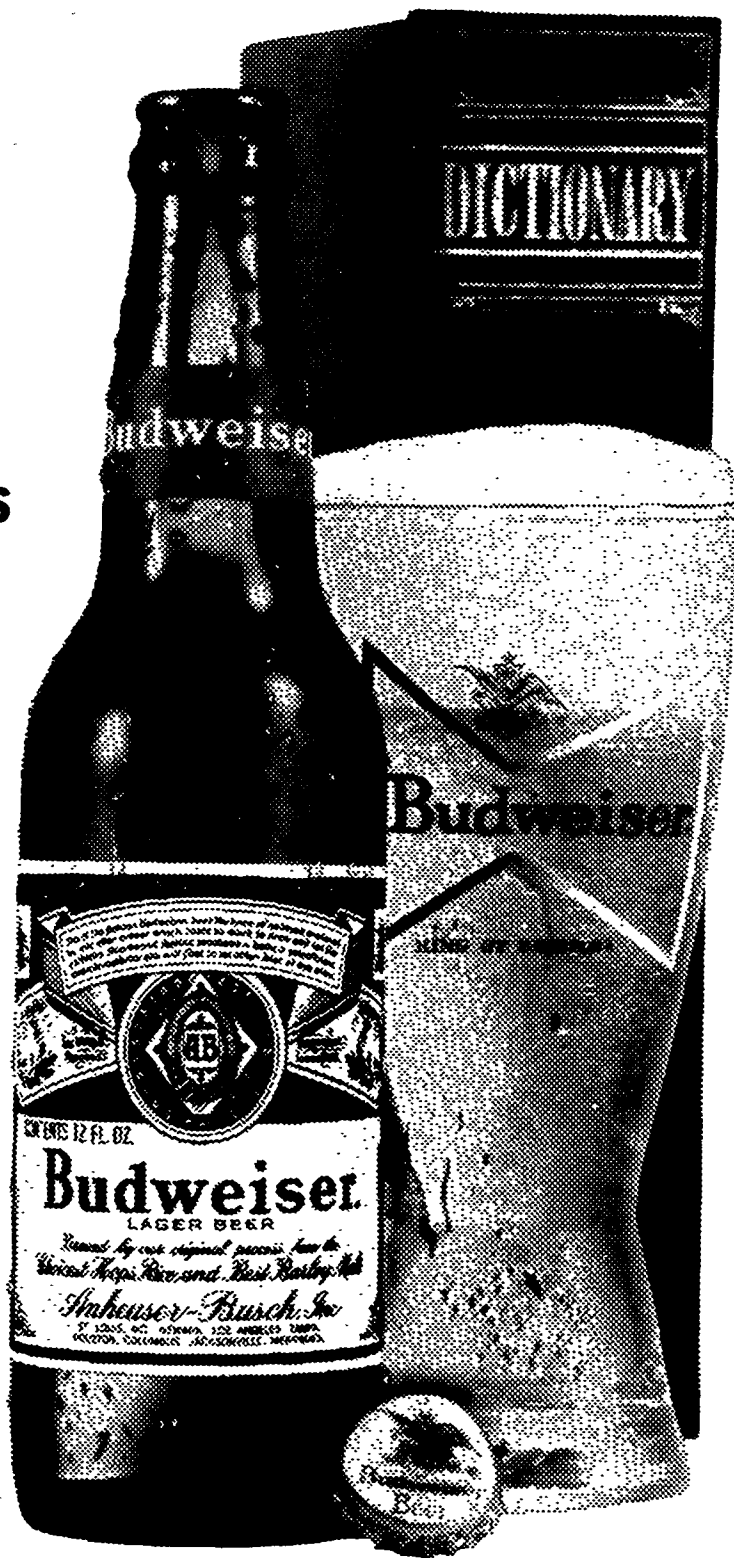


One word
best describes
the taste
of beer...

it's on
the tip of
your tongue.

WHEN YOU SAY
Budweiser®
YOU'VE SAID IT ALL!

ANHEUSER-BUSCH, INC. • ST. LOUIS



scholastic

course evaluation

booklet for spring 1972

november 30 , 1971
notre dame, ind.
volume 113, no. 7

4	prologue
5	course evaluation staff
8	american studies and communication arts
10	economics
13	english
26	general program
26	government
32	history
38	humanistic studies
39	languages
44	music
46	non-violence
48	philosophy
50	psychology
52	sociology
56	speech and drama
57	theology
64	college of business
67	college of business
71	epilogue

course evaluation editor: jim palenchar

editors-in-chief: joe hotz, mary ellen stoltz / managing editor: greg chinchar / art director: rick fitzgerald / editors: mike mooney, greg stidham, jim fanto, mike mccabe, tom macken
copy editor: jim palenchar / sports editor: don kennedy / assistant art director: dan o'donnell / assistant managing editor: joe runde / business: howie sutton / circulation: cliff zmick / faculty advisor: frank o'malley / staff: george block, john banks-brooks, kevin cassidy, john flannigan, marie glotzbach, phil glotzbach, marty head, bruce hooper, jim jendryk, dave jones, jerry koshinski, john linsky, pat mccracken, fred monsour, john moore, john moran, mark o'connel, jim pearce, peggy perkinson, bob rizzuti, jim sitzman, pat smith, mimi wheeler, cheri weismantel, jeff wyszkowski / business and circulation: joe Leahy, ron hein, jack reschauer, marty zone / art and photography: jim hunt, michael lonier, bob mcMahon, joe raymond, pam seifert.

The opinions expressed in the SCHOLASTIC are those of the authors and editors of the SCHOLASTIC and do not necessarily represent the opinions of Notre Dame, its administration, faculty or student body.

Second class postage paid at Notre Dame, Ind. 46556. The magazine is represented for national advertising by National Educational Advertising Services, 360 Lexington Avenue, New York, New York 10017. Published fortnightly during the school year except during vacation and examination periods, the SCHOLASTIC is printed at AVE MARIA PRESS, Notre Dame, Ind. 46556. The subscription rate is \$5.00 a year (including all issues and the FOOTBALL REVIEW). Please address all manuscripts to the SCHOLASTIC, Notre Dame, Indiana 46556. All unsolicited material becomes the property of the SCHOLASTIC.

prologue

The *Course Evaluation* (with this, the sixth edition) has always been a source of pride for the SCHOLASTIC. With the addition of some electives from the Colleges of Science and Business, the booklet becomes even more noteworthy. However, we must voice this pride with reservations.

The limitations of student evaluations are obvious. We cannot honestly claim to be definitive sources of knowledge in matters of our education. We can only offer opinions and impressions as a service to the community. Student reactions to their courses serve as an index to the degree of academic freedom Notre Dame has achieved. We live in an academic community that encourages and responds to open discussion and intelligent criticism. This booklet represents such discussion and criticism. Our goal is not to defend or to attack any particular method of education. Course evaluation only attempts to relieve some of the frustration and chaos of pre-registration by providing the students with cogent aid, and also to give faculty members a sense of perspective.

We must, however, recognize our limitations. Last-minute financial arrangements, heavy work loads, press deadlines, and lack of cooperation from students in several departments have again caused the course evaluation to be something less than complete. We regret this fact and apologize to those departments that have received superficial treatment. At the same time, however, this issue is the most ambitious ever attempted by the SCHOLASTIC. We hope it is an aid to the students in Science and Business, as well as those in Arts and Letters.

Despite our intentions (which the cynical may interpret as our pretensions), the SCHOLASTIC has been considerably criticized for its work this semester. The student senate's adamantness is history by now, so the story need not be repeated. In addition to this misfortune, we have been confronted with the open animosities of certain department heads and faculty members. Indeed, this is their prerogative—a prerogative not to be considered lightly; the course evaluation suffers from this lack of trust. Added to this confusion is the poor response of majors in a number of departments when asked to review courses. The sketchy representation of a few departments and the exclusion of others (i.e., Art and the College of Engineering) is the result of such responses. Qualified students were just not interested in helping.

Obviously, all the blame cannot lie with the students. The haste required to produce a magazine of this size in a lamentably short period of time results in organizational deficiencies. In this case these deficiencies were in the area of assigning work. At the risk of sounding pathetically sincere, we have done our best—given the situation.

Special thanks to Dean Crosson, Dean Waldman, John Barkett, Kathy Barlow, Maureen Elliott, Ed Sanna, Gene, George, Joe, Mary Ellen and the department editors for their generosity, patience, hard work and good will. Without their aid, this course evaluation would be a scholar's fancy.

—Jim Palenchar

THE SCHOLASTIC

Course Evaluation Staff

American Studies / Bob Brinkmann, chairman
Don Kennedy, Valerie Weller

Communication Arts / Don Kennedy, chairman

Economics / Pat Duerr, chairman

Kathy Cahill, John Colip, Jim Gattis, Joe Hotz, David Lah,
Bob McGill, Obie Reed, Mike Rossi, George Stratton

English / Joan Jeanette Deegan and Richard Fitzgerald,
co-chairmen

Drexel Ace, Ted Ahlers, John Andrews, Maureen Atkinson,
Jack Candon, Mike Cervas, Ilene Chin, Carl Ellison, Ray Funk,
Darlene Gallina, John Hurley, Tim Jacob, Chris Kuharic, Cheryl
Kunberger, Dave Lawson, Mary Lou Schleck, Rick Love, Mike
McCabe, Jim Matino, Pat Meaney, Fred Monsour, Mike Mooney,
Kevin O'Connell, Mark O'Connell, Dan O'Donnell, Jim O'Hara,
Larry Russick, Matt Rysner, Steve Schwab, Dan Sherry, Jim
Sitzman, Tim Slavin, Pat Smith, Rich Urda, Carol Weiss, Mimi
Wheeler, Bill Wilka, Tom Yannucci, Jeaine Dufon.

General Program / Kathy Kersten, chairwoman

Mickey Coppola, Bruce Hooper, Dennis O'Connor, Ernie Szasz

Government / Jerry McElroy, chairman

Pete Barnett, Tom Callahan, Bill Driscoll, Ed Grimmer, Mark
Hamilton, Jim Novic, Joe Runde, Joe Sedlack, Mike Spencer,
Jim Sweeney

History / Ted Marciniak and Carole McRedmond,
co-chairmen

Paul Anthony, Ann Radford, Mary Bernath, Tom Callahan,
Phil Closius, Paul Colgan, Pat Corn, Bill Dasso, Tom Delany,
Susie Dorn, Margie Hall, Jeffrey Harkin, Dave Knezetich,
Nancy Magrath, Leo Mairose, Tom Patton, Leo Poteracki,
Richard Schulz, Steve Schwab, John Sutherland, Leo Turgeon,
Suzie Way, Robert Welly

Humanistic Studies / Peggy Thompson, chairwoman
Rita Jansen, Joan McInerney, Peggy Perkinson

Modern and Classical Languages / Cheri Weismantel,
chairwoman

Cathy Allen, Bruce Bower, Karen Bush, Greg Chinchar, Frank
Ciccione, Jim Fanto, Mary Ann Luzar, Dick Nussbaum, Angie
Raaf, Rich Renner, Kate Reynolds, Ann Stansbury, Francoise
Thompson, Sue Weidenbach, Haven de Mult.

Music / Paul Hornung, chairman

Patricia Cervelli, Melanie Cipkala, Rosemary Crock, Lucy
Eberhardt, Howard Hoffman, William Todd

Non-Violence / Rick Smith, chairman

Philosophy / Phil Glotzbach, chairman

Jane Evans, Thomas Filiak, Helen Peters, Thomas Power,
David Tokarz

Psychology / Rich Geschke, chairman

Joyce Barnes, Mary Sue Helfrich, Mark Kurtzman, Greg Marx,
Suzie Micieg, Bill Rabowski, Charlie Zubrzycki

Sociology / David Goebel, chairman

Joyce Barnes, Jerry O'Connor, Lynn Shalgos, Rick Spurr

Speech and Drama / Nancy Bartoshesky, chairwoman
Ann Burlas, Jean Meier

Theology / Mary Ellen Stoltz, chairwoman

Marirose Blum, John Bava, Ed Buccellato, Anthony Curro, Paul
Hilvert, Tim Jacob, Larry Johnson, Bill Johnston, Dave Jones,
Carol Mooney, Michaelleen Kelly, Patie King, Steve Mitros,
Phil Shatz, David Skory, Theresa Salzman, Al Shreck, Tim
Slavin, David Tokarz, Pat Pantano, Dennis Vogel, Lucia Zaucha

College of Business / John McDonohue, chairman

Mike Burns, Steve Flood, Tom Hansen, Mike Kearns, Dick
Lashlar, Tom Leitzinger, Tim McCarthy, Bill Strueter, Greg
Thomas, Pat Wegeng, Jim Zagata

College of Science / Greg Chinchar, chairman

Tim Augustine, Kev Chismire, Chuck Clar, Maryann Chory,
Pete Fernandez, Frank Huber, Chuck Jardina, John Kowalski,
Larry McAuliffe, Joe Lally, Nick Morrow, Gary Jones, John
Romaner, Dave Slaughter, Phil Stoch

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

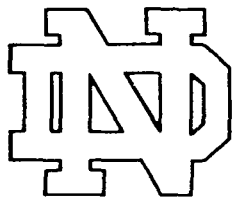
- quality of: worthless or worthwhile?
- quantity of: number of texts, time given to read required texts
- approximate cost of texts

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.



MONOGRAM CHECKBOOK



**...PLUS
personalized
monogram checks
when you open a checking
account at the St. Joe Bank**

*Available to all students, faculty and personnel. Contact
our Customer Service Department for full details. 284-1220.*

ST. JOSEPH BANK & TRUST COMPANY

MAIN OFFICE: ON THE PLAZA AT MICHIGAN & JEFFERSON IN DOWNTOWN SOUTH BEND

*You'll get more for your money
banking at the **St. Joe**...
everyone does!*

American Studies and Communication Arts

John W. Meaney
American Studies 452
Foreign Views of America

American Studies 453
The American Cinema

AMERICAN STUDIES 452

CONTENT: This course, a new one, will be primarily concerned with the analysis of the American character by foreign thinkers. The primary purpose of the course will be an understanding of the more objective criticism of America. Close attention will be paid to the background of the various critics in order to better understand their prejudices.

ORGANIZATION: The course will be a seminar of fifteen to twenty students. There will be some papers attempting to relate the background of the critics to the criticism. There will be a midterm and a final. One major in-depth paper will also be required.

READINGS: A partial list includes: Tocqueville: *Democracy in America*; D. W. Brogram: *The American Character*; James Bruce: *The American Commonwealth*; Jacques Maritain: *Reflections on America*; Jean-Francois Revel: *Without Marx or Jesus*.

AMERICAN STUDIES 453

CONTENT: "The American Cinema" is a study of American cultural and aesthetic values as evidenced in American film. Professor Meaney's intention is to see how much Hollywood, within its regular system of production, really reflects the American character. The course surveys American film from the 1930's to the present. All the films are sound films, beginnings with "Ninotchka" and "The Ox-Bow Incident," ending with films of the sixties such as "Cat Ballou" and "Cool Hand Luke." The course is primarily composed of junior and senior Arts and Letters students, but it is open to all.

PRESENTATION: Dr. Meaney begins the course with a brief history of film in America, but beyond this he does little formal lecturing. The seventy minutes are spent in class discussion of the films. The quality of these discussions is questionable.

READINGS: The only required text for the course, is *The Character of Americans: a Book of Readings*. The essays range from de Tocqueville and Crèvecoeur to contemporary American theorists such as Margaret Mead and Benjamin Spock. Overall the readings develop exciting cultural theories. However, the relation of the readings to the films often seems forced. The threads tying the two together are rather dubious.

ORGANIZATION: Professor Meaney closely follows the syllabus which is given to the students at the beginning of the course. Readings from the *Character of Americans* are required each week in conjunction with the films. A term project is required; it can take either the form of a class presentation or a paper dealing with any aspect of the American film or the American character. Exams are given at midterm and endterm; both tests require analytical essays. The final grade is based on the paper, the two exams, and on participation in class discussion.

COMMENTS: Professor Meaney shows a strong interest in his students, as is evidenced by his knowing all of the forty students in the class by name. It seems that several lectures on cinema techniques and cinema history are needed to extend student's ability to appreciate the work done by the filmmaker; Dr. Meaney does not work with these aspects of films, but rather with the ideas conveyed. As it is, the discussions often lack depth, but it is difficult to know where the problem lies. A combination of a more forceful instructor's approach and more student effort might be the solution.

Ronald Weber
American Studies 482
American Utopias

PREMISE: Individual existence in America is suicidal in today's society, therefore we must explore aspects of communal life.

CONTENT: This course is a one-semester American Studies elective that is concerned with an exploration of the communal vein of thought in the American mind. As such, the title American Utopias might be misleading. The course, is not a study of literary Utopias, but rather a study of an American trend of thought as brought out in actual communal experiments. The course will start off with the present and work backward with the major emphasis being 19th century American communal experiments. Of particular concern will be the factors common to all and their elements of success and failure. The course is theoretically, open to all, but will be limited to 15.

READINGS AND ORGANIZATION: This course is new this year and will be very flexible. It will start with a look at the contemporary vein of thought with regards to communal life. The basic sources for this will be the film "Year of the Communes" narrated by Rod Steiger and William Hedgepath's book *The Alternative: Communal Life in the New America*. Following this, each student will study in depth one of the better-known communal experiments (i.e. Brook Farm, New Harmony, Amana, Oneida etc.) The results of this individual study (or possibly small group study) will be written up in a paper and presented to the class. Each student will be required to design, as a type of final exam, his own communal society based upon a historical perspective hopefully gained from the course. Other than the paper and the final creation, there will be no papers and no tests. Other than several very short class readings, each student will, more or less, determine his own reading list dependent upon his interests.

PRESENTATION AND COMMENTS: As is rather obvious, this course is an extremely flexible one. Since this course is an exploration, there will be no formal lectures. The success of the course will depend upon the people in it working along with Prof. Weber to achieve some sort of synthesis. The course will be an unusual one for Prof. Weber. Unlike most of his other courses, there is no preconceived idea of where the course will ultimately lead. In all likelihood American Utopias will be almost completely composed of Senior American Studies majors.

Edward Fischer
CA 450: Writing for Publication

CONTENT: Just what the title says. Students write articles with specific publication in mind. A stress is placed on magazine writing.

PRESENTATION: Prof. Fischer spends the first few weeks of class lecturing on the fundamental of magazine writing. After that the student begins to write his own magazine articles. During this period the students meet individually with Prof. Fischer to discuss their individual projects. Class meets again near the last two weeks of the semester to wrap things up.

READINGS: None.

ORGANIZATION: Students must write a minimum of two magazine-type stories that have been decently researched. In the past Prof. Fischer usually arranged for publication of these articles with local magazines. This means that the students also have to meet with the editors of these magazines to discuss the potential of their articles. Average grade is a B.

COMMENT: Prof. Fischer knows much about the publication and

writing game and many of his tips may be helpful. But if you feel that you've got the knack already, stay away from this course. This course doesn't really teach you how to write, it simply explains the techniques for successful magazine writing that have worked in the past.

Ronald Weber CA 452: American Literary Forms

CONTENT: A lecture course. A critical examination of contemporary American literary forms—story, novel, autobiography, and literary non-fiction. Prof. Weber emphasizes matters of technique and the relation of the technique to cultural developments.

PRESENTATION: The best you could possibly imagine. Prof. Weber's lectures flow evenly from class to class and his style is most refreshing. Clear, lucid and right to the point. His lectures grab you from the beginning. Simple to follow. Easy to under-

stand. Simply the best lecture course available in this department and possibly one of the best in the university.

READINGS: There are many, but all well worth reading. Flannery O'Connor: *Everything That Rises Must Converge*; Hemingway: *In Our Time*; Bellow: *Seize the Day*; William Gass: *In the Heart of the Country*; Thomas Pynchon: *The Crying of Lot 49*; Capote: *In Cold Blood*; Mailer: *The Armies of the Night*.

ORGANIZATION: There are several 1-2 page papers on each of the readings. These papers require a certain amount of individual thought, but Professor Weber leaves plenty of room to work within. One midterm and a final that is like none you've ever taken. The final ties the course together and is basically an exercise that demands you demonstrate what you've learned during the semester. The average grade for the course is a B.

COMMENT: Don't miss it. This is one of the few courses you'll never want to cut. Prof. Weber is *that* good.

Economics

Frank Bonello Economics 467 Medical Economics

CONTENT: A new upper-division economics course, Medical Economics, will be taught next semester by Mr. Frank Bonello. The course will focus on the supply and demand of medical services and personnel. Comparatively, the demand for more and better health facilities, hospitals, dental care, doctors, nurses, and other types of medical personnel is increasingly more rapidly than the supplies of these services and personnel. The economic ramifications of this critical situation will be explored in Medical Economics along with various health plans adopted by the government, such as the Kennedy Plan.

PRESENTATIONS: The course will be presented in lecture form. Mr. Bonello's lectures are clear and thorough. He covers in lecture all the material included on his tests and maintains a friendly rapport with his students despite a sometimes dry lecture format. Class size should be relatively small, depending on student response to the course.

READINGS: The texts to be used are *Medical Economics* and *The Doctor Shortage*.

ORGANIZATION: The only tests will be a midterm and the final. One paper will also be required. The paper will be done by a group of two to four students on some topic related to an economic aspect of medicine, such as a comparative analysis of health plans, or a medical inventory of a South Bend hospital.

H. R. Carby-Samuels Economics 463 Economic Decision-Making and the Black Experience

Economics 481 Aspects of Economic Development

ECONOMICS 363

CONTENT: This course is an investigation of how traditional economic analysis deals with the phenomena known as the black experience. Much of the course is taken by studying the assumptions and implications which are a part of the analytic framework of economics. The rest of the course attempts to determine how this framework explains, interprets, or ignores the experiences of blacks in this country. There are no pre-requisites for this course; non-economics majors are welcomed in this course.

PRESENTATION: This is a seminar-type course. Mr. Carby-Samuels never lectures; rather, he enjoys coming to class with

"sticky" questions with which students must grapple. He forces students to think about the economic training they have received and to question what economics has taught them to assume as valid, for he will not tolerate glib or ideological responses. This style was at first disconcerting for the students because the questions posed were not easy to think through. Students eventually picked up his style and were much more comfortable in such a dialogue situation.

READINGS: There are several (7) articles from different journals which Mr. Carby-Samuels distributes to the class. For those who have not had economics (but this is advisable for even economics majors), he suggests some chapters from *Economics* by Lipsey and Steiner. There are two paperbacks to purchase: *The Political Economy of the Black Ghetto* by William K. Tabb and *Symbols and Civilization* by Ralph Ross. The readings present different views on the subject matter of the course and their qualities vary, something Mr. Carby-Samuels eventually points out. There is no assigned deadline for the readings for he expects students to deal with their content all semester.

ORGANIZATION: There will be two, possibly three, examinations. As Mr. Carby-Samuels explains, they are for pedagogical purposes. On each exam there are three or four statements of which the students must determine their truth, falsity or uncertainty. Credit is given for one's explanation as there may be several answers. Also, Mr. Carby-Samuels requires a term paper.

ECONOMICS 481

CONTENT: This is the first time this course will be taught. Basically, it will consider aspects of economic change (appropriate title for the course) of countries of the world. It will attempt to identify sources of economic change and to study their effect in different types of economic societies. Such topics as criteria and determination for economic backwardness, political power and the factors of growth, and the role of social institutions in economic growth will be considered.

PRESENTATION: The presentation should stay the same as Economics 463. Mr. Carby-Samuels will continue with his perplexing question-and-dialogue approach.

READINGS: At present two basic texts will be used: *Development and Society* by Novack and Lekackman and *Economic Policy and Planning in Developing Countries* by Jozsef Bogнар. Mr. Carby-Samuels finds these books "fascinating."

ORGANIZATION: Papers and tests should be the same as in Economics 463.

COMMENTS: Mr. Carby-Samuels does not indulge in doctrinaire and ideological "cliches" and he does not tolerate it from his students. Nonetheless he makes one seriously question what economics entails and how societal values creep into economic analysis. Those who are looking for a course which really questions their social science foundations ought to take either of these courses.

Gregory Curme
Economics 494
Statistical Inference II

CONTENT: Statistical Inference II is a course which is structured to acquaint the student with three basic analytical research tools: (1) regression and correlation analysis, (2) contingency tables, and (3) analysis of variance. Professor Curme's main objective is not to dwell on the obscure or ambiguous corners of statistics but he attempts, and successfully accomplishes, giving his students a valuable working knowledge of the subject matter. There is one prerequisite to this course, that being Statistical Inference I.

PRESENTATION: Dr. Curme has the unique capability of handling the technical aspects of his complex discipline in a way that is both interesting and intelligible. The high quality of his lectures is based upon both his comprehensive grasp of the subject matter and his ability to make what could be obscure and dry very lucid and enjoyable. Questions are always welcomed by Professor Curme as his main interest seems to be the student's understanding of the subject. His lectures are consistently spiced with various interjections from a man with, to say the least, a captivating personality.

READINGS: There is one suggested reading, *Introduction to Mathematical Statistics*. The text, although not required, may be found helpful to some as a complement to the lecture material. The student might find, however, as this writer has, that Professor Curme's lectures need very little elucidating or complementing. In addition to text, Professor Curme will distribute handouts periodically through the course when he considers them necessary or helpful.

ORGANIZATION: There are no exams given in this course due to the length of the problems handled. In lieu of exams there are two problem sets which are to be worked on in groups of four students or less. It is partially on the basis of these problem sets that grades will be determined. Other factors included in the figuring of the grades is the student's interest, application, and comprehension in class. Again it must be stressed that Professor Curme's main interest is not grading but it is his teaching and the student's understanding.

COMMENT: If from the previous points made in this evaluation the reader gains the opinion that Statistical Inference II is merely an easy course and a good grade, then he has completely misconstrued this writer's intent. The point is that there is a good deal of knotty statistics dealt with and mastered in the course, but Professor Curme strikes a refreshing balance between that abstract world and the enjoyable, warm world of his teaching. He takes the painfully difficult and renders it interesting. The course is recommended to those preparing for grad school (sociology, economics, psychology), or the business world who are looking for enjoyment in their preparation.

Dennis Dugan and Frank Jones
Economics 464
Current Issues in Political Economy

CONTENT: Initially, the coordinated efforts of Professors Dugan and Jones will be channeled toward fleshing out both conceptual and descriptive models of what economists do and elucidating orientations which serve to shape their view of the world. The views discussed will be focused on specific problems and issues so as to illuminate the merits and drawbacks of the perspectives envisioned by economists. Suggestions will be entertained so as to map out a more comprehensive view that the traditional perceptions of economics theory fail to include. The course will then proceed to examine liberal and radical views of economic reality. Lectures and discussions will attempt to ascertain what has been accomplished through the utilization of an economic overview, what insights it affords, and what potentials it has for further development. The advantages offered by other disciplines will be weighed specially in light of the problems touched upon by economics which remain unanswered. Rather than simply plowing through a catalogue of current events, the course will attempt to explore how an economist might order the world and what visions he necessarily perceives. Within this context, the class will examine a variety of issues confronting economics.

READINGS: The bulk of the course reading will consist of articles on reserve, but two paperbacks will also be required:

Problems in Political Economy: an Urban Perspective by Gordon and *Political Economy of the Black Ghetto* by William Tabb. Suggested readings will also be offered periodically. Among the issues to be presented will be discrimination, pollution, imperialism (with a special emphasis on Marxism) and poverty.

ORGANIZATION: The class will meet on Tuesdays and Thursdays. Smaller seminar discussions will be conducted every second or third class meeting. The course will require a major research paper (approximately 15 pages). Topics will be determined fairly early in the course with the obvious intent of forestalling a rash of all-nighters.

COMMENTS: Last spring was the first semester for this course. The bulk of the students were second-semester senior Economics majors. However, the course is not restricted to this particular group and an intensive economic background is not a prerequisite; students from different fields are welcomed. Professor Dugan occasionally draws upon his South American experiences to supplement the course readings. His lectures are brisk and informative, and he possesses a good sense of when to continue probing a topic and when to move on to another. His lectures stimulate understanding and spur the student to grapple collectively and individually with the issues. The dry, subtle wit of Professor Jones offers additional versatility and finesse to the course. Already a familiar lecturer to those who struggle through Principles of Economics, Professor Jones introduces different dimensions and detailed interpretations to the analysis of the current issues in Political Economy. Each of them seems to establish a distinct rapport with the class which facilitates the development of interesting, provocative seminar discussions.

Mark Fitzgerald, C.S.C.
Economics 452
Government Economic Security

CONTENT: This course is a study of the development of the legislation covering problems of wages, hours, working conditions, unemployment, retirement, welfare funds and the economics of poverty. The major emphasis is on the inadequacy of the legislation through the years. At least one semester of Economics Principles is required and the class is composed mainly of juniors and seniors majoring in Economics.

PRESENTATION: All classes are strictly lectures from notes with the exception of three or four classes set aside for discussion of required readings on reserve in the library. Fr. Fitzgerald leads and regulates the discussions rather closely. Tests are of the specific recall nature and follow almost exclusively from lecture material with at least one or two questions dealing with the outside required readings. Attendance is taken.

READINGS: The only text required is *Economic and Social Security* by Turnbull, Williams, and Cheit. (Cost approximately \$10.00.) Students who take good notes would not necessarily have to buy this book. It reads like a book of facts and Fr. Fitzgerald covers most of the material in his lectures. As mentioned above, Fr. Fitzgerald assigns readings from books on reserve in the library and allows sufficient time for everyone to read them. The readings go well with the lectures and vary in length (usually 75-100 pages).

ORGANIZATION: Fr. Fitzgerald requires one 10-page paper in addition to the readings. Three exams, average in difficulty, are given during the semester. The final grade is based upon the paper, class participation in discussions, tests, and the final. Grades vary with the average being B but A's are definitely possible.

COMMENTS: This course is quite informing and fairly interesting. It supplies facts and gives students a good understanding of how laws governing wages, hours, etc., came into being. This course is recommended for both majors and nonmajors who have any interest in the subject. Fr. Fitzgerald is very knowledgeable and interested in the subject and makes the course worthwhile.

Ken Jameson
Economics 484
Economic Development of Latin America

CONTENT: The course will deal with all economic aspects of an underdeveloped country and then these aspects will be ap-

plied to Latin America. There are no prerequisites for the course. It will probably be filled by freshmen in the college of Business Administration and by anyone who just wants to broaden his background in economics.

PRESENTATION: Professor Jameson's lectures are primarily designed to tie in the readings and encourage questions. Also he likes to bring in current economic events.

READINGS: The readings of the course consist of three paperbacks. The first book, by Nickson entitled *Economic and Social Change*, explores the macroeconomic topics of unemployment and inflation. The second book, Baldwin's *Economic Development and Growth*, deals with the economic development of less developed countries. The last book, by Wilcox entitled *Economies of the World Today*, compares different modern-day economies.

ORGANIZATION: There will be a short exam after the completion of each book. Also a paper emphasizing one Latin American country is required in a group effort. The final consists of two essay questions.

COMMENTS: The course gives a unique insight into underdevelopment; not just in Latin America but all over the world. Professor Jameson is very demanding of his students because he causes them to think on their own. This aspect coupled with his imagination and thoroughness are course's principal assets.

Stanley Masters Economics 465 Economics of Race and Poverty

CONTENT: This is a new course offering in Economics. The course will be a study of what current economic analysis can contribute toward a better understanding of the problem of racial discrimination and poverty in the United States. Topics include the theory of discrimination, empirical studies of discrimination in education, employment and housing, an economic definition of poverty, and an analysis of various policies to reduce discrimination and poverty.

PRESENTATION: Dr. Masters plans to use a combination of lecture and seminar in this course. Much will depend on the size of the class.

READINGS: There will be no basic text. Dr. Masters plans to use journal articles and readings from various texts. He stated that the reading list will be extensive but not overburdening.

ORGANIZATION: Tentatively, Dr. Masters plans to have a mid-term and final examination. These exams will be essay in nature. There will also be a term paper which will not necessarily be a strict research paper; the opportunity will be open for students to do an analytical paper on some economic policy of interest.

COMMENTS: This coming semester will be Dr. Masters' first at Notre Dame. He received his Ph.D. from Princeton and has taught at Rutgers. This semester, he is on a research grant at Wisconsin.

Thomas McDonagh, C.S.C. Economics 455 Labor and the Law

CONTENT: The contents of this course could easily cover many years of academic endeavor; yet Fr. McDonagh somehow manages to integrate all the general aspects of labor unions into a one semester course. Beginning with a brief consideration of labor movement theory, and its objectives in a historical context, the course moves to an investigation of the present day labor union and its successes. Their achievements are viewed within the framework of actual labor union contracts. Next, the course covers all the major labor legislation from old English statutes to an analysis of the National Labor Relations Act and the Taft Hartley Act with their implications. The second half of the semester involves the student directly thru the presentation of actual court cases. Finally, the students are divided into two sections comprising a general forum which considers the prospect of labor unions being subjected to antitrust laws and prosecution. This forum discusses the legal, social, political, and economic aspects.

PRESENTATION: Fr. McDonagh is a capable instructor who has both the knowledge of and the interest in this subject. He welcomes controversial discussions and often provokes then by his strong bias toward labor unions. He ably guides and criticizes the student presentations and the forum.

READINGS: The readings consist of one large book, *Labor Law*, which is very "legal" and therefore detailed and tedious. There are also outside readings in the Law library on the court cases.

ORGANIZATION: The only written assignment required is an outline of the labor laws in your home state. There are three tests, including the final, which are taken mainly from the lectures and class presentations. The final grade is based on these plus participation, presentations, and the number of cuts (don't cut very often).

COMMENTS: Actually, this course is not difficult if you do most of the work, which Fr. McDonagh expects. Labor Law is also interesting because of the diversity of subject matter, the degree of direct student participation, and the classroom discussion. No prior knowledge of economics or of labor unions is needed for this course. I would recommend it for anyone seeking knowledge—historic, legal, economic, social—of labor unions in the United States; especially at a time when these unions are so powerful and controversial.

Basil O'Leary Economics 312 Capitalist Critique

CONTENT: During the past 10 years, our capitalist system has come under increasing fire from the radical left. Racism, unjust distribution of income, pollution, labor dissatisfaction, concentration of industry, and consumerism have all been blamed on capitalism. In this course, radical economists who have been identifying serious defects in our system — many of them calling for its destruction — will be read and discussed. Liberal economists who recognize the system's shortcomings but see remedies within the profit-seeking corporate structure will be considered as well. Professor O'Leary adds, "The thinking involved will be political economics — questioning the context in which decision making takes place, examining alternative proposals for economic organization, and coming to some judgments about the direction American society is taking. Instead of reflection on the plays that help win the game, the rules of the game itself will be questioned."

PRESENTATION: The course will be of the seminar-discussion type.

READINGS: All in paperback, they include John Galbraith's *New Industrial State*, Robert Heilbroner's *Limits of American Capitalism* and *Between Capitalism and Socialism*, Ayn Rand's *Capitalism, Unknown Island*, Milton Friedman's *Capitalism and Freedom*, Lindbeck's *Political Economy of the New Left*, and parts of *Up Against the American Myth*.

ORGANIZATION: By the very nature of the course, the discussions and readings won't be too technical, so there are no prerequisites and it is open to nonmajors as well as majors. There are no papers. There will be two tests and a final. The work load will be moderate — Professor O'Leary would be satisfied if the student prepared about three hours for each 75-minute class. Professor O'Leary added that if a student kept up with the readings and contributed to the discussions, he could expect a fairly good grade.

COMMENTS: Professor O'Leary is quite an interesting person. He was a member of the Milwaukee 14 who burned draft records in September of '68, and he spent the year from June '69 to June '70 in prison for his act of protest. In addition to economics, he also teaches here in the Non-violence Program. Professor O'Leary is very excited about this course.

Our country's solution to all of its problems is to grow and to grow faster. It certainly is worthwhile to stop for awhile, and to reflect what we are growing into, and what direction our society is taking. Professor O'Leary is a soft-spoken man, and the student shouldn't expect a booming orator who will dazzle him and scare him into studying. If the student isn't already enthusiastic about the problems of capitalism and isn't mature enough to make himself study, he shouldn't take the course. Otherwise, the chance to stand back and judge our economic system plus the opportunity to get to know a man like Professor O'Leary, makes the course quite an attraction.

John Roos and Thomas Swartz
Economics 430
The Urban Crisis: Political and Economic Analysis

CONTENT: As the title of the course indicates, the problems of the Urban Area will be analyzed both politically and economically. Considerable attention will be given to such areas as urban process and reform, elections, state aid, and taxation policy.

PRESENTATION: Although some time will be given to discussion (depending on the constitution of the class) the course will gain most of its structure from the lectures of both Roos and Swartz.

READINGS: The books and articles utilized will be both political and economic in nature, and should not cost more than \$15. These readings should tie in quite well with the basic format of the course.

ORGANIZATION: This course demands two tests, a midterm, final, and a paper, each of equal weight. Some attention will be paid to class participation.

COMMENTS: Although no information has been gathered about Swartz, we know that Roos is both well-informed and enthusiastic about his field — the urban area. Roos is sharp with both insight and supporting data and will be insistent on driving his point home. Subsequently, the course will be of great value only if the student is equally serious in studying the complexities of the urban crisis.

Stephen Worland
Economics 225
Economics for Social Science

Economics 406
History of Economic Analysis II

ECONOMICS 225

CONTENT: This course is a one-semester analysis of economics offered for the first time during the fall semester. Micro, Macro, and International Economics are not so much condensed into the one semester as they are systematically scrutinized. Dr. Worland emphasizes the rudimentary aspects of economics with the intention of providing the student with a powerful base on which continued examination of the economic system may be built. The only prerequisites that a student need have to benefit from the course are 1) a curiosity towards the economy and how it works, and 2) a mind capable of conceiving the abstract and applying it to economic analysis. This semester the class was a mixed bag of students, mostly sophomore AL but with a great selection of engineers, preprofessionals, upperclassmen, a few politicians, two or three geniuses, two girls and one jock. Dr. Worland emphasizes that for the second semester the course will be directed purposely towards all sophomores regardless of college or interest.

PRESENTATION: Professor Worland is brilliantly flamboyant and capable of the clearest analogy between the abstract and the concrete. He is always prepared for the lecture, most often structuring his delivery on the readings as a foundation. Even though his lectures develop towards a particular economic principle, Professor Worland will digress if need be to explain a point or to conduct the lively discussions which so often lead the students as a whole towards evolving an economic truth on their own. This capacity of Dr. Worland's in which the student clearly seems to discover economic truths on his own, is the mark of the genius inherent in his pedagogy.

ORGANIZATION: The one basic text used during the fall semester was the only source of complaint by Dr. Worland. The readings were such that they always required elaboration by the professor — at times the discrepancy between the level of sophistication in the text and Professor Worland's presentation only proved that the book was an insult to the class' intelligence, considering the clarity with which Dr. Worland would always explain the more complex ideas. For the spring semester the professor has on order *Contemporary Economics* by Spencer. It will be an

excellent investment at the price of \$10.00. The only other cost incurred during the year will be for the graph paper used once weekly for the take-home problems. This homework should never require more than an hour of labor. A longer period of time only implies that the student failed to take adequate notes since the principles required to do the homework are always covered in class previous to the assignment. Two one-hour examinations and a final are given during the semester. Class attendance for the sole purpose of class involvement and the professor's notes during lecture cannot be overemphasized. As the book used this semester was only secondary to the lectures, good class notes are the key to understanding. The homework problems do reappear miraculously on the tests with the theory of each homework problem simply reapplied to a similar test problem. The tests are based on concepts and analysis of situations hence rote memorization is not really required. If a student grasps the basics, the tests will be less demanding.

COMMENTS: This course could be recommended for anyone who has been puzzled by the economic world. It is not a problem course concerned strictly with balance-of-payments, total employment or poverty, yet within the course of every lecture the many real-life failures and the few successes of economics in the political, sociological, historical and philosophical world are examined through implication. The situation really makes the student consider the world around him. A student of any discipline could benefit enormously from Dr. Worland's course as long as he remained conscientious.

Grades for this semester will be high according to Dr. Worland. In the spring the course will be more vigorous and tutorial classes for the homework will be added to the professor's personal counseling. Taken with the introduction of a new text, the grades could very well improve without any "actualization of diminished returns."

One last comment: Dr. Worland is always open-minded; he never forces a politicized solution on his students, yet he is far from being indifferent to the situation of the world today. Thus he maintains the true learning atmosphere of his course.

ECONOMICS 406

CONTENT: This course takes up with Marx's economic thought, examines the development of the concept of marginalism and neo-classicism, and concludes with the Keynesian revolution. Throughout the course, Professor Worland takes note of the evolving methodology of economic analysis. This course is open to any upperclassmen — people from outside the College of Arts and Letters are more than welcome — and Economics 405 is not a requisite.

PRESENTATION: Professor Worland lectures two times a week and sets aside Friday for discussion, dividing the undergraduates and graduate students into separate sections. Professor Worland lectures are well prepared and always interesting. The seminars are always very profitable because they produce a chance for the undergraduates to discuss the course material and to ask questions — something which is often difficult in lectures as the graduate students tend to dominate and specialize the discussion that does occur in the lecture sessions.

READINGS: This past semester Professor Worland did not use any one text, but instead used articles and readings deposited in the Reserve Book Room. This because with several readings the student found several viewpoints on various topics rather than one perspective of a single text. This arrangement will probably be continued this semester.

ORGANIZATION: There are three examinations and a final which are essay in nature. The examinations are rigorous and demand that a student have a grasp of the concepts presented in class and in the readings. Professor Worland has offered the students who receive a B or better on the first exam the option of writing a paper on some topic of interest to the student in lieu of one exam.

COMMENTS: For an econ major interested in the origins and development of his discipline or for a student who has an interest in the development of a science, this is an excellent course. A criticism of Professor Worland's style is that he does not develop or fully elucidate his points, but rather, it seems to this evaluator, Professor Worland likes to allow the student to think through the material on his own and to discover the conclusions on his own. This is a rigorous course but very rewarding for someone who is willing to do and is interested in the work.

English

Dilaver Berberi

English 305

Introduction to Linguistics

CONTENT: The purpose of this course is to develop a basic understanding of descriptive linguistics. The course commences with a bit of Albanian humor and quickly advances into the more difficult concepts of phonology, morphology, and generative and transformational grammars. The problems in the workbook provide ample opportunity for the students either to secure a solid and working understanding of linguistics or to acquire multiple headaches. This is a St. Mary's course.

PRESENTATION: Mr. Berberi displays a great deal of enthusiasm in endeavoring to teach a difficult subject in the easiest possible way. He couples enthusiasm with a lot of patience. Although he spends most of the class time in lecture and explanation, he never fails to draw the students into active participation either through his questions or his humor. He always wants the students to ask questions and to go to him with any problem.

READINGS: The text for the course is John Lyons' *Introduction to Theoretical Linguistics*, but Mr. Berberi's notes far outweigh the importance of any text. The second piece of reading material of import is H. A. Gleason's *Workbook in Descriptive Linguistics*. There are numerous outside readings from books on reserve, two of which (*Origin and Development of the English Language* by Thomas Pyles and *Dialects of American English* by Carrol Reed) require outlines, summaries, and comments chapter by chapter.

ORGANIZATION: There are two exams with a difficult preparatory quiz preceding each. In place of a paper there are two books to read, outline, summarize, and comment upon. There are constant assignments in the workbook which leave the students in a state of confusion and contemplating the purpose of it all. The students find Mr. Berberi's presentations somewhat disorganized, and must piece together bits of information to obtain a composite picture of the topic they are discussing. They believe that Mr. Berberi grades fairly, but his manner of grading leaves many in a quandary.

COMMENT: The Education Department requires all aspiring teachers to take this course, which no doubt explains the hugeness of the class during the fall semester. The students are very fond of Mr. Berberi and have a great deal of respect for him. However, they find the course bewildering and cannot seem to discover its purpose; the text remains a complete mystery. Generally, the students feel that they would not take the course again, and most do not recommend it.

Richard Bizot

English 322

The Novel

English 570

Aesthetes and Decadents

ENGLISH 332

CONTENT: The course is designed to give the student skills with which to read and understand the novel. It also attempts to impress upon the student, or more specifically to allow the student to decide upon, the reasons for the reading of a novel. Neither chronology nor the popularity of a novelist will determine the subject matter of the course, although one can see that the list contains authors who are generally recognized as being in the forefront of their field. The course will offer the student the opportunity to encounter a variety of novels, to observe the thematic and artistic differences between the novels, and to ultimately gain some insight into the workings and purposes of the novel.

READINGS: The reading list will depend upon availability and inexpensiveness of the novels; but the following can be considered to be a good indication of what novels are to be read: Baldwin, *Go Tell It On The Mountain*; Brautigan, *Trout Fishing In America*; Coover, *Universal Baseball Association, Inc.*; Ellison, *Invisible Man*; Fitzgerald, *The Great Gatsby*; Hawkes, *Second Skin*; Hughes, *A High Wind In Jamaica*; Knowles, *A*

Separate Peace; Koestler, *Darkness At Noon*; Kosinski, *Steps*; Lawrence, *Sons and Lovers*; Malamud, *The Natural*; Flannery O'Connor, *Three*; Vonnegut, *Slaughterhouse-Five*.

ORGANIZATION: There will be a midterm and a final, plus one required paper and one optional paper. There will also perhaps be occasional quizzes, the only necessary preparation for which will be the reading of the novel itself.

ENGLISH 570

CONTENT: The course will deal with British literature of the late 19th century in and for itself, as well as in and for its anticipation of important strains in 20th Century literature. Poetry, nonfiction prose, fiction, and drama will all be treated, as well as some attention given to the French symbolists, translated of course. There will also be some attention devoted to the goings-ons in the graphic and plastic arts analogous to those in literature.

READINGS: The following is a list of the required texts for the course. There will also be a number of recommended texts. John Rosenberg, ed., *The Genius of John Ruskin*; Cecil Lang, ed., *The Pre-Raphaelites and Their Circle*; Walter Pater, *The Renaissance*; J.K. Huyamans, *Against Nature*; Oscar Wilde, *The Picture of Dorian Gray*; Kare Beckison, ed., *Aesthetes and Decadents*; Mario Amaya, *Art Nouveau*.

ORGANIZATION: There will be a midterm and a final, as well as major semester project, usually taking the form of a term paper, and a smaller assignment, in the form of a short paper or a class report. Much consideration and encouragement is given to creative treatments of the projects, its form not necessarily having to take the form of a paper.

PRESENTATION AND COMMENT: Mr. Bizot combines a thorough knowledge of his subject matter with a strong desire for extensive student participation in the course and even in the determination of the direction of the course itself. When he does lecture, the presentation is logical, informative, and generally very interesting. Although the notion has been so misused, abused and overused lately, Mr. Bizot nevertheless manages to successfully infuse a good deal of relevancy into the course, while at the same time being able to successfully treat the subject matter as the art work that it is. Much encouragement is given towards creative and self-rewarding pursuits of the students, while non-creative-oriented and traditional-minded students can also find value in the courses. Mr. Bizot places a great deal of emphasis upon the initiative of students and the actualization of this initiative, being able to simultaneously arouse the creative passions of a student (too often allowed to remain unstimulated and undiscovered) and also to appeal to the student who grows mostly through the passive reflection of other men's thoughts and lives. But, even with the insight and interest that Mr. Bizot displays in the classroom, the student will receive the most satisfaction from getting to know him outside of the classroom. His interests are widely varied, and he does not exclude the student from sharing in these interests. He is a friendly, exciting and accessible individual.

Dr. J. X. Brennan

English 372

The Naturalistic Novel

CONTENT: The Naturalistic Novel is concerned with the growth of naturalism and the changing relationship between the author's view of reality and his expression in form. The movement involves itself with the issue of man's freedom, and the degree to which he is capable of self-determination and moral responsibility. While there are no prerequisites for the course, the nature of the material requires both enthusiasm and a willingness to cope with the ideas presented by the various writers.

PRESENTATION: The course is presented in lecture-discussion format, depending on the students' response to the material. The class determines to some extent the atmosphere in the classroom. Dr. Brennan encourages questions and points of discussion, and is extremely understanding and helpful toward his students outside the classroom as well.

ORGANIZATION: The papers in the course approximate 20 pages, and the individual student may choose to write either one introductory paper (8-10 pages) and two shorter papers (4-5 pages),

or five of the shorter papers. There is no midterm and the final is usually a take-home essay of a general topic in the course.

READINGS: Chosen to trace the development of naturalism; the readings are tentatively as follows: Zola, *Germinal*; Crane, selections; Norris, *McTeague*; Dreiser, *Sister Carrie*; Sinclair, *The Jungle*; London, *The Sea-Wolf*; Anderson, *Winesburg, Ohio*; DosPassos, *Manhattan Transfer*; Farrell, *Studs Lonigan*; Faulkner, *Light in August*; Wright, *Native Son*; Steinbeck, *The Grapes of Wrath*.

COMMENT: Dr. Brennan's course comes highly recommended to the interested and thoughtful student. Although the reading appears a bit burdensome, the novels are on the most part enjoyable and essential to an understanding of the period. Dr. Brennan brings with him an insightful approach to the works, and in turn encourages the students to probe far beyond the surface level of the novels.

Eugene Brzenk English 312 The Education Novel

English 465 Victorian Novel

ENGLISH 312

CONTENT: The course studies the novel genre which is variously called the "Bildungsroman," the novel of development, the novel of adolescence, etc. The books deal with a central character maturing with a growing awareness of the world and how the hero searches for a meaningful individuality within some sort of social context. The readings range from British and American to German and French examples of this particular novel type.

READINGS: A minimum of nine novels is required. The class will study about six in class while the remaining books are chosen by the student. You are encouraged to read a novel in its original language, but all novels can be read in translation. Tentative list includes Fielding's *Joseph Andrews*, Stendhal's *The Red and the Black*, Butler's *The Way of All Flesh*, Anderson's *Winesburg, Ohio*, Joyce's *A Portrait of the Artist as a Young Man*, and one novel by Hesse. More than sufficient time is given to read the novels.

ENGLISH 465

CONTENT: The course will present a panorama of the Victorian Period and examine the craft of typical novels of the time. Mr. Brzenk has taught this course before on the graduate level; as in the past, the class will be supplemented by reports and discussions on his lectures. No prerequisites.

READINGS: As in English 312, there will be a minimum of nine required novels, six of which will be read by all class members. These six will be the following: Thackeray's *Vanity Fair*, Brontë's *Wuthering Heights*, Dickens' *Oliver Twist*, Trollope's *The Warden* (or) *Barchester Towers*, Eliot's *The Mill on the Floss*, and Hardy's *Jude the Obscure*.

PRESENTATION: Mr. Brzenk's lectures are informal and usually require a minimum of note-taking. He encourages students to ask questions which can start an interesting class discussion. Also, in the past, students have given reports of a particular aspect of the course which was not studied in class. Mr. Brzenk wants a student to investigate a particular aspect of the course in papers and reports. This makes the two courses depend heavily on individual response. The individual research is, perhaps, the most important part of the course and is worth while.

ORGANIZATION: In both courses each student is required to read nine novels, six of which all class members read in common. Other works are chosen as the basis for class reports and papers. English 465 will have three papers (5-8 pages each), a midsemester, and a final; English 312 will probably have the same. The student is encouraged to read on his own and with little secondary references to use as a crutch. Final grade is based on papers, oral work, and finals. Average grade: B.

COMMENT: Most believe Mr. Brzenk open to all intelligent viewpoints. I think that the courses depend largely on the individual student who must incorporate Mr. Brzenk's concentrated lectures and class discussion with individual research. Most found Mr. Brzenk's courses worthwhile. This reviewer

would take him again not only for the course content but also in order to be with a courteous, helpful, knowledgeable and a very humane person.

Patrick Callahan English 461 Literature of the French Revolution

CONTENT: Next semester will be the first time this course is taught at Notre Dame, though certain elements of this topic were dealt with in one of Callahan's earlier courses, *Non-Fiction Prose of the Romantic Period*. The emphasis will center on the British reaction to the French Revolution, but the continental atmosphere and the Rousseauvian influence will also be examined.

PRESENTATION: Professor Callahan anticipates a small class, and plans to enlist each student in a particular project that will culminate in a class report. Lectures on the many readings will provide background and insight, if Callahan treats this course with the same enthusiasm that he displayed in his Science Fiction or Romantic Poetry sections. A thorough knowledge of the history of the period will not be necessary, since lectures will sufficiently supply the historical information.

READINGS: Mr. Callahan describes his reading list as "moderate to heavy" though it is justified by the extent of the treatment he plans to give to the topic. The emphasis is on the non-fiction polemic of Edmund Burke, Thomas Paine, Dr. Richard Price, William Godwin, Mary Wollstonecraft and Thomas Carlyle, with "passing attention" paid to such minor figures as Sir James Mackintosh, Thomas Holcroft and Joseph Priestly. Also, an examination of the poets and artists involved in the issue of revolution will involve readings in Blake, Burns, Coleridge, Wordsworth, Shelly and others. A few assignments will involve the use of microfilm resources in the memorial library.

ORGANIZATION: Besides the individual project already mentioned, there will be two or three short papers, a mid-term and a final. The average grade is estimated to be in the B to B- range.

COMMENTS: Enthusiastic about whatever he teaches, this course will be no exception to the thorough and extensive treatment Mr. Callahan always attempts. However, value gained from this course will require an interest in the period and of this particular subject.

Carvell Collins English 482 Melville

CONTENTS: The course will consider about six of Melville's novels and a number of his short stories. A previous course in American Literature is usually prerequisite but can be waived. The class is normally made up of about twenty junior and senior English majors.

PRESENTATION: Mr. Collins seems less concerned with critical analysis as such, more interested in considering the works by way of the reader's responses. Therefore, individual participation becomes pretty important. But Melville's works especially demand an honest response, so seminar participation cannot be forced. Mr. Collins' unpretentious style allows for just this kind of atmosphere in which Melville's stories can be experienced honestly. The seminar doesn't work, however, unless each person brings a similar open attitude.

READINGS: Students will read about six novels, including: *Typee*, *Redburn*, *Whitejacket*, *Moby-Dick*, *Pierre*, and *Billy Budd*, *Sailor*. Also a number of shorter works including "Benito Cereno" and "Bartleby, the Scrivener." A selection of Melville's poetry will also be given to seminar members.

ORGANIZATION: The seminar meets once a week for three hours. Class work includes discussion, one oral report during the semester, and one seminar paper. Grade is based on the paper and class participation.

COMMENTS: Reading Melville can be a great personal adventure. But because Melville can't really be taught, and must be experienced, coming to an appreciation or understanding of the author's works demands a lot of the reader as an individual. In a real sense reading Melville requires a responsible and straightforward attitude. The reader should really have an honest sense of himself before embarking on the great voyage.

Donald Costello
English 595
Modern Drama II

CONTENT: Modern Drama II examines theatre from Brecht through contemporary theatrical experiments. Drama is examined in the course as theatre as well as literature in a probing analysis of the way in which fifteen modern playwrights order the chaos of modern life, with special emphasis on what is peculiar to each artist's method. Although the concentration is on individual plays and playwrights, Mr. Costello's lectures provide continuity to the semester's work, relating each artist to the general trends of the modern theatre.

PRESENTATION: The quality of discussion depends largely on the preparation, interest and enthusiasm of the students. This past semester when discussion lagged, Mr. Costello altered his usual open method of approaching the textual material and assigned general thematic and structural questions about the plays before the students read them. The discussion immediately picked up. Mr. Costello's method is fluid enough to adapt itself to the capacities of his students.

READINGS: Heavy. Approximately 45 plays: Four British playwrights (Eliot, Osborne, Beckett and Pinter); Six American playwrights (O'Neill, Wilder, Williams, Miller, Gelber and Albee); Five Continental playwrights (Brecht, Ionesco, Genet, Weiss and Handke). In addition the art of the modern film as it is related to the development of modern drama will be examined in Fellini's *I Vitelloni*, *La Strada*, *La Dolce Vita*, *8½* and *Juliet of the Spirits*.

ORGANIZATION: There are three exams during the course of the semester, each requiring a close textual and structural analysis of the plays. Exams are usually in-class, but ultimately fair and they become real learning experiences, where the student can apply his developing tools of imagination and analysis. The final grades are not especially high, but they are fair. The average grade is a B.

COMMENT: Modern Drama II is recommended to anyone who has a serious interest in modern drama and, more significantly, an interest in how the modern artist (and modern man) approaches his disjointed experiences with reality and gives formal order to them in his art. One comes away from the course charged with a sense of the beauty of language and theatre, of the creative possibilities of modern man. Mr. Costello's broad knowledge of Modern Drama allows him to thoroughly initiate the student into the world of the modern theatre, even in the limited time available for the study of each dramatist.

Walter R. Davis
English 345
Shakespeare

CONTENT: Mr. Davis envisions the course as an introductory exploration of Shakespearean drama for those without an extensive knowledge of Renaissance literature. Because the bulk of the class will probably have only a general familiarity with Shakespeare, the course will depend primarily on lectures.

Although Mr. Davis has not made a final decision about which plays he will consider, the tentative list includes the Henry IV tetralogy, *A Midsummer-Night's Dream*, *The Merchant of Venice*, *Much Ado About Nothing*, *As You Like It*, *Twelfth Night*, *Measure for Measure*, *The Winter's Tale*, *The Tempest*, *Romeo and Juliet*, *Julius Caesar*, *Hamlet*, *Othello*, *King Lear*, *Macbeth*, *Antony and Cleopatra*, and *Coriolanus*. The lectures will deal first with the History plays and then proceed to an examination of the Comedies, Tragedies and Romances. Any complete edition of Shakespeare will suffice, although Mr. Davis recommends the *Complete Pelican Shakespeare* published by Penguin Books.

ORGANIZATION: There will be a midterm and a final. In addition each student will be able to express his ideas about Shakespearean drama in two or three short papers (5-6 pages) and one term paper (10-15 pages).

COMMENTS: Excellent is the word that best describes any course taught by Walter Davis. An outstanding scholar, a fine lecturer and a first-rate critic, he can make even a survey course like this a valuable experience. It has been a while since Mr. Davis last taught Shakespeare, but no student should doubt his knowledge

or ability in this area. Harvard University has invited him to conduct a similar course during this year's session.

If Mr. Davis gives excellence, he also demands it from the students. The examinations will be difficult. The papers will be even more so. However, Mr. Davis is extremely accessible to his students and he always proves to be a great aid to the bewildered, the ignorant and the seekers of knowledge.

Richard Detlef
English 449
Milton

CONTENT: The main concern in this course is with Milton's craft as a poet, recognizing that any informed judgment on his art would involve aspects of his cultural situation. In this connection, members of the class will be asked to take up a number of general topics as they relate particularly to his thought and art. These will include not only issues with which Milton was occupied, but also developments in literature and the other arts which illuminate his achievement. This is a St. Mary's course.

PRESENTATION: The class will be conducted mainly as lecture commentary and discussion, with tutorial hours later in the semester.

READINGS: Prospective students will save time by reading Virgil's *Aeneid* over the holidays (Mr. Detlef suggests the C. Day Lewis translation). He would be happy to suggest a few books to those who would like to get some feeling for the seventeenth century before the course starts.

ORGANIZATION: One short and one long paper, mid-term and final exam.

COMMENT: Fritz Chrysler once said, "Laughter is the foundation of all worthwhile knowledge." Though Mr. Detlef would never so severely chastise that "hoary puritan" he would approach his dark and trembly work with an agile eye bright to anything humorous. Students of his celebrated Chaucer classes found his entertaining lectures cunning, thorough expositions. Since Chaucer is a requirement at SMC and since most students sport a Catholic upbringing, many at first hold prejudices against the poet. Through Mr. Detlef a profound understanding and love for both Chaucer and the Middle Ages develop. Milton, while not Detlef's specialty, is an area of deep fascination for him assuring that his extensive mind will more than amply enhance the material concerning the subject. The work load, as far as reading goes is heavy yet the student under the influence of Detlef's ready enthusiasm probes into the lifetime and works of the author. His approach enables the student to leave behind 20th Century prejudice, traditions, and idiocy for that of the poet's age. Once this leap is made the poetry expands and reverberates for the student.

James F. Doubleday
English 512
History of the English Language

CONTENT: English 512 is being offered for the first time this semester. The description that follows is Prof. Doubleday's—"There are three principal objects in this course. First, to gain at least a minimum knowledge of linguistic terms and principles. (It is impossible to talk intelligibly about the historical development of any language without a certain minimum linguistic vocabulary. No linguistic knowledge will be assumed at the beginning of the course; but a good deal will be asked, without apology, by the end of it.) Second, using these terms and principles, to investigate the changes in the phonology, morphology, and syntax of the English language from the setting of Engoian by the Angles, Saxons, and Jutes to the present day. Third, to examine a number of topics in history of language, such as the following: the concept of a *standard* language, and how such a language developed; the model for the high style, the source of the colloquial, and the ways the two differ, and the reasons for studying both; and the relevance of historical linguistics to language study."

ORGANIZATION: There will be short papers, one long paper, a midterm and a final exam. Professor Doubleday expects most of the grade to rest upon the two exams and the long paper. He would recommend the course to any student contemplating teaching English.

READINGS: Three major texts—*A History of the English Language*, by A. B. Baugh; *The English Language: A Historical Reader*, A. C. Rigg, editor; and *English and Its History: The Evolution of a Language*.

J. P. Dougherty
English 579
American Non-Fiction Prose

CONTENT: Mr. Dougherty's theme in this course is man's encounter with the new world and nation. The emergence of America, the "Virgin Land" of Henry Nash Smith, was a new hope for man; a mound of clay from which men could fashion their dreams. This course will follow the problems and struggles our forefathers faced to make their dream a reality. The four main authors studied in this encounter are Henry Adams, Ralph Waldo Emerson, Henry David Thoreau and Benjamin Franklin. The works of these men form the core of the discussion, with the other readings, from Jefferson to Francis Parkman, supplying historical, economic and political views of this encounter with the promise of America.

PRESENTATION: The format of the course will be either lecture or discussion, depending on the size of the class. In either case, however, the structure will be quite informal, as Mr. Dougherty is always warmly responsive to questions and student participation in the learning experience.

READINGS: The four main works for the course include: *The Education of Henry Adams*, *Selections from Ralph Waldo Emerson, an Organic Anthology*, *Walden and Other Writings*, and Benjamin Franklin's *Autobiography and Selected Writings*. Other books include: Crèvecoeur's *Letters from an American Farmer*, W.E.B. Du Bois' *The Souls of Black Folk*, *Two Years Before the Mast*, by R.H. Dana, *The Federalist Papers* and Jefferson's *Notes on the State of Virginia*. Thomas Paine's *Common Sense*, and Parkman's *The Oregon Trail* will also be read. The total cost for the books is \$14.40.

ORGANIZATION: Students will write a research paper on one of the four main writers discussed in the course, and also a shorter paper or verbal discussion on another work encountered during the semester. There will be no final exam.

COMMENT: This course seems quite ambitious in its variety and length of readings, but for those who have had Mr. Dougherty in class, this ambition is a challenge. He chooses the readings carefully and they are an important part of the learning experience, especially in the class format Mr. Dougherty presents. He does not force the readings down the students' throats, but expects them to chew and digest them with care in producing a satisfying experience both for the student and himself. Mr. Dougherty is thorough yet not vindictive in his correcting student papers, and his comments are also part of the experience. The course is a good one, and Mr. Dougherty is very competent in this field. It all adds up to an experience, the foundation of the American literary experience with a man who is very conscious of his students' awareness.

Joseph Duffy
English 421
Tragedy and the Literary Tradition

CONTENT: This course is not concerned with giving the student a run of the mill glimpse of tragic plays. Indeed, the scope of the course is mind-boggling but is nevertheless achieved. Mr. Duffy not only deals with the major problems of tragedy, but also treats each work as a literary whole. Thus, one will encounter the idea of a tragic sense, its history, its meaning, and finally, its subjectivity, along with viewing each work in terms of language, style, image, and metaphor.

ORGANIZATION: The course is almost entirely lecture due to the fact that discussion is rarely viewed important enough by the students to interrupt Mr. Duffy. The work is demanding, both in reading and writing. There will probably be one fifteen page paper, three demanding take-homes, and a synthesizing final.

READINGS: A philosophical work by Unamuno, *The Tragic Sense of Life*; Homer, *The Iliad*; Aeschylus, *The Oresteia*; Sophocles, *Antigone*, *Oedipus the King*, *Oedipus at Colonus*, *Philoctetes*; Euripides, *Alcester*, *Hecuba*, *The Bacchae*; Shakespeare, *King Lear*, *Macbeth*, *Measure for Measure*, *The Winter's Tale*;

Tourneur, *The Revenger's Tragedy*; Racine, *Britannicus*, *Phaedra*; Chekhov, *The Sea Gull*, *Uncle Vania*, *Three Sisters*, *The Cherry Orchard*; O'Neill, *Long Day's Journey into Night*; Pinter, *The Homecoming*; Brecht, *Mother Courage*; Genet, *The Screens*; Beckett, *Endgame*, *Act Without Words*.

COMMENTS: It would be ridiculous, boring, and inane for me to try to compete with the many myths already concerning Mr. Duffy, both as a man and as a teacher. Let it suffice to say that any course taught by Mr. Duffy, especially Tragedy, is an unparalleled experience.

Donald Gutierrez
English 314
Introduction to English Literature II

English 491 B
Modern British Literature II

ENGLISH 314

CONTENT: This survey course in English literature, a continuation of English 313, begins with the Romantic poets and terminates in the 20th century.

READINGS: Selection of poetry, drama and fiction from the *Norton Anthology* and a novel yet to be chosen.

ORGANIZATION: Semi-formal lectures and discussions, a midterm and final exam, and one to two papers of moderate length.

ENGLISH 491 B

CONTENT: This course continues the survey initiated in English 491A (not a prerequisite). Beginning with Forster's *A Passage to India* and the Twenties poetry of Sitwell and McDiarmid, it goes on to consider selected poetry, novels, drama and non-fiction from the Thirties into the Sixties.

READINGS: Saunders, et al., editors, *Chief Modern Poets of England and America*, (Volume 1: *The British Poets*); Forster, *A Passage to India*; Orwell, *Burmese Days*, *Homage to Catalonia*; Waugh, *Decline and Fall*; Greene, *The Power and the Glory*; Cary, *The Horse's Mouth*; Amis, *Lucky Jim*; Lessing, *The Golden Notebook*; Pinter, *The Birthday Party*; Eliot, *The Cocktail Party*; Arden, *Sargeant Musgrave's Dance*.

ORGANIZATION: Formal and semiformal lectures and discussion, a midterm and final, one to two critical papers, and a short oral report on a literary work not on the required reading list.

COMMENTS: The readings are all excellent and Mr. Gutierrez is eminently knowledgeable and personable. This is not always sufficient to guarantee a good course, however. Mr. Gutierrez' lectures are not overly stimulating and he is not adept at generating discussions. The quality of the course then depends very much upon the quality, interest and efforts of the students enrolled.

The course is very definitely a survey. Mr. Gutierrez attempts to provide exposure to all the main works of the important authors of the period (including authors and works not on the reading list). He also presents a wide variety of critical opinions and at least mentions all the important aspects of the works covered. In this writer's opinion, more is attempted than can be successfully accomplished.

Louis Hasley
English 379
American Literature of the Westward Movement

CONTENT: The course will study the imaginative literature dealing with the westward movement of Americans from the first settling. Progression will follow the literature westward as it deals with sections of the country from the Atlantic to the Pacific coast.

PRESENTATION: Professor Hasley's knowledge of the books and the authors provide very interesting and informative lectures, but these comprise only 30% of the course. These discussions allow the student to use his power for independent thought, but usually never get very deep.

The lectures are directly related to the tests, and students' participation in the discussions will help in preparation for the tests.

READINGS: There are 12 required readings. Included in these are *The Grapes of Wrath*, *The Octopus*, a selected *Mark Twain*, *The Big Sky*, *Giants in the Earth*, *The Bear*, and *Northwest Passage*. The readings are taken in an order coinciding to the development of the country westward.

ORGANIZATION: Two papers totaling 2000-2500 words, and two half-period quizzes and a midterm and final. Papers are short and graded on form and content. The quizzes are short-essay type, and the longer exams deal with the major works in the course. A 100-point semester is used and grades are based on the students' total points out of 100 according to the University curve. Average grade is a B.

COMMENTS: The course was very enjoyable even though the readings did get heavy at times. Professor Hasley has selected a group of very interesting authors which follow closely the theme of the course.

John Huber
English 433
Arthurian Legend

CONTENT: A study of King Arthur beginning in Celtic mythology, chronicle history and pseudo history, and French tradition: *Sir Gawain and the Green Knight*, the alliterative *Morte D'Arthur*, miscellaneous romances, and Malory. There will be excursions into legends in other languages, particularly the stories of Tristan and the Holy Grail. Although the course will consider historical and mythic aspects of the legend, the main consideration will be with individual works studied as conscious literary creations. The course will look beyond the Middle English period to try to find reasons for the decline of interest in the matter of Arthur during the Renaissance, and occasional reappearances in later literature.

PRESENTATION: Although class time will be more or less confined to works of the Middle Ages, students' reports may venture into Arthurian literature outside of the period: Tennyson, Arnold, Wagner, T. H. White, Broadway or Hollywood, for example. Readings in modern English translation, with some Middle English supplements.

READINGS: Brengle ed. *Arthur of Britain*; Geoffrey, *History of the Kings of Britain*; Malory, *Le Morte D'Arthur*, tr. K. Baine; Brian Stone, tr., *Sir Gawaine*; Beroul, *The Romance of Tristan*; Gottfried von Strassburg, *Tristan*; P. M. Matarasso, *The Quest of the Holy Grail*; R. S. Loomis, *The Development of Arthurian Romance*.

ORGANIZATION: Take-home quizzes, short paper and oral report, long paper, final exam.

COMMENT: Mr. Huber specializes in Old and Middle English and should know this area as well as, if not better than, anyone on campus. His rapport with students is excellent and he is well liked by all his classes. It should, however, be cautioned that although he is liberal in his views of class attendance and education, the material should not be taken lightly. He is a serious scholar and likes to see the student take his studies in a similar manner.

Harold Isbell
English 307
Writing Poetry

CONTENT: Students will submit a poem every week, which will be mimeographed, distributed among the class, and discussed. Normally, the student decides upon the topics of his poetry, but occasionally assignments will be given. Comments in class come mostly from the students, and deal with rhythm, rhyme, and style in general, as well as with the meaning of the poem. Mr. Isbell sometimes begins the discussion with his own comments, and also attempts to clarify some of the comments of the students during class sessions. This is a St. Mary's course offering.

READINGS: *The New American Poetry* edited by Donald Allen.

ORGANIZATION: One poem per week, the length of which is unimportant. The poems are not marked and no grades are given until the end of the semester. However, students may discuss their work in a private session with Mr. Isbell. Poems may be turned in late on occasion, as long as it does not become an

habitual practice. There is no cut policy. However, grades will suffer if absence affects the quality of the work. Students should expect at least five minutes of the class time to be consumed with stories and anecdotes by Mr. Isbell that seldom have anything to do with the course.

COMMENT: A good course for anyone aspiring to verse writing, as there is very little pressure. Students will appreciate the open and relaxed atmosphere. However, only those truly interested and sincere in their want of writing experience should register for this course.

Thomas Jemielity
English 328
Satire

English 403
Religious Experience in the Eighteenth Century

English 554
Eighteenth-Century Prose

ENGLISH 328

CONTENT: This course is designed to thoroughly acquaint the student with the genre of satire. As typical of any Jemielity course, this means the student will delve deeply, not just in the writings themselves, but in the author's viewpoint, social forces acting upon him, and finally, a personal evaluation of the writer and his work. It will run from the earlier works of Juvenal and Horace to the modern ironies of Brecht and Becket. The excellence of this course, however, rests mainly on Mr. Jemielity's own awesome display of ironic wit. The beauty of this wit being that he makes you think first, then laugh. Accordingly, no student, should let these barbs intimidate him or he may run the risk of forfeiting not only their humor but insights.

READINGS: Austen, *Pride and Prejudice*; Beckett, *Waiting for Godot*; Brecht, *The Threepenny Opera*; Dryden, *Selected Works*; Horace, *The Satire and Epistles of Horace*; Johnson, *Rasselas, Poems and Selected Prose*; Juvenal, *The Satires of Juvenal*; Pope, *Selected Poetry and Prose*; Swift, *Gulliver's Travels and Other Writings*; Voltaire, *Candide*; Vonnegut, *Cat's Cradle, Mother Night, Slaughter-House Five: Or, The Children's Crusade*; Waugh, *Handful of Dust and Decline and Fall*.

ORGANIZATION: The course will probably be lecture, although Jemielity is never adverse to questions. He is not hampered by timetables as much as he is interested in the student actively participating with the material. There will be at least two six to eight page papers, and possibly two exams. Attendance is voluntary as long as the student keeps up with the course.

ENGLISH 403

CONTENTS: This course will deal with the problem of the religious experience and its influence on man's search for happiness. Specifically, it will consider institutions, personal versus public cosmologies, the dynamism of good and evil, and probably any other serious topic that will add insight either to the course or the student's own life. The course itself is new, but this will be compensated by the fact that Mr. Jemielity knows the Eighteenth Century as well as most of us know our name. Finally, Jemielity's own enthusiasm with the course's intent will guarantee a worthwhile semester.

READINGS: Mr. Jemielity will draw from the following authors: Blake, Johnson, Swift, Voltaire, Bunyan, Gibbon, and Hume. A complete reading list can be obtained from G-11 in the library basement.

ORGANIZATION: The course will be based on one or two student presentations each class period. From these presentations the student will be expected to submit one or two formal essays. Jemielity has structured courses like this before; the result always being most rewarding to both student and teacher.

ENGLISH 554

CONTENTS: The course will be pre-occupied with studying four major concerns of prose: fantasy, satire, history and biography. It can be expected that these concerns will be synthesized with the writer's life as well as his time.

READING: Boswell, *Life of Johnson*, *London Journal*; Gibbon, *The Autobiography of Edward Gibbon*, *The Portable Gibbon*, *The Decline and Fall of the Roman Empire*; Johnson, *Rasselas, Poems, and Selected Prose*; Samuel Johnson: *A Collection of*

Critical Essays; Swift, Gulliver's Travels and Other Writings, Swift: A Collection of Critical Essays Twentieth-Century Interpretations of Boswell's Life of Johnson.

ORGANIZATION: The course will probably consist of a lecture/discussion format. A number of short papers (3-5) will be assigned and possibly one major (15-20). It should be noted that undergraduates should not shy away from this course due to its level. It is no secret that Mr. Jemielity feels undergraduates often redeem such courses. Finally, it should be added that a student's satisfaction from such a course depends largely on his willingness to participate in discussion.

COMMENT: These are all fine courses as is Jemielity a teacher. He does not mollicoddle students with affirmative nods of the head, but instead demands that they think for themselves. Accordingly, the student develops a sense of confidence from this first hand experience with the material. Above and beyond these teaching capabilities, Jemielity is a good person to know. His availability and readiness to talk to one makes such an acquaintance easy for the student. And consistent with his teaching, Jemielity never patronizes but always relates to one as a mature and intelligent person. Finally, Jemielity's wise and easy going attitude towards everything, including himself, is a refreshing study.

Sister Franzita Kane
English 420
Literary Theory and Criticism

English 317
Introduction to English Literature, II

ENGLISH 420

CONTENT: In Sr. Franzita's own words: "This course is concerned with theory, not with the practice of criticism. It does seek to learn the relationship between theory and criticism, if any does or should exist. It is not a history of major theories. It does seek to isolate and explore a few basic and enduring problems which have to do with the artist, the artistic process, the art work. The aim of the course is to enable the student to develop his own disciplined mode of theorizing about literary problems. The student has the opportunity to consider such problems as The Relation of Art, Nature, and Society; Art as Making, as Expression, or as Communication; The Nature of the Aesthetic Experience; The Poet, The Creative Process, The Poem." This course is offered by St. Mary's.

PRESENTATION: Sr. Franzita's has been the only course of this kind offered on either campus in recent years, and she has had the benefit of working with students as interested in this field as she. Having been involved in theory and criticism in such a way, she is more than "qualified" to teach this course. She fully realizes the danger in teaching one course so often, and avoids lapsing into mere recitation, talking with rather than to the class. The size of the class should be small enough to facilitate discussion. When Sr. Franzita does lecture it is only in the hope of providing more material for thought and debate. As the quality of a course of this nature rests largely on in-class discussion, an even, though not necessarily detailed, familiarity of each student literature and art is expected. Discussion will center on assigned readings, but Sr. Franzita wishes most of all to draw out personal ideas and theories from the members of the class.

READINGS: Wellek, Rene and Austin Warren, *Theory Of Literature*; Adams, Hazard, *The Interests Of Criticisms Introduction To Literary Theory*; Hardison, O.B., *Modern Continental Criticism*; Recommended but not required, because of expense: Adams, Hazard. *Critical Theory Since Plato*.

ORGANIZATION: Assigned readings for each class. The number of papers will depend inversely upon what is accomplished in class; at any rate they would be short. Probably a midterm, surely a final.

ENGLISH 317

CONTENT: A study of the major writers of "English Literature" of the 19th and 20th Centuries, including Joyce, Yeats, Pound and Eliot. Though there will be some treatment of drama and the novel, this course deals primarily with the poetry of the time. The poems are to be read as individual creations, but the student should examine the way in which some works constitute and characterize a particular literary movement. He should also come to understand some of the chief literary modes and artistic

concerns which change or which continue from the 19th to the 20th Century.

PRESENTATION: Any course in which there is so much to cover and which is usually accompanied by a large sized class demands a fairly strict lecture schedule. Sr. Franzita utilizes class time to give wholeness and form to what the student is expected to study on his own. She does her work; anyone wishing to LEARN from her must do his. There is never time to cover all in class, but Sr. Franzita welcomes the opportunity to talk to and assist the student at times other than during class.

READINGS: Abrams, M. H. et al. *The Norton Anthology Of English Literature, Volume II. Revised.*

ORGANIZATION: Preparation for and participation in class is presumed. During the semester the student will be asked to read two novels or dramas. Several brief quizzes. Final.

COMMENTS: Sister Franzita's personal touch is all that is needed to make any course enjoyable. She brings a full and well-aged experience with her and is eager to share all with her students. She has been known to ramble on occasion, but these times often prove most pleasurable of all. However, the material is eventually covered, and well. It is hard to think of Sister Franzita as a "scholar", though that she is. Rather, one thinks of her as a person with unusually sensitive feeling for life, letters, and art. For the student with interests in these areas and those of the the two courses listed above, I can recommend no professor more highly.

Edward Kline
English 510
Computer Applications in Linguistics and
Literary Stylistics

CONTENTS: This course is an introduction to a field as yet largely unexplored but with great possibilities for students in the humanities: the application of linguistic science and computer technology to the humanities in general and to literary criticism in particular. Professor Kline directs the student through some of the basics of linguistics, literary stylistics, and the use of the computer. The presentation is a well-balanced introduction into areas probably unfamiliar to the student; thus the course does not presume any specialized background in science or math. But it is helpful to have done some traditional study of poetry.

PRESENTATION: Classes are divided into lectures, workshop sessions, and student reports. Kline lectures on language and linguistics, past computer studies of language, and possible uses of the computer to study language. In workshop sessions, students practice taking phonetic dictation and learn how to use the computer. Individual students report on assigned articles about linguistics and literary stylistics. There are weekly lab assignments to be done with the aid of the computer.

READINGS: Geist, *An Introduction to Language*; Freeman, *Linguistics and Literary Style*; IBM *Conference on the Humanities Proceedings*; APL *Programming Manual* (available from the instructor).

ORGANIZATION: There are no tests. The grade is based on two short papers, a class report, and a series of weekly exercises done with the computer, culminating in a semester project in which all the computer operations practiced so far are applied to a single poem, and an essay is written interpreting the results.

COMMENT: Professor Kline is an orderly and stimulating teacher. He is enthusiastic about his subject and is always willing to help the student understand hazy spots. He has organized the semester with a view to revealing great possibilities ahead in the use of the computer as a tool by humanists.

W. J. Krier
English 386
Modern American Writers

English 405
Seminar in Comparative Literature

ENGLISH 389

CONTENT: Mr. Krier views this course as a continued tension analysis of mind versus world, mind over or under world, and the

possibilities of having both in American fiction. The course is usually composed of English and American Studies majors, mostly seniors.

PRESENTATION: Mr. Krier's lectures are intensely personal excursions, and are completely unique. He rarely bows to quote a critic, and as totalities, his lectures are truly one of a kind. Class discussion is frequent, lively, and often as rewarding as the lecture.

READINGS: This semester, too much Faulkner and Hemingway, so Mr. Krier will cut down to one book per author, plus new works by Cooper and Brautigan to be added. Others used are Fitzgerald's *Tender is the Night*, Updike's *Of The Farm*, and Saul Bellow and Kurt Vonnegut.

ORGANIZATION: Three papers of medium length determine the semester grade, and it is good to have them in on time. The third paper is due during exam week.

COMMENT: This is a first rate course by a first-rate mind. I discovered Mr. Krier by accident, and this commentary is written so you can discover him on purpose. If the purpose of teaching is to raise the consciousness of both student and teacher, and you do not believe that it happens even occasionally, take this course or his new one below and change your mind. The result of this experience is that you begin to expect more and more from your education, and are dissatisfied when it doesn't deliver, and that dissatisfaction is a good thing.

ENGLISH 405

CONTENT: Mr. Krier will involve himself with the novelist's attitudes toward his own craft in this new course. Letters, prefaces, worksheets and reviews will be a supplement to a selective reading list designed to bring out the writer's view of the novel both as a literary form and a personal experience.

READINGS: Tentatively projected readings include works by Robbe-Grillet, Kafka's *Metamorphosis*, Proust, James' *The Ambassadors*, Dickens' *Our Mutual Friend*, Bronte's *Wuthering Heights*, Austen's *Emma*, Melville's *Moby Dick*, and Defoe's *Moll Flanders*.

ORGANIZATION: One can expect the same three-paper format that Mr. Krier uses in most of his courses.

David Luisi

English 382

American Literature Since 1900

English 387

American English to 1900

ENGLISH 382

CONTENT: A general survey of American literature that will begin somewhat before 1900. Since Whitman was covered in the first semester, it will most likely begin with the reconstruction era. Mr. Luisi tends to concentrate on those authors who are of greatest interest to the class. He frequently delves into areas of controversy that stimulate student reaction at the same time he gives insight into the author and his work. He is particularly adept at giving brief but lucid summaries of authors' philosophies. James, Dickinson, Hemingway Dreiser and Faulkner will dominate much of the semester.

PRESENTATION: Mr. Luisi encourages but never forces class discussions. His lectures are well organized, thought provoking, but always open for scholarly criticism. He demonstrates great knowledge of both subject matter and historical background. This course is offered by St. Mary's.

READINGS: *Norton Anthology, Volume II* and about seven novels. The reading list is not light.

ORGANIZATION: Mid-term, final and three papers of 6-8 pages.

ENGLISH 387

CONTENT: This course will begin with the Puritans and fairly quickly dispense with the first 200 years. Mr. Luisi tends to concentrate on those poets of greatest merit and seldom tries to beat the less significant ones to death. The student can expect to spend a good deal of time on Poe, Emerson, Whitman and Dickinson.

READINGS: *Major American Poets to 1914* will be the primary

ORGANIZATION: Mid-term, final and three papers of 6-8 pages.

NOVEMBER 30, 1971

text. Mr. Luisi will sometimes distribute hand-outs to clarify and emphasize certain important points.

COMMENT: The classes are demanding but enjoyable. Mr. Luisi conducts himself comfortably in class and always manages to maintain a serious but light atmosphere. He has an excellent rapport with the students and is always open for criticism. My primary criticism of the workload is that too much falls due at the end of the semester. The tests constitute a large portion of the grade and should not be taken lightly. Attendance is not rigorously enforced, but students attend of their own volition more than generally expected. This is largely due to the fact that the lectures and discussions are interesting and enlightening, and Mr. Luisi gives historical insight to unify this large body of literature. Good grades must be earned, but are not uncommon. The average grade is B-.

John Matthias

English 327

Poetry

English 407

Writing Poetry

English 499

Contemporary Poetry

ENGLISH 327

CONTENT: This will be a first time course for Mr. Matthias and he is at this time not absolutely certain as to how he will conduct it. The course is a poetry genre course and as such will not particularly focus upon one period. Rather the course will basically employ a study of contemporary poetry to illustrate universals concerning poetry. This is an elementary course and as such will deal with beginnings and basics.

PRESENTATION: The course will be primarily a lecture course with class participation invited. The writing of poems by the students will be required as Mr. Matthias feels that by writing, by attempting the thing, that one best gains a knowledge of poetry. The professor assumes no previous knowledge and will proceed from there. Along with the writing of poems, critical writing will be required. Readings will include anthologies, criticisms and single volumes of poems to stress the importance of the single volume over the anthology as the primary vehicle of poetry. This should be the ideal course for one wishing to hone his individual sense of the genre.

ENGLISH 407

CONTENT: This is not Mr. Matthias' beginning writing course, but an advanced course exclusively concerned with the serious-minded writing and examination of accomplished and/or finished poetry. The course will provide the time, and hopefully the space in which to do this. This course is not for the student who *thinks* that he would like to try and write some poetry. As a prerequisite one must have completed POETRY WRITING 307 and have submitted to Mr. Matthias, well before preregistration, a manuscript of at least five poems that have been written since the end of the elementary course. By registration Mr. Matthias will have posted a list of those to be included. Exceptions will be made to these prerequisites, and anyone so interested would do well to see Mr. Matthias about it.

PRESENTATION: This is the second time that Mr. Matthias will be teaching this course. It becomes the logical extension of the 300 level writing course. All, including the professor, are seen as equals in the field of the course. In this light: things proceed in open-ended and sometimes almost endless weekly discussions as each poet's work is taken up individually at least once for an extended period of time. The time of the course will probably not be as advertised—the class will decide on a proper time at the first meeting.

ENGLISH 499

CONTENT: A tracing of the trends in Contemporary poetry, beginning with the work of the early modernists (Jones, Eliot, Pound, Stevens, Williams, Crane, etc.) and moving through the various reactions against and extensions from modernism to the present literary scene.

PRESENTATION: This course is anchored in Mr. Matthias' excellent knowledge and sense of contemporary poetry. Two semesters ago the course was primarily a seminar interspersed with excellent introductory lectures. The course will proceed through general introductory materials, to an overview of the early modernists (you should have at least three early modernists texts read before the first week or so of class is up) and into a detailed con-

sideration of the various movements (anti-modernism, confessionalism, marxist oriented poetry) and schools (projectivism, deep-imagists) of twentieth century poetry. Mr. Matthias' solid academic background, coupled with his personal knowledge of poetry and contemporary poets makes this course work. Also, the course provides the rare experience of being able to study poets who will be reading and attending classes during this year's Sophomore Literary Festival.

READINGS: Matthias, *23 Modern British Poets*; Carroll, *Young American Poets*; Hall, Pack & Simyson, *New Poets of England and America*; A. Poulin, *Contemporary American Poetry*; Olson, *The Distance*; Duncan, *The Opening of the Field*. No tests as such will be given. Writing will consist of 2 (5 page) reviews of new books of poetry, 1 (5 page) review of a literary magazine over the past five years, and an anthology of your own making justified by a five page introduction.

COMMENT: Mr. Matthias is a dedicated and thorough teacher. The questions and concerns taken up in these courses take on an added dimension, for they are just as, if not more important, to Mr. Matthias' work as a poet as they are to his work as a teacher of poetry. The intensity of the courses are an outgrowth of the man's dedication to his art, as well as his dedication to those who wish to know of poetry and come to terms with it. Through this he possesses the ability to communicate a necessary (for modern poetry) first-hand knowledge of his subjects, and impart to his students a real enthusiasm for the literature he teaches.

Leslie Martin English 459 Eighteenth Century Prose Fiction

English 422 Stage Comedy

ENGLISH 422

READINGS: A reading list, as such, is not available, but the authors to be considered are these: Gay, Heywood, Sheridan, Udall, Wilde, Shakespeare, Shaw, Jonson, Synge, Etherege, O'Casey, Wycherley, Behan, Congreve, Coward and moderns to be chosen by the class.

ENGLISH 459

CONTENT: Studies in the development of the novel from Defoe through Jane Austen. Preliminary attention to the backgrounds of the form in romances, both English and French. Primary focus upon the novel as a form, rather than upon the authors' ideologies, with inductive emphasis upon the contributions of individual writers to the development of the genre up to and slightly beyond the century's end.

READINGS: Included in the following:

Selections from *Seventeenth-Century Prose Fiction*, Charles Mish, ed.; Madeleine de Scudery, "The History of Cleobuline, Queen of Corinth," from *Grand Cyrus*; Mme. de Lafayette, *The Princess of Cleves*; William Congreve, *Incognita*; Daniel Defoe, *Moll Flanders*, *Roxana*; Samuel Richardson, *Clarissa Harlowe* (abridged); Henry Fielding, *Joseph Andrews*, *Tom Jones*; Tobias Smollett, *Peregrine Pickle*, *Humphrey Clinker*; Maria Edgeworth, *Castle Rackrent*; Fanny Burney, *Evelina*; Jane Austen, *Pride and Prejudice*, *Emma*, *Persuasion*; Elizabeth C. S. Gaskell, *Cranford*; Walter Scott, *Rob Roy*.

ORGANIZATION: Written work: four critical papers (8-10 pages), a midterm, and a final examination.

COMMENTS: Mr. Martin speaks authoritatively from a comprehensive knowledge of the subject taught. His style of teaching is an exciting one, his understanding complete, which allows for an enjoyable classroom experience. He is not the teacher to take unless you are willing to keep up with the assignments which are, as he is, generally fair.

Paul Messbarger English 404A Seminar in American Literature: Whitman and Hart Crane

CONTENT: This particular seminar — new this year — will be a study of the major works of Whitman and all the poetry of

Hart Crane. Although no specific pre-requisites exist the course is designed for junior and senior English majors. This is a St. Mary's course.

PRESENTATION: Presumably the class will be small enough to develop as a seminar with large student responsibilities. Mr. Messbarger's style of lecture is slow-paced, but always well prepared and informative. He welcomes student's contributions to the classes, and is always willing to suggest further sources of information or provide help to the student.

READINGS: Norton edition of *Leaves of Grass* and Anchor edition of Hart Crane.

ORGANIZATION: Students will write two short papers and present two reports in class. There will be a final exam. Grades in Mr. Messbarger's classes are just, often high.

COMMENTS: Students wishing to gain the maximum from Mr. Messbarger's lectures should do a reasonable amount of reading on their own, in addition to the primary material of the course. It is left up to students to pull together ideas from the classes and readings in order to define the trends of American literature. An opportunity for expressing these perceptions is the final exam. Because of Mr. Messbarger's background in American Studies, he is able to provide the class with a large amount of supplementary material, including popular culture and political developments of the period studied. This factor, along with the nature of the material, will no doubt make the course very worthwhile.

John J. McDonald English 419 Twentieth Century Criticism

CONTENTS: Beginning with Ezra Pound, T. E. Eliot, and I. A. Richards, the course will go on to treat several schools of twentieth-century criticism in survey fashion — suggestively rather than definitively. Points of interest on this tour will include Freudian and Jungian psychology methods, the New Humanism, the New Criticism, Chicago Critics, Marxist Criticism, Historicism, F. R. Leavis, the criticism of fiction, and, finally, Northrup Frye. The first three critics and the last one will be considered indispensable. The others will receive as much attention as time and class interest allow.

PRESENTATION: Class time will be about equally divided between formal lecture and discussion.

READINGS: Litz and Lipking, *Modern Literary Criticism: 1900-1970*; Wellek and Warren, *Theory of Literature*; Frye, *Anatomy of Criticism*.

ORGANIZATION: An hour exam, a final, and one paper of about 2500 words (ca. 15 pages).

COMMENTS: Mr. McDonald has a rare enthusiasm for the materials covered in his courses. Although his lectures are conscientiously prepared, he never slips into mechanical recitations; his presentation is informal.

Students with a fondness for discussion should strongly consider this course for Professor McDonald does not consider discussion as an exchange in which the professor has the final word. Rather, he views it as a dialogue and encourages, even pleads for, theories different from his own.

Although the work load will not be excessive, Mr. McDonald is very demanding as to the caliber of papers he receives from his students. Consultation with him prior to writing the paper is helpful and very advisable.

Norman Michaud English 322 Novel

CONTENT: A study of the aesthetics of madness essentially in the post-war novel, this is an attempt to see the influence of man's conscious and unconscious modes of insanity on his cultural life and on the form of the novel. This kind of aesthetic demands a deliberate kind of health, which, as it becomes more and more impossible to achieve, requires an even greater effort—to impose sanity on oneself. And perhaps, for the writer, to impose sanity on oneself through writing. This is an aesthetic not just of absence or diminution, but of loss. This is a St. Mary's course.

PRESENTATION: Discussion essentially, of the readings, films, and

art. Some of the films are already scheduled in various campus series: *Weekend*, *Negatives* and *Fires on the Plain*. Mr. Michaud also intends to bring Grass' film *Cat and Mouse*. Jerry Kosinski (two of his books are read) will be on campus for the Sophomore Literary Festival.

READINGS: To be chosen from the following: Barth, *Giles Goat Boy*, *Sot-Weed Factor*; Lind, *Landscape in Concrete*; Kosinski, *The Painted Bird*, *Steps*; Hasek, *The Good Soldier Schweik*; Dickens, *Bleak House*; Gogol, *Dead Souls*; Hawkes, *Second Skin*, *Lime Twig*; Grass, *The Tin Drum*, *Dog Years*; Beckett, *Watt*; Celine, *Journey to the End of Night*, *Death on the Installment Plan*; Lagerwis, *The Dwarf*; Ooka, *Fires on the Plain*; Doderer, *The Demons*.

ORGANIZATION: Mr. Michaud asks for a page of analytical notes per novel. These notes are not as structured as papers would be, nor are they as intimidating. This arrangement encourages experimentation and often uncovers the threads that make these pages of notes cohere as a kind of journal of the course. There is a take-home mid-term and an in-class final.

COMMENT: Very subtly, and very early in the semester, the correspondences between madness and politics, madness and language, madness and a repressive society become resonantly contemporary. Subtly, because Mr. Michaud is no cynic, nor is he a speaker of "movement" rhetoric. He has a deep concern for language, as language forms the culture and the novel itself. This is an important course. It evokes a response that reaches into all of contemporary life. Yet, it's a tangible course and well organized. These are at many times the aesthetics of our lives, but in Mr. Michaud's course there is time to recognize and to touch them.

Elizabeth Noel

English 354

Development of the English Novel

CONTENT: This course involves a close critical study of the English novel from Dickens' time to the present. The major emphasis is upon the novel as an art form and its development as such. There are no prerequisites for the course and all classes are usually represented. This is a SMC course.

PRESENTATION: Although the students are always invited to ask questions and discuss topics, most of the class time is spent on the lecture. Miss Noel's presentation is informative and always covers the material assigned.

READINGS: Dickens, *Our Mutual Friend*; George Eliot, *Middlemarch*; Hardy, *Jude the Obscure*; Conrad, *Lord Jim*; V. Woolf, *To the Lighthouse*; Joyce, *A Portrait of the Artist*; Lawrence, *Women in Love*; Beckett, *Molloy*; Fowles, *The French Lieutenant's Woman*. The reading load is moderately heavy, and all of the books are covered during the semester. All of the novels may be purchased in paperback.

ORGANIZATION: Besides the readings, there are three 500-word essays and two one-hour exams. The exams consist of brief identifications and one or two essay questions on the main themes of the novels. The final follows the same format as the hour exams with one or two extra essays. Since attendance is not demanded, the grade is based mainly on the papers and exams. The average grade is a B or C.

COMMENTS: Miss Noel is a fair grader, but strict. Her lectures offer a wealth of information on the author's literary purpose.

Francis Phelan, C.S.C.

English 302

Writing Short Fiction

CONTENT AND ORGANIZATION: This course is broadly titled "Writing Short Fiction" but the short story is the normal vehicle. Each student submits a minimum of two stories during the semester. These are mimeographed, distributed and criticized by the class. Stories are submitted anonymously. The author responds to criticism at the end of the discussion. Father Phelan is usually the last critic to comment.

COMMENT: Everyone agrees that the course is worth-while for the student who wants to write, needs a deadline to stimulate him and desires criticism of his work. Many sense a lack, however, of

really constructive criticism. No works of contemporary fiction or criticism are used in class. Consequently, it has been suggested, students are unsure of their own criteria for criticism. Father Phelan has definite ideas about the nature of a good short story. It ought to be a "great piece of poetic imagery and metaphor," the writer ought to "roll the world into a ball." Although other theories are never rejected, Father Phelan's assumptions tend to dominate.

Paul Rathburn

English 345

Shakespeare

CONTENT: The course of study will focus on Shakespeare's histories, comedies, and tragedies; the sonnets will not be included. Approximately 12 of the plays will be covered. There are no prerequisites, and the course is open to upperclassmen. The plays will be studied as literary achievement through a study of a selection of plays and an independent perusal of certain important critics.

PRESENTATION: Mr. Rathburn covers the plays in groups—histories, comedies, and tragedies. He generally begins his classes in lecture format, commenting on certain dramatic or literary aspects of the plays with an acute sense of both their interest as works of art and their relevance as statements on the human condition. Mr. Rathburn is well aware of the need for class discussion, and the balance between discussion and lecture. Depending on the size of the class and students' decision, an extra class period is being considered as an option in which the class may discuss the plays, listen to records, see films, do readings, etc. Mr. Rathburn succeeds extremely well in making the students appreciate and understand the plays rather than merely venerate them from a distance. The presentations are lively and open-minded with the result that there is much discussion and room for independent interpretation by the student.

READINGS: The text will probably be either Hardin Craig's or the Pelican edition of the complete works.

ORGANIZATION: There will be one paper on a play not covered in class. A mid-term and a take home final are given.

COMMENT: One of the reasons for the popularity of this course is Mr. Rathburn's attitude. Having a thorough knowledge of the material in which he is deeply interested, he is able to inject the interest into the students. On the personal level, Mr. Rathburn has a sincere concern for the progress of the individual student. It is a course where one doesn't have to decide between staying in bed or going to class — going to class will definitely win out. It is a course that makes one feel good on a gloomy day.

Ernest Sandeen

English 327

Intro. to Poetry

English 527

Poetry as Genre

ENGLISH 327

CONTENT: This course is intended as a broad survey of British and American poetry since about 1700. On the surface, Dr. Sandeen wants the student to experience all the facets of poetry from metre to symbolism. However, he is actually much more interested in stimulating and bringing forth the poetic soul that lives somewhere in all of us. The only prerequisite for this course is a desire to want to learn something about the art of poetry.

READINGS: There are three paperbacks for this course: *The New Modern Poetry*, edited by M. L. Rosenthal; *An Introduction to Poetry*, edited by Louis Simpson; *New Poets, New Music*, edited by Schmittroth and Mahoney. These books will amount to about six dollars.

ORGANIZATION: At the outset of Eng. 327 Dr. Sandeen wants six short (2 or 3) page papers during the semester. However, as the semester goes on Dr. Sandeen finds himself so delighted by his subject matter that things slow down, and the student may find that he has to write only four of those papers. Dr. Sandeen is not interested in the hard-core academic achievements of his students, but rather in their stimulation. Therefore, the only test will be a take-home final. The average student will receive an A—in this course with a decent amount of effort.

ENGLISH 527

CONTENT: Poems selected from the whole range of British and American poetry will be studied in a genuine rather than historical context, except that various poetic traditions will, of course, be taken into account. However, emphasis will be put on the formal dimensions of the poems, structural and thematic, traditional and experimental.

READINGS: *The Norton Anthology of Poetry* (shorter edition), eds. Eastman et al.; *The New Modern Poetry*, ed. M. L. Rosenthal; *Poetic Meter and Poetic Form*, by Paul Fussell, Jr.; *Poetic Closure*, by Barbara H. Smith.

COMMENTS: Dr. Sandeen is far from a dynamic lecturer. His speaking voice is soft, but if one strains to listen he will realize Dr. Sandeen's knowledge of poetry is tremendous. He also possesses a wonderful sense of humor. The bright spot is Dr. Sandeen's ability to read poetry. Here he possesses great ability for reading with just the right tone, emphasis and clarity. Dr. Sandeen, himself a poet, is able to effectively provide the vehicle for an appreciation of poetry. He holds sessions for small groups of students at his home each week. There the students can interact with the sincere and sensitive man.

Raymond Schoen English 310 The Heroic View of Man

CONTENT: The course will study various artistic presentations of the theory that man is capable of heroic action. The course will attempt to discover if different ages of the world and different societies agree that man is capable of heroic action and, if so, what form that action should take. There are no prerequisites for the course, and the composition of students in the course is general, from sophomores to seniors in all majors.

PRESENTATION: The class will be conducted by discussion, but lectures will occasionally be given as guides to the reading. The discussions center around the students' interpretation of the works and not that of the professor. The discussions are very interesting with Professor Schoen always adding insights from his excellent knowledge of the material and its background. His lectures are infrequent but of very high quality (especially on Milton).

READINGS: The reading list is long. Some of the texts are Homer's *Iliad* and *Odyssey*, Milton's *Paradise Lost*, Mailer's *Of a Fire on the Moon*, and Kazantzakis' *The Odyssey, a Modern Sequel*. A complete list of the books covered will be available at G-77 in the library during preregistration.

ORGANIZATION: Because of the heavy reading load, there will not be much writing. Students will submit four short, informal insights (1 or 2 pages long) into aspects of the works which interest them, one longer paper (about 5 pages), and a final. Grades are de-emphasized.

COMMENTS: If you're interested in finding out what it takes to be a hero, this is the course for you. The readings are good and although the work load is heavier than average, the time is well spent.

Robert Slabey English 382 American Literature Since 1900

English 583 Contemporary American Novel

ENGLISH 382

CONTENT: This course is an extensive survey of most major American writers since 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 from all disciplines.

READINGS: Schorer, *The Literature of America: 20th Century*; Fitzgerald, *The Great Gatsby*; Faulkner, *Light in August*; Miller, *The Death of a Salesman*; Steinbeck, *The Grapes of Wrath*. The reading load is moderate and the student will have ample time to complete each assignment.

ORGANIZATION: Two hour-exams and a comprehensive final will be given. There will also be five or six short (one-page) papers. Professor Slabey's final grades are given with an eye towards improvement and it will be a numerical average only if it is to the student's advantage.

ENGLISH 583

CONTENTS: This course is a study of 13 modern American writers. The large selection of authors will allow a consideration of widely varied themes and techniques.

READINGS: Flannery O'Connor, *Wise Blood*; Bellow, *Seize the Day*; Malamud, *The Assistant*; Ellison, *Invisible Man*; Nabokov, *Pale Fire*; Percy, *The Moviegoer*; Kosinski, *Steps*; Vonnegut, *Slaughterhouse Five*; Barth, *The Sot-Weed Factor*; Barthelme, *City Life*; Brautigan, *Trout-Fishing in America*; Momaday, *House Made of Dawn*; Mailer, *Armies of the Night*.

ORGANIZATION: In addition to the final exam, each student must submit a term paper for the course and present a report on a book or series of books not included on the main reading list.

PRESENTATION: Lectures are informal yet extremely structured and well prepared. Papers require considerable analytic thinking by the student while a thorough knowledge of lecture notes and familiarity with reading material are prime requisites for the exams.

COMMENT: English 382 is a survey course with an approximate enrollment of 70 students. Therefore, the lecture format is used extensively. But Professor Slabey's lectures present the material easily and effectively and he quite willingly accepts questions.

The much smaller enrollment of English 583 will allow the class to supplement the lectures with discussion and creative student activity.

Professor Slabey's highly organized lectures contain so much information and detail that the student might get the impression that he is listening to a personal friend of the author. Hence, the student will probably find that he has taken quite a volume of lecture notes by semester's end. Nevertheless, Professor Slabey is a skilled instructor and a polished lecturer.

Donald Sniegowski English 368 Poetry of the Victorian Period

English 468 Matthew Arnold Seminar

CONTENT: The general purpose of the course is to assess the imagination of the period, roughly 1830-1880, the focus being on Tennyson, Browning, Arnold, D.G. Rossetti and Gerard Manley Hopkins. A good deal of time is devoted to the various Victorian dialectics; the tension between isolation and public role, the disappearance of God and concurrent ache for a cultural "center", and the several Victorian aesthetics.

PRESENTATION: Mr. Sniegowski is surely among the most succinct lecturers in the University. His low-keyed style is deceptively "easy". The class is basically a lecture class. Mr. Sniegowski is noted for his uncanny ability to allow discussion and still avoid confusion.

READINGS: With the exception of Hopkins, the texts are the standard Riverside editions. Hopkins is read in the Gardner Penguin edition. Where the texts are incomplete, mostly in the case of revisions, Mr. Sniegowski supplies dittoed materials.

ORGANIZATION: The work load is extremely reasonable; three papers (4-6 pages in length) and a take-home final. There is practically no emphasis on grades as such since Mr. Sniegowski prefers to rely on his own abilities to stimulate interest in the material. Paper topics are suggested, but these suggestions are by no means restrictive. The final is difficult if one is not used to working in a theoretical context since most of the questions stress basic lines of force rather than individual poets or poems. The readings here are extensive though not in themselves "long" (the only exception being Tennyson's *In Memoriam*, which is read in full).

COMMENT: Though the Victorian Period is pivotal in the history of literature it is also an art experience in and of itself. Mr. Sniegowski's innate feel for poetry provides a fine balance between the two. His reading of Browning's *Fra Lippo Lippi* is an absolute joy. On the other hand, the half class period devoted to M. H. Abrams' *The Mirror and the Lamp* is as good as short

summary of 19th century aesthetic theory as one is likely to find. Victorian Poetry is one of those rare courses that is equally valuable for sophomore, junior or senior English majors as well as for anyone with a taste for poetry. Mr. Sniegowski's approach to poetry is humane and energetic, filled with the curiosity that is inseparable from his type of wisdom. He is extremely approachable and ever willing to help individual students. The danger in "period" courses is that the lectures tend to become either homages or apologies. Happily, Mr. Sniegowski avoids both of these and presents instead what might perhaps be called a venture into the effect of poetry.

ENGLISH 468

CONTENT: The intent is to critically evaluate Matthew Arnold's achievement as a man of letters and a prose writer of considerable import. His political thought and literary criticism raise problems which typify the age and establish Arnold as a pivotal figure bridging the gap between the Romantic and "Modern" sensibilities. The first segment of the course (about one-third) will take up Arnold's poetry, examining its structure and literary merit. The remainder of the semester will be devoted to Arnold's prose, and here once again, the attempt will be to strike a balance between an appreciation of Arnold's thought and a consideration of its significance in a broader historical context. This course is offered on the average of about once every four semesters. There are no prerequisites but prospective students who have not had prior exposure to the Victorian period may wish to see Mr. Sniegowski before entering. The class will be limited to twenty students.

PRESENTATION: The course will proceed as a seminar, though individual students will not "lead" classes. As such, presentation will depend to a large extent on the interest and preparation of the students.

READINGS: If possible, the central text will be Kenneth Allott's *Matthew Arnold*, a completely annotated edition which is the best collection of Arnold available. Because it is an English edition, though, difficulties may arise in ordering. In any event, two other texts will be used; *Culture and Anarchy*, by Matthew Arnold, edited by Iran Gregor, and *Poetry and Criticism of Matthew Arnold*, edited by Dwight Culler. The readings will be intensive but by no means unmanageable.

ORGANIZATION: There will be two short papers (5-7 pps.), centering on some aspect of Arnold's poetry and due during the first part of the semester. The major work will be a longer paper (20-25 pps.) on a topic assigned at the beginning of the semester. This paper will require extensive consideration of a strain in Arnold's thought present in both the prose and the poetry and will be due in the latter half of the semester. There will be no tests.

James Walton

English 322

The Novel

English 370

Christiana

ENGLISH 322

CONTENT: This is a lecture course aimed at explicating the major themes and ideas in a fairly rigorous fashion of a group of historically representative novels.

READINGS: Eleven novels from Cervantes through Dickens and Flaubert to Kafka. Mr. Walton obviously has chosen these novels for their depth and insightful handling of their themes; not necessarily for what many students consider technical and artistic excellence.

PRESENTATION AND ORGANIZATION: Three papers, one take-home and a final comprise the writing load. Class consists of Mr. Walton's intense critical analysis of various novels, and the students' work is to reflect similar critical thought on themes not lectured on. All work is returned promptly with edifying comments (although not necessarily complimentary), and is fairly graded.

ENGLISH 370

CONTENT: A rigorous study of the Feminine as a formal principle in the English novel from John Bunyan to Doris Lessing.

READINGS: Eleven novels including such materially hearty works as Richardson's *Clarissa*, and Eliot's *Middlemarch*; well spaced

between shorter, though no less excellent novels by Lawrence, *The Virgin and the Gypsy*, Carroll, *Alice and Wonderland*, and Austen, *Mansfield Park*.

ORGANIZATION: Three papers, 8 pages in length and a final. The thought and writing style are to be reasonably close to outstanding.

COMMENT: Mr. Walton's courses are recommended for any student wishing to conduct a serious inquiry, using a disciplined and refined critical approach to the questions raised in the novels. This attitude calls for interest in the novels themselves as well as an ability to think fairly deeply, for even to keep pace with Mr. Walton's lucid, well-organized lectures is an intellectual achievement not to be belittled. He allows the students to explore facets of any novel not directly covered in class, but one finds that this freedom is a heavy responsibility to produce work commensurate with Mr. Walton's own criticism. Beyond the classroom, Mr. Walton is readily accessible and manifests sincere concern for students' development in his course.

Thomas Werge

English 383

American Writers Survey

English 470

Puritan Mind and 19th-Century Literature

ENGLISH 383

DESCRIPTION: The course is centered around a careful reading of works by 19th century authors in the light of a Puritan tradition. The aim is to show the link between a religious past and the prevalent views of America in this period through several key literary figures. There are no prerequisites necessary for this course, however Prof. Werge has indicated that a previous course in Amer. Lit. is helpful. This course is open to English majors and interested American Studies majors.

PRESENTATION: Prof. Werge possesses complete control over the classroom situation. His lectures are interesting, thought-provoking, and precise. Discussion of the material is welcomed and Prof. Werge has the unique ability of keeping the talk linked to the readings.

READINGS: Prof. Werge illuminates the Puritan mind through the writings of Jonathan Edwards. The Perry Miller text is used to show the religious sense of quest in America from the beginning of the Puritan migration. This quest is connected to the searching found in 19th century literature. The reading list is Edwards, *Selections* (Amer. Cen. Series); Miller, *Errand Into the Wilderness* (Harper Torch.); Hawthorne, *Selected Tales and Sketches* (Rinehart ed.), *Scarlet Letter*, *The House of the Seven Gables* (Norton Crit. ed.); Melville, *Selected Tales and Sketches* (Rinehart ed.), *Billy Budd*, *Moby Dick* (Riverside ed.); Emerson, Volume not certain; Stowe, *Uncle Tom's Cabin* (Harper Torch.); Jewett, *Country of the Pointer Firs* (Anchor).

ORGANIZATION: The work load will consist of either three five page papers or two five page papers and one longer work, also there will be a final.

ENGLISH 470

DESCRIPTION: This is a survey course aimed at presenting the American experience as it has been encountered throughout our literary history. The attempt will be to show the growth from the Puritan view of America as a "City on the hill" to a more current conception. There are no prerequisites necessary for this course and it is open to all majors.

READING: The list is: Poe, *Selected Writings*; Hawthorne, *Scarlet Letter*; Emerson, *Leaves of Grass*; Twain, *Connecticut Yankee in King Arthur's Court*; Eliot, *Selected Poems*; Ellison, *The Invisible Man*; Hemingway, *The Old Man and the Sea*; Albee, *A Death in the Family*.

ORGANIZATION: There are two short papers required and also there will be a midterm and a final.

COMMENTS: Prof. Werge is considered by his former students as one of the best teachers in the University. He is conscientious, fair, and understanding. Many students have taken him more than for just a single course in their academic careers. His approach to literature is a valuable learning experience. He is a first rate teacher and man.

John D. Garvick
English 352
18th Century Literature II

English 449
English Poetry from Dryden to Blake

ENGLISH 352

CONTENT: This course, a continuation of the 18th-century course taught by Mr. Martin, will focus on the tension between order and disorder in the literature of the second half of the century. Readings will be fairly heavy — an 18th-century anthology, Sterne, Boswell, Sheridan, and Blake (extensively). There will be a mid-term, a final and one paper.

ENGLISH 449

CONTENT: A "workshop" course, offered for the first time this coming semester, 18th Century Poetry will be concerned with making value judgments in poetic works. The course will be interested in the evolution of a romantic attitude as realized in William Blake. Mr. Garvick states that the "subject matter will be unusual"; the only prerequisite is that a student "should like Art and have a tolerance for Life." Readings will be heavy — Dryden, Pope, Collins, Christopher, Crabbe, Smart, Blake — but beyond that requirements are "liberal."

PRESENTATION: Mr. Garvick's lectures seem to be well planned. Witty, challenging, frequently entertaining, he holds the class's interest well. His willingness to respond to questions and his sense of drama make each session lively. But these same virtues occasionally lead him to digress to a degree which leaves too much of the reading material untouched. His knowledge of the subject and obvious enthusiasm compensate, however, and his comments are germane to the student's work outside the classroom.

COMMENTS: Young, interesting, accessible, perhaps slightly mad, Mr. Garvick is worthwhile no matter what course he teaches. He should be especially good this semester, as the 18th century is his specialty. Except for their criticism that his lectures should be more tightly organized and better focused, most students rated Mr. Garvick one of the better teachers in the English department.

Robert Lordi
English 341
17th Century Literature

English 444
Renaissance Drama

ENGLISH 341

CONTENT: Since this is a new course, the syllabus is not in final form at present, but the basic purpose will be to offer a general survey of the two primary poetic schools of the early seventeenth century; the metaphysicals, and the Jonsonian classicists. Some dramas of the period will also be introduced, but primarily to provide a route to the historic and philosophic backgrounds against which the poetry of the day was written. The main focus of effort will be to compare and contrast the styles and statements of the metaphysicals and neoclassicists.

PRESENTATION: This will depend on the size of the classes, but ideally the course will employ class discussion as the central pedagogical tool. Professor Lordi customarily requires two or three papers of medium (five to ten pages) length.

ENGLISH 444

CONTENT: The course is an attempt to give a comprehensive overview of the nature of the English stage between the middle of the sixteenth century and the middle of the seventeenth. This age is generally understood only in the light of its premiere writer, Shakespeare. In reality, it amounted to one of the richest periods of English drama. This course will attempt to introduce the likes of Kyd, Marlowe, Webster and Jonson, and to trace the evolution of styles which moved the English drama from its Elizabethan to its Jacobean age.

PRESENTATION: There will be an interwoven series of lectures and discussions, whose exact nature will be determined by the size and sensitivity of the class.

READINGS: There will be three primary texts: *English Drama 1580-1642*, ed. Brooks and Paradise, *Webster and Tournier*, ed. Symons, and *King and No King*, ed. Turner. Several supple-

mental collections of criticism will also be suggested (i.e., *Shakespeare's Contemporaries*, Bluestone and *Moral Vision of Jacobean Tragedy*, Ornstein).

COMMENTS: Anyone taking a course from Professor Lordi would do well to note the class size on the first day of class, and if it exceeds 13, drop the course. He possesses a respectable knowledge of the period which has become his specialty and a passable sensitivity to the special beauties of the work he treats. He lacks the ability, however, to orally transmit anything but somewhat vague replicas of that knowledge and sensitivity. His lectures seem unable to regularly proceed without becoming occasionally lost in numerous digressions.

However, if his classes are small enough to be run as seminars, then there is hope that Mr. Lordi's remarks can become seedlings for enlightening discussions. His thorough knowledge of his period, especially of sources and textual histories can serve, in a seminar situation, as a check on enthusiastic first opinions of his students. This hardly will be a pair of courses to whet the nonmajor appetite, but they could be of some help to a major willing to pursue this special interest.

Maben Herring
English 326
Afro-American Literature II

CONTENT: For the Black artist there is the task of continually adjusting the angle of vision between self, race, and the world. According to DuBois and others, this problem of double consciousness is at the heart of the Black Experience in White America. Thus the second half of this survey course will continue to explore the diverging and converging cultural theories which aim at the eradication of the conditioning of the double consciousness, which the contemporary Black author views in a much broader context—from integration to ethnic independence. Since each of these ideologies suggests a corresponding aesthetic theory, representative works in which the Black author has responded to the literary scene have been selected. These responses arise from concepts beginning with naturalism and extending to a "black aesthetic" and "anti-literature." This course is being offered by St. Mary's.

READINGS: Among the authors are the following: James Baldwin, Eldridge Cleaver, Ralph Ellison, Charles Gordone, Lorraine Hansberry, Imamu Amiri Baraka (Leroi Jones), Malcolm X, John A. Williams, Richard Wright.

ORGANIZATION: One short essay, an oral report, and one long essay.

COMMENT: As an extremely competent teacher of this subject, Mrs. Herring will combine stimulating lectures with thought-provoking class discussions. Students will be challenged to deal with a literature which will probably be new to many of them. The alert student will find the course worth taking.

Sister Jean Klene
English 345
Shakespeare

CONTENT: This Shakespeare course presents a view of a few of the great works. The primary emphasis of the course is on an understanding of the plays and the art of the genius who created them. Periodically, topics relevant to Shakespeare and the 16th century are introduced. It is a requirement for all SMC English majors, but is open to all sophomores, juniors, and seniors. This is a St. Mary's course.

READINGS: *King Lear*, *Midsummer Night's Dream*, *Richard II*, *Henry IV*, *Henry V*, *Measure for Measure*, *Troilus and Cressida*, *Othello*, *Anthony and Cleopatra*, *Much Ado About Nothing*, *The Tempest*.

PRESENTATION: The lectures and the class are well organized. The discipline of the readings with a stress on the mechanical keys play a great prominence in the lectures. The large amount of plays covered tends to leave little actual time for discussion though that option is particularly encouraged by Sister Jean.

COMMENT: Sister Jean's course provides a thorough, interesting analysis of Shakespeare. Her knowledge and enthusiasm on the subject are quite extensive, and she persistently attempts to instill this enthusiasm in her students. Though the grading scale is possibly a bit hampered by her weekly quizzes, she is usually quite fair.

Adolph Soens
English 320
Drama

CONTENT: This course will begin with ancient Greek and Roman comedies and tragedies and work through Medieval and Restoration plays into present-day theatre. The plays which will be read include works by Euripides, Aristophanes, Shaw, Pinter and a host of other. A complete reading list is not yet available.

PRESENTATION: The course will probably be a series of lectures and such discussions as may be prompted by students' questions. Flexibility is the key word in any class taught by Mr. Soens.

ORGANIZATION: No tests will be given, but two or three 8-page papers will be expected.

COMMENT: Mr. Soens is a "yes" for anyone with interest in drama. His lectures range from intriguing to mediocre, usually closer to the first. Courage is necessary to appreciate his classroom flair. Differing views are welcome and respected.

General Program

Edward Cronin
GP 342
Drama

CONTENT: In this course, the student will read and discuss 10-12 plays, ranging from ancient Greece to modern America. The plays will be treated as dramatic texts, not as sociological, psychological, or etiological texts. They will be read as substitutes for dramatic presentations, emphasizing the fact that plays are written primarily to be performed and only secondarily to be read. As important as the readings are, the assigned papers which will be thoroughly corrected by Cronin. Frequent visits to his office are encouraged in order to improve the student's ability to write "polished prose." There are no prerequisites and the course is required for General Program juniors.

PRESENTATION: Dr. Cronin does not deliver formal lectures. Instead, he points out themes and interpretations which interest him, and he asks students to present their own ideas during the class. The class is usually an interesting one because of Cronin's efforts to entertain while he teaches. He is aware of students' soporific inclinations as he is of their love of learning, so that both his ideas and his humor become part of the course.

READINGS: *Drama, An Introductory Anthology*, alternate edition, edited by Otto Reinert will be used. Also the 10-12 plays mentioned above.

ORGANIZATION: Four or five papers of no assigned length will be required. (Cronin has said, "If they're short, they'd better be good; if they're long, they'd better be perfect.") No examinations will be given. The final grade will be determined by the student's improvement in writing ability, as reflected by the paper grades.

COMMENTS: Dr. Cronin helps the student to examine the plays as dramatic presentations, so that one learns about the theater as well as about the dramatic texts. Since a variety of plays are read, one gets a well-rounded introduction to the dramatic genre. Cronin believes that the teacher's role consists primarily of helping students and he encourages students to talk with him about their writing or any other topic (i.e., England, the Cubs, the Republican Party, etc.). In short, few students have come away from Dr. Cronin's course disappointed.

Harold Moore
GP 346

Metaphysics: Theories of Reality

CONTENT: Metaphysics will deal with the different and sometimes opposing theories of men such as Kant, Descartes, Aquinas, Hume, and at least one contemporary figure. The last time

Professor Moore taught this course, he handled, on the request of the students, a little phenomenology and will probably do so again. The course hopes to present the theories of these metaphysicians and, following each to their fullest conclusions, show that there can be better or worse theories of metaphysics.

ORGANIZATION: The requirements of this course will be left to the choice of the students—either a long paper or a number of tests, or quizzes on each book covered.

COMMENTS: Professor Moore is an enthusiastic teacher, who loves his material as well as he knows it. He is very open to students and very generous with his time—a great asset for students when a course as difficult as this is involved.

Kenneth F. Thibodeau
GP 244
History of Science I

CONTENT: This course deals with the development of thought from pre-rational times to the early Middle Ages. After an examination of the structure and power of primitive thought, as exemplified in Babylonian astronomy and the early Hebrew world view, students will concentrate on the development of Greek rationality. They will also study the relationship of religion to primitive science, and will attempt to explain the apparent disappearance of science from the fifth to the twelfth centuries.

READINGS: Though he plans to use as a basic text Santillana's *Origins of Scientific Thought*, Professor Thibodeau is especially interested in having students read the original works of such important figures as Aristotle, Hippocrates, Galen, and Plato.

Ivo Thomas
GP 382
Great Books Seminar IV

CONTENT: The seminar is intended to familiarize students with great questions raised throughout history, and to promote the development of a coherent world view.

READINGS: Cellini's *Autobiography*; Erasmus' *Praise of Folly*; Luther's *Three Treatises*; Montaigne's *In Defense of Raymond Sebond*; Shakespeare's *The Tempest*; Rousseau's *First Discourse*; Smith's *Wealth of Nations*; Burke's *Reflections on the Revolution in France*; Paine's *Rights of Man*; Hegel's *Reason in History*; Marx and Engels' *Basic Writings*; Darwin's *Origin of Species*; Flaubert's *Madame Bovary*; Tolstoy's *War and Peace*; Veblen's *Theory of the Leisure Class*; Freud's *Introduction to Psychoanalysis*.

Government

Peri Arnold
Government 438
American Bureaucracy

Government 420
The Presidency

GOVERNMENT 438

CONTENT: This course examines the character of federal agencies in the federal bureaucracy in light of their founding. The federal agencies will be viewed as a political arena conditioned by their point of initiation. Such factors as personnel, clientele forces, and structure (policy formation) will be considered in depth with informal comparative reference to European Bureaucracies.

READINGS: The reading list is moderate to moderately heavy. Readings consist of paperbacks and articles on reserve. Approximate cost is 10 to 15 dollars.

ORGANIZATION: There will be a mid-term, a final, and a term paper (10-15 pages). The exams are demanding and require that the student integrate the various aspects of the course into some unifying scheme.

GOVERNMENT 420

CONTENT: This is the first time the course will be offered by Professor Arnold. It will examine the character and organic development of this institution as conditioned by its point of birth. Special emphasis will be given to the question of presidential power.

READINGS: The reading will consist of paperbacks, court cases and presidential speeches. There will be a mid-term, final, and term paper (10-15 pages).

PRESENTATION AND COMMENTS: Professor Arnold is new on campus. Students now taking American Bureaucracy report of his informal lecture style and ability to contemporize the scope of the course. Professor Arnold encourages discussion and adequately succeeds in giving life to some of the drier readings. For those interested in administration on the governmental level the course will be highly rewarding.

Paul Bartholomew
Government 340
American Government

CONTENT: American Government is a one semester course offered during both the fall and spring terms. The course is one of the "Big Four" required of all Government majors and deals primarily with the three branches of the federal government; state and local governments as well as pertinent Supreme Court cases are also considered. There are no prerequisites for the course which is closed to all but Government and American Studies majors.

PRESENTATION: Professor Bartholomew's lectures are cordial, informative and noteworthy (pardon the pun) and are delivered in the first person "we." His dry humor provides the only relief from an otherwise sleep-inducing presentation. Related interruptions from the floor are entertained, and although "filibustering" is discouraged, a good deal takes place towards the end of the period.

READINGS: This course entails a considerable amount of reading. The text, *Government by the People* (\$9.95), is slightly reminiscent of a high school civics book and glosses over the many inadequacies and criticisms of our governmental system. In an attempt to contemporize the course, cover stories from *U.S. News and World Report* are included in the syllabus. To avoid the reserve book room rush, a subscription would be a good investment. In addition, approximately fifty U.S. Supreme Court cases are surveyed for basic principles, and *Leading Cases on the Constitution*, available at the bookstore and authored by you-know-who, proved to be an invaluable aid in this area.

ORGANIZATION: There are four required reports: home state, bibliography, home area, and governmental unit (all generally five to ten pages). They are for all practical purposes busy work and are graded liberally on a scale from one to ten. The trio

of euphemistically labled "quizzes," however, are a different story. They can be summarized in one succinct phrase—memorization of trivia. Fortunately they are noncumulative and together with the reports comprise 75% of the grade. The other 25% is the final which covers the lectures and text assignments of the entire semester. The average final grade is a C.

COMMENTS Professor Bartholomew's course is a trying one. Particular credit for this statement must be given to his quizzes. The average student will find himself viewing these examinations with a disproportionate amount of concern. They are frustrating in that one must depend more on memory rather than on thought to insure any measure of success. A suggestion: after reading and reviewing all assigned materials, a careful study of past quizzes narrows down the subject matter considerably. A Government major confronted with this course would do well to seek a friend or any other compassionate human being who has survived the course and who could supply the student with past exams, the test and advice. The bright spot in this course is Professor Bartholomew himself. A brilliant scholar and a highly recognized authority in the field of Constitutional Law, he demonstrates this expertise in his lectures. No matter how a student personally feels about the course, he usually emerges with an appreciation of the professor's amazing talents. It is doubtful that this course has ever served as a great inspiration to emerging students of Government. It does not encourage one to mull over theories, concepts or hypotheticals. Rather it teaches the student the basics and principles of American government, its machinery and institutions and their functions. American Government need not be interesting or thought provoking, it will however provide concrete informational background for further examination of the system. Understanding this, American Government can be a worthwhile course.

Alfons Beitzinger
Government 408
Theory of Social Order

CONTENT: We were unable to contact Professor Beitzinger for information about the course. The course was, however, offered two years ago, and the content has in all likelihood not substantially changed. The general focus of the course is upon the examination of a number of theories of social order in terms of the development of political philosophy over the ages. This approach starts from the premise that men interpret the truth in terms of symbolic forms. Moving from this general notion, the course proceeds to focus upon individual thinkers. In the past, those studied have included Socrates-Plato, Cicero and others of the Roman school, Augustine, Machiavelli, Calvin, the Puritans, Hobbes, Rousseau, and David Hume.

PRESENTATION: Professor Beitzinger's lectures proceed with impeccable logic, and he skillfully combines individual discussions with the course material. Although Professor Beitzinger is "conservative" in his political outlook, he is open to disagreements in viewpoint among the students. Since the Professor is extremely well-versed in the subject material, dissident students should be warned against presenting ill-founded arguments during a discussion. With this qualification, the student should find it worthwhile to interject comments during discussions, and the topics for discussion have tended in the past to develop into confrontations of basic philosophical attitudes.

READINGS: It is assumed that students taking the course have been acquainted with the basic texts of political theory. Therefore, heavy emphasis is placed upon secondary sources. The exposure to these writings is one of the chief advantages to be derived from taking this course.

ORGANIZATION: When the course was last offered, there were three exams, including the final exam. The exams are of an essay nature, and they are generally based on themes in the works studied. The tests are fair, and the average final grade is B. There are no term papers or projects.

COMMENTS: This course is highly recommended for students who are interested in political theory in the "classical" sense of the term. The smallness of the class and the interplay between student and teacher in coming to grips with basic questions raised in the writings help to make this course a significant educational experience.

George Brinkley
Government 480
Soviet Foreign Relations

CONTENTS The course presents an historical study of Russian foreign policy and is divided into five parts: I. Origins and Foundations; II. Militant Advances and Strategic Retreat: 1917-1927; III. Stalinism and the Search for Security: 1928-1940; IV. World War II and Communist Expansion: 1941-1953; and peaceful Co-existence and Polycenerism: 1953-1970.

PRESENTATION: The course is basically lecture, although questions and comments from the students are welcomed. Professor Brinkley's lectures are concise and informative.

READINGS: There are two basic texts for the course: A. B. Ulam's *Expansion and Coexistence: the History of Soviet Foreign Policy and Russian Foreign Policy*, edited by I. J. Lederer. In addition, Professor Brinkley provides a four-page list of "recommended" readings. Students are urged to "pick and choose" from the list those books which they consider interesting and worthwhile. At certain points in his lectures, Professor Brinkley refers to some of the books on the "recommended" list, and he is available outside of class if students want information on any of the remaining books on the list.

ORGANIZATION: There are four tests given. Last year, the first three tests were essay, while the last was objective. The tests necessitate a close study of the lecture notes for the course, and they are an accurate reflection of the student's grasp of the subject covered in the course. Although no papers are assigned, those who have the inclination to do so may submit "extra-credit" papers or book reviews. The final grade for the course averaged 2.75 with a fair number of A's and A-'s.

COMMENTS: This course is highly recommended for students interested in this subject. Professor Brinkley brings to the course a wide knowledge of Russian Foreign Policy and conveys his knowledge well to the students.

Raymond Cour, C.S.C.
Government 432
American Civil Liberties

CONTENT: The course is intended to treat a variety of current problems involving American civil rights. Topics treated include censorship, conscientious objection, suffrage, racial equality, rights of the accused persons, academic freedom, and other related subjects. A basic course in American Government is a prerequisite for this course.

PRESENTATION: The course consists basically of lectures; there are lectures every class on assigned topics which follow closely the assigned readings. Little or no discussion is present in the class. Questions are allowed but not encouraged, and no attempt is made to promote discussion.

READINGS: There are two assigned readings: *Civil Liberties Under The Constitution* by H. Glenn Abernathy and *An Introduction To The Law* by C. Gordon Post. There will be additional readings selected later.

ORGANIZATION: There are two assignments: a term paper and a book report. In addition, there is a mid-term and a final examination. The final mark is based on achievement in these tests, in addition to an evaluation of the student's interest and participation in the work of the course.

COMMENT: Fr. Cour does not have a reputation as the most interesting or dynamic lecturer on campus. However, though dry, his lectures are very well organized and treat the topics very thoroughly. In addition, they relate very closely to the readings. An interest in the material is desirable, though, because the presentation itself is not the kind that will turn anyone on. The work load is moderate, but the course can be tedious if one is not interested in the subject matter.

Michael Francis
Government 483
Latin American World Affairs

CONTENT: The course is concerned with the nature of American influence in Latin America. It will include consideration of American business investments in this area and developmental problems in Latin America.

PRESENTATION: Although Professor Francis presents lectures, the exact ratio of lecture to discussion depends upon the interest of the class. Last year, when the course was taught, the time devoted to lectures and discussion was just about even. Students questioned were impressed with Professor Francis' understanding of the problems in Latin America and with his ability to convey his knowledge in lectures. Students also commented favorably upon his ability to stimulate discussion.

READINGS: The readings for this semester include Ferguson's *Contemporary Inter-American Problems*, Williams' *Contemporary Themes of Inter-American Relation* and a book edited by Bernstein on Latin America. These readings are different from those of last year's course, so no real assessment can be made of their value. The readings for the course last year, however, were relevant and worthwhile.

ORGANIZATION: Several tests will be given on the material, and the tests are usually of an essay nature. Students generally believed that the tests and grading were fair.

COMMENTS: All of the students questioned recommended the course for those interested in Latin America, and some consider it one of the best courses which they have taken in Government.

Edward Goerner
Government 403N
Medieval Political Theory

Government 402
Comparative Government II

GOVERNMENT 403N

CONTENT: The common focus of the course will be on the problem of the relations of grace and nature in politics, especially insofar as there is a tension, and sometimes conflict, between religious judgments and political judgments and, consequently, between representatives of religious and political standards.

READINGS: Readings include: Dante, *de Monarchia*; Marsilius of Padua, *Defensor Pacis*; Thomas Aquinas, from the *Summa Contra Gentiles*: On the Ends of Human Life, from the *Summa Theologica*: On Law, War, the Right of Resistance to Tyrannical Government, Political Prudence, Justice, Spiritual and Temporal Power; and E. A. Goerner, Peter and Caesar, sections on Giles of Rome, John of Paris, and Marsilius of Padua. Since this course has not been offered recently, no students were available to comment upon the value of the readings. Judging from other courses taught by Professor Goerner, however, one can safely assume that the readings will be extremely valuable.

GOVERNMENT 402

CONTENT: The main foci of the course will be two questions: what is the relation of politics to economics, understanding the latter to include man's notions of nature and his techniques for acting in or on it? What is the relationship of politics to war, including war seen as the arena for the greatest and most glorious human deeds.

READINGS: The readings for this course are heavy, but they are both relevant and worthwhile. They include: Colin Turnbull, *The Forest People*; Lucy Mair, *Primitive Government*; Homer, *Iliad*; Tacitus, *de Germania*; H. Frankfort et al., *Before Philosophy*; C. Stephenson, *Medieval Feudalism* A. Andrewes, *The Greek Tyrants*; Aristotle, *The Constitution of Athens*; Hannah Arendt, *The Human Condition*; and Joseph Pieper, *In Tune With the World, A Theory of Festivity*. The readings for the course cover materials from African tribes, pharaonic Egypt, ancient Mesopotamia, ancient Greece and the Middle Ages in western Europe. However, the course assumes that the student is already familiar with modern politics in the United States and western Europe. Comparative Government I is a prerequisite. Comparative study will, consequently, have a broader scope than the readings.

PRESENTATION: If registration is large, the format for these courses will be lecture-discussion with two examinations and a paper. If, happily, registration is small, the format will be seminar with papers and no other examinations. Whether the format's lecture or seminar, both of these courses will be challenging and rewarding. Professor Goerner's lecture style is captivating and dramatic. The intellectual depth of his comments stimulates serious reflection on the part of his students. If examinations are given in his courses, they are eminently fair and measure the extent to which the student has thought carefully upon issues

raised in the course, rather than the extent to which he has managed to assemble a massive array of trivia. Since his examinations require serious reflection and knowledge of subject material, they would not be too appealing to the student who has relied upon "snow-jobbing" profs, or to the students whose independence of thought is limited to the feedback of information dictated at him in lectures.

COMMENTS: Anyone who has had Professor Goerner for a course needs no encouragement to take him again. He is one of the finest teachers at the University. In addition to his intellectual brilliance, which is evident in his lectures and in his penetrating comments during discussions, Professor Goerner possesses a personal excellence and warmth, which serve to make his courses experiences in learning to live as a man, as well as opportunities to grow in knowledge about political phenomena. One should be warned, however, that if a student has become convinced that the study of Government involves only the analytical ordering of empirical reality and that any further reflections upon this data are altogether subjective and "non-scientific," he may be somewhat frustrated and overwhelmed by the depth of thought which Professor Goerner brings to his thorough grasp of concrete political experiences. For those students, however, who are open to the possibility that a serious study of political phenomena should be placed in the context of larger and more basic questions about man and his dealings in a society, either of these courses by Professor Goerner will be one of the high-marks of their educational experience.

Theodore Ivanus
Government 444
Government and Politics of Communist
East Central Europe

CONTENT: This one semester course examines in a non-behavioralistic fashion the various social, political, economic and cultural forces at work in Communist East Central Europe focusing on how such forces effected deviations in the Marxist ideology. Special emphasis will be given to the effect of such deviations on Soviet foreign relations especially Soviet-Yugoslav and Sino-Soviet. Various topics ranging from polycentrism to totalism will naturally be included. Since the course is geared to post WW II and due to the many recent occurrences in the area, the course is highly contemporary and lends itself easily to discussion which Professor Ivanus is willing to entertain.

PRESENTATION: Professor Ivanus is an excellent instructor, highly knowledgeable in his field. His ability to contemporize the course in light of recent developments makes the course quite interesting. Professor Ivanus' lecture style is quite informal with numerous references to the New York Times and other political journals.

READINGS: Readings consist of paperbacks and articles on reserve. Although the reading list is long, ample time is given for the completion of each assignment.

ORGANIZATION: There is one term paper, a mid-term, final and one or two book reviews all of which are fair tests of the student's comprehension of the material. Grading is fair with the average grade of B.

Stephen Kertesz
Government 464
International Law

CONTENT: This course will concentrate on the study of the principles and rules of international law in a twofold perspective: the progressive evolution of the law, and the operation of the law in a divided world with growing interdependence among nations. By way of introduction, the course will discuss the nature and function of international law in the contemporary world society, and the sources of international law and its development throughout the ages. The body of the course will concentrate on the following topics: the subjects of international law, international law and the individual, questions of territorial sovereignty and international transactions. (Professor Kertesz's summary.)

PRESENTATION: Professor Kertesz tries to split his class between a reasonable number of lectures and a more than adequate number of seminar-type discussions. His lectures are very well ordered, lucid and informative. But it is usually in the class discussions that Kertesz really shines. His genuine concern for the

students' questions and opinions, coupled with his pervasive knowledge of political science and his personal experience as a diplomat all add up to make this part of the course one of the most valuable learning experiences in the University.

READINGS: The text for the course will be Gerhard von Glahn's *Law Among Nations*. It gives a comprehensive survey of international law and significant cases are summarized. One or two other case-study books are recommended and Kertesz provides the students with an excellent bibliography for outside reading. A good deal of outside reading is expected to be done preparatory to the writing of a 15 to 25 page paper.

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

COMMENTS: A large amount of written work is involved in this course, and a student who is not serious about his academic pursuits perhaps ought not to take it. But Dr. Stephen Kertesz is a rare teacher, manifestly interested in his students; he encourages them to consult with him concerning course material, term papers, or general intellectual interests. He is remarkably open to all thoughtful opinions. Reflective students ought not to pass up this rare opportunity.

John Kromkowski
Government 240
Politics

CONTENT: The course, in theory, is designed to present a general look into the offerings of the government department. There are no prerequisites for this course. An interest in government might be helpful, for the lectures tend to be technical.

PRESENTATION: The class, divided into four sections, gives a brief look at the fields of American Government, Political Theory, Politics, International Relations and Comparative Government (the last two considered as one section). Each section has 25-30 students and lasts for five class sessions. The remainder of the classes are taken up by Mr. Kromkowski's introduction and summation. Because of the large number of students in each section this year, discussion is limited. Both sections meet on Tuesday and Thursday which means that the class periods are an hour and 15 minutes long. At times, when the technical details are abundant, this length is more conducive to sleep than to learning.

READINGS: The reading list of the Political Theory section reads like an English syllabus. It includes such literary figures as Dostoevsky, Melville, Beckett and Saint Exupery. The International Relations section consists of such books as *American Foreign Policy Since World War II* (John Spanier) and other related texts which may be subject to change. The best text of the whole class may be Herbert Storing's anthology of black political writings entitled *What Country Have I?* which is dealt with in the American Government section. No readings, only Mr. Kromkowski's lectures are required for the Politics section.

ORGANIZATION: There is one exam—a final. Four (3-7 page) papers, one for each section, are also required. All sections will accept extra credit papers. The papers each count 15%, the final, 20%, and class participation 10% of the final grade.

COMMENT: Unless you are interested in government and its workings, this is not the course for you. Its descent into the technical jargon of the field (particularly in the politics section) leaves too many disinterested students stranded in the clouds of their own daydreams. If your interests do lean toward this sort of thing, the course can be a rewarding sampling of the government department. A very accurate one, too. The TA's and Mr. Kromkowski himself make themselves as available as possible to the students for "consultations" on different topics, which are organized for a number of students, and for one-to-one meetings with the students to assist them with problems they're having or just to discuss some point of interest.

Peter Moody
Government 456
The Government and Politics of Asia

Government 458
Chinese Political Thought

GOVERNMENT 456

CONTENT: This course covers India and the countries of South-east Asia, countries belonging, however loosely, to the Indian cultural area. The main exception is Vietnam, which derives its higher culture from China. The approach will be comparative and, to some degree, "theoretical," stressing patterns and problems common to the various countries in the region.

PRESENTATION: The course is set up for discussion of various topics; however, the size of the class will probably be the determining factor for the format of the course.

READINGS: Lucien Rye, *Aspects of Political Development*; Hunter, *Southeast Asia: Race, Culture and Nation*; Morris-Jones, *The Government and Politics of India*; Vietnam: *The Origins of Revolution*, McAlister; Vandenbosch, *Changing Face of South-east Asia*; Luttwak, *Coup d'Etat: A Practical Handbook*.

ORGANIZATION: There will be a mid-term and a final examination. In addition, each student must prepare three analytical reviews of books not on the required reading list, but pertaining to material discussed in class.

GOVERNMENT 458:

CONTENT: This course provides a very brief introduction to Chinese political thinking from classical times up to the present, with a heavy bias toward developments since the mid-nineteenth century. There will, of course, be attempts to examine and evaluate the writings of the various thinkers in terms of systems of ideas *per se*, but the main stress will be upon an examination of ideas and actual political behavior, or, as Chairman Mao puts it, between "theory" and "practice."

PRESENTATION: The course will consist mainly of student reports on selected works, with discussion following each report.

READINGS: Liu and Tu, *Traditional China*; Krael, *Chinese Thought from Confucius to Mao Tse-Tung*; Levenson, *Confucian China and Its Modern Fate*; Chow Tse-Tsung, *The May Fourth Movement: Intellectual Revolution in Modern China*; Wright, *From Revolution to Restoration: The Transformation of Kuomintang Ideology*; Tozer, *Taiwan's Cultural Renaissance: A Preliminary View*; Schram, *The Political Thought of Mao Tse-Tung*; Schurmann, *Ideology and Organization in Communist China*; Lifton, *Thought Reform and the Psychology of Totalism*; Doolin, *Communist China: The Politics of Student Opposition*.

ORGANIZATION: The student reports will be delivered orally; but each report must also be converted into a short paper and turned in after the report has been delivered. In addition, each student must prepare a term paper on some topic related to the material covered in the course. There will be a mid-term and a final examination.

COMMENT: Dr. Moody is a fine lecturer and obviously possesses a vast amount of knowledge in his area, which simultaneously amazes and frightens the student. Papers are graded quite fairly, and Dr. Moody has an easy classroom style that allows for a refreshingly free exchange between student and teacher. He is interested in the individual student, and is open to discussion and disagreements. Although there is considerable work involved, his courses are excellent for the serious student.

Gerhart Niemeyer
Government 342
Political Theory

CONTENT: "Political Theory" is concerned with the study of the major concepts of political thought. The core of the course deals with the great classical political thinkers: Plato, Aristotle and Augustine. Dr. Niemeyer's subsequent lectures deal with Aquinas, Machiavelli, Hobbes, Locke, Rousseau, Burke, Marx and Mill. The course is required for all government majors, and there are no prerequisites. The size of the class is usually large, consisting mainly of juniors and seniors.

PRESENTATION: The basic format of Dr. Niemeyer's class is two lectures and one discussion period per week. His lectures are

well organized and well presented. It is quite easy to follow the logical and basic developments of his lectures because of his exceptional and careful preparation and presentation. Dr. Niemeyer is open to questions; however, the size of the class generally limits discussion during the lectures. The worth of the discussion groups varies according to the groups.

READINGS: Traditionally, the reading list has been Aristotle's *Ethics and Politics*, Augustine's *City of God*, Hobbes' *Leviathan*, and Rousseau's *Social Contract*. This spring Henri Franfort's *Before Philosophy* will be substituted for Rousseau and will be read first. The readings, while not excessive, are very rigorous and must be done with much care.

ORGANIZATION: Weekly half page papers on the readings are required. The purpose of these is to demonstrate whether the student has grasped the basic concepts that the weekly readings contain. Two 1½-page papers on a topic assigned by Dr. Niemeyer are also required. Although the papers may seem easy, they require a thorough understanding of the material and an ability to reflect critically on the problem raised by the topic. The shortness of the papers usually adds to their difficulty; precision and consistency are demanded. There are also two examinations, which are difficult but fair. The examinations cover both the lectures and the readings. The final grade is based on the weekly papers, the mid-term, the two term papers and the final. Each counts one quarter of the grade. The final grades usually average out to about B.

COMMENTS: Students have often criticized Political Theory for its lack of "relevance." While relevance should by no means be the sole criterion for taking a course, it should not be altogether ignored. Any serious student who comes to this course with a firm desire to be open will soon find that there could hardly be a more relevant course.

Chris Osakwe
Government 479
International Problems

CONTENT: This course is being offered for the first time by Professor Osakwe, who is in his first year of teaching at Notre Dame; he divides his time between the Government Department and the Law School. The foreign policy of the Soviet Union from either the end of the Second World War or since 1949 (the Communist regime in China began in that year) and the major problems encountered in the Soviet Union will be the subject matter for this course. Though the areas covered in the class, such as the Sino-Soviet split and policy towards the "third world" may seem "topical," they are selected for their illustration of the problems the Soviet Union must deal with in executing its foreign policy. Professor Osakwe's intense awareness of these problems draws the student to reason to his conclusions, rather than to offer opinions. A respectable understanding of post-World War II history and various Soviet efforts is invaluable as background for the course.

PRESENTATION: The course is conducted in a seminar-type format. Professor Osakwe begins each class with a background lecture on the material to be discussed, and a student follows with a presentation of a paper on an assigned topic. There is then a roundtable discussion, which Professor Osakwe keeps tightly connected to the issues by asking provocative questions. If there is no student presentation, Osakwe's questions and direction keep the class period lively and interesting.

READINGS: The readings for the course will center around Brzezinski's *Soviet Bloc*, Rubinstein's *The Foreign Policy of the Soviet Union*, and Ulam's *Expansion and Co-Existence*. Whatever texts are finally decided upon, they are well worth reading. The basic texts for the course are supplemented by an extensive bibliography on each topic.

ORGANIZATION: In addition to the class presentation, each student will probably be required to write a term paper of respectable length. Topics for both are selected on the basis of Osakwe's suggestions. Since these are the major basis of the grade and contribute much to the knowledge which is derived from the course, students are expected to put much effort and thought into them. Participation in the discussions, in a thoughtful and lucid manner, is also expected.

COMMENTS: The material covered in the course is, by itself, interesting and worthy of attention. Coupled with Professor Osakwe's disciplined mind and provocative presentation, this is a course well worth taking. One must, however, have a willingness to do the readings.

John Roos
Government 432
American Political Parties

John Roos, Thomas Swartz
Government 430
Urban Studies Seminar

GOVERNMENT 432

CONTENT: This is a one-semester course being taught for the first time by Professor Roos. Although the focus of the course will be the structure and operation of the two major parties in the United States, the scope of the course will go beyond just a description of these in order to reach a better understanding of the theory and operation of political parties. The first part of the course will deal with the theory behind parties and use some comparative studies to elucidate the essential points. The course will then move to an analysis of the party structure in American politics. The final part of the course will employ the operations of the parties in the current election year as a case study of the subject matter.

READINGS: The reading for the course will provide both descriptive and theoretic material for the framework which will be established in the lectures. Although the reading list has not yet been completed, Professor Roos has been known to assemble readings of high quality for his courses. Michels' *Political Parties* and other works of interest as well as current materials will help comprise the list for this course.

GOVERNMENT 430

CONTENT: This course will be team taught by Professor Roos and Professor Swartz from the Economics Department. Despite the title, the course will be set up around class lectures rather than seminar discussions. The course will treat the economic, political, and theoretical aspects of urban problems and government. While concerning itself with the current urban crisis, some historical considerations of urban life will be made. Both teachers will treat the political and economic questions raised.

READINGS: The reading for the course will be extensive, putting a fairly heavy load on the student. But the quality of the works makes it more than worthwhile for the student seriously interested in the subject. In the past such works as *Anatomy of a Metropolis*, *City Politics*, *The City in History*, and *Maximum Feasible Misunderstanding* have been on the list.

ORGANIZATION: In addition to the lectures and reading, there will be a mid-term, a final, and a term paper of moderate length required in each of the courses. The student is given wide discretion in choosing the topic for the paper.

COMMENTS: Prospective students for either of these courses should be aware of Professor Roos' teaching method. Through the lectures he establishes a theoretical framework for the course. The readings enlarge and develop the themes set forth in the classroom. The approach demands that the student read critically and be able to perceive the larger scope within which individual problems are discussed.

Peter Walshe
Government 446
The Politics of Southern Africa

CONTENT: Initially this course focuses on the Republic of South Africa—the core apartheid state. It then shifts to include Rhodesia, the Portuguese territories and Namibia (South West Africa). A perspective of Southern Africa in world affairs is definitively created in this one semester course whose first half is structured around organized lecture and the second around the involved seminar. There are no prerequisites for this course. Students enrolled are predominantly government majors but a minority of other majors do participate.

PRESENTATION: Professor Walshe is a particularly dynamic lecturer. Lectures are concise and cover a considerable amount of material. Superb organization permits easy note-taking. Lectures both relate to and supplement the reading and questions are encouraged. The dynamic quality of the lectures carry over into the seminar discussions.

READINGS: Two paperbacks are all that need be purchased (total of \$5): LeMay, *Black and White in South Africa* and L. Thomp-

son, *Politics: The Republic of South Africa*. While supplementary readings are moderately heavy (mainly periodicals and other sources placed on reserve), they are generally quite interesting and mesh with the topics comprehensively.

ORGANIZATION: There is a midterm and a final with one short paper to be prepared for use in the seminar section of the course. Exams are demanding but particularly fair. Questions on exams are predictable at least in a general way. Professor Walshe readily provides assistance in selecting and organizing the term paper topically as well as finding the necessary material. The final grade is based on both the examinations and performance in the seminars.

COMMENTS: Politics of South Africa is an excellent follow-up to the Tropical Africa course taught this semester although the course is very much recommended in its own right. Professor Walshe's personal experience of Africa and his intense personal concern for the South African situation provide added dimensions to the course. It proves to be a rewarding learning experience, giving both the sense of complexity of international politics as well as a thorough examination of possible future world troublespots. I highly recommend this course for government majors and non-majors alike. Professor Walshe will also be teaching "Case Studies in African Politics" (Government 448), a seminar course for students who have completed the prerequisites of his "Politics of Tropical Africa" or "Politics of Southern Africa." Beyond a doubt, this man's courses leave you with a lasting interest in the African continent. In the case of South Africa for example, this interest cannot help but take the form of a particularly heightened concern for the situation of 17 million victims of racist apartheid policies. Draw your own conclusions.

George Williams
Government 341
International Relations

Government 482
National Security Problems

GOVERNMENT 341

CONTENT: This course is required for all government majors, so its composition is mostly juniors. The course will examine in detail such topics as military power, deterrence, modernization, Vietnam, and public opinion with the intent of allowing each student the opportunity to formulate and understand his own opinions.

PRESENTATION: Professor Williams does not intend to "spoon feed," so "bozos" beware. Assignments must be read with the purpose of understanding the various conceptual schemes and systematic approaches to the analysis of each topic. Although the responsibility of integrating lectures, readings, as well as the student's own thoughts is left in the student's hands, Professor Williams is always willing to assist the student in his attempt to extend his own cognitive map over such an extensive and complex field.

READINGS: There are about six required paperbacks each semester in addition to the numerous readings on reserve. All are of high quality with ample time given to complete each assignment. Professor Williams distributes lengthy bibliographies dealing with each topic, they serve as an invaluable aid for future reference and "on-the-side" reading.

ORGANIZATION: There are usually three quizzes, a final exam and an optional book review. Quizzes are structured to test the student's insight and grasp of the many analytic concepts presented in the course. Rote memorization or bullish answers do not suffice. Grading of tests is fair with an average final grade of B.

GOVERNMENT 482

CONTENT: This upper-division course will examine the making of American defense policy in the context of congressional and bureaucratic bargaining. Special emphasis will be given to the Vietnam war and strategic nuclear programs. The course is structured as a seminar with limited enrollment.

PRESENTATION: Professor Williams intends that the structure of the seminar be in the nature of a tennis game. Those who are too lazy to return or who can't stick to the rules of the game would be better off leaving their tennis shoes at home. Professor Williams plays an extremely aggressive game on a court; he is

quite knowledgeable, with a willingness to entertain any oncoming volley. Professor Williams' engaging style and ability to analyze politics in a multi-faceted fashion (extending into the social science "grab-bag" of related disciplines) makes the course a multi-dimensional experience.

READINGS: Readings include Enthoven and Smith's *How Much Is Enough?* and the \$20.00, four volume collection of *The Pentagon Papers* (Senator Gravel edition), along with the usual

and valuable readings on reserve. Heavy emphasis will be given to lengthy research papers.

COMMENTS: Professor Williams (a Yale graduate and student of Harold Laswell and Karl Deutsch) is extremely well read and knowledgeable, not only in the field of political science but also in such areas as sociology and psychology. His ability to utilize advancement in these disciplines to the study of politics makes both of these courses worthwhile educational experiences.

History

Leon Bernard

History 322

French Revolution and Napoleon

CONTENT: This course is an in-depth study of the men and events of the first modern revolution of continental Europe. The course studies the intellectual, cultural and political factions of France as their influences rise and subside during those hectic years and examines Napoleon both as a son and reaction to the revolution. The major emphasis of the course is on the men and ideas which prepare and lead the revolution. While there are no prerequisites, a general knowledge of European history helps prepare the student. The class, in the past, has been composed mostly of juniors and seniors. A high percentage of the students are nonhistory majors.

PRESENTATION: The quality of lectures is excellent. Professor Bernard speaks slowly enough so as to facilitate note taking. Yet, he is not dry. He mixes in humorous stories of French leaders and makes the men of the revolution appear more human than the texts might lead you to believe. Dr. Bernard also interjects personal reflections which complement the texts. His tests are based on this same combination.

READINGS: The readings in the past have been very good. This year they will consist of six or seven paperbacks which include: R. R. Palmer's, *Twelve Who Ruled*; G. Lefebvres', *Coming of the French Revolution*; Arthur Young's, *Travels During the Years 1787-88-89* and Holtman's, *Napoleonic Revolution*.

ORGANIZATION: There will be a mid-term and final, of the essay variety, and one term paper of about ten pages. Professor Bernard wants students to write about matters that interest them. He believes cultural and intellectual history is as important as political history and encourages students to explore these areas. The average grade for the course is B. Full A's have to be earned but are not impossible and C's are not guaranteed. The tests do not nit-pick but are more concerned in seeing that the students understand the concept behind the revolution and rise of Napoleon.

COMMENTS: Professor Bernard's course is definitely an excellent educational experience. The past students, in general, have been very impressed by his knowledge of the subject as well as his friendly personality. Professor Bernard teaches his course in such a way as to put nonmajors at ease. His aim is not to overwhelm one with facts but, rather, to give the student a feeling for the times and people of the Revolutionary and Napoleonic age.

Anthony Black

History 342

Twentieth-Century Europe

CONTENT: Survey from World War I to present, emphasis upon military aspects with little reference to sociological or cultural aspects. There are no prerequisites for the course. Smattering of history and non-majors. The course is offered at SMC.

PRESENTATION: Dr. Black is a very interesting lecturer which explains why his format does not usually leave much room for class discussion. Readings are from the text and one outside source.

READINGS: Valuable text, but rather uninteresting outside source. Pace was rapid, but not overwhelming.

ORGANIZATION: There will be one ten-page paper, three tests, and a final. It is necessary to be very thorough and inclusive in test answers.

COMMENTS: The class on the whole is quite good, marred only a few times by boring lectures. Could be further improved by more discussion and smaller class size to facilitate this.

Robert Burns

History 434

England 1815-1914

CONTENT: Description of the goals and emphasis not available at this time. In the past such courses have been comprised primarily of junior and senior AL—most of them history majors. No prerequisites. This course is being offered for the first time and continues Dr. Burns' series on British history, beginning with the Tudors.

PRESENTATION: Dr. Burns' lectures in the past have gained a reputation as being quite dry, but, nonetheless, very direct, chronologically unified, and excellent supplements to the assigned readings.

READINGS: Not available at this time.

ORGANIZATION: On both of this writer's previous experiences with Dr. Burns the final grade was based on three tests and one assigned paper. Past grades have usually been from A to B-.

COMMENTS: It should be stated here and now that the lecture style of Dr. Robert Burns will never make him a threat to either the picking up of any trophies in Atlantic City or appearing before rallies at Sproul Plaza, Berkeley. However, it would be foolish for anyone to dismiss consideration of this course solely on this basis. Dr. Burns has both an apparent personal interest in and scholarly dedication to the area of British history. In such areas as the history of the Irish Parliament, which is apparently the subject of his life's research and inquiries, he is without peers—anywhere. This course would be recommended for not only the history major seeking to fulfill his European requirements, but also any business or science concentrate who might want to take a history AL elective before graduation. The final word about Dr. Burns would be that there is another side of him, which for some reason he has camouflaged in the classroom. At times in the past it was periodically unveiled when he would tell of his travels in the British Isles or of his association with Sen. Abraham Ribicoff. However, for the most part he has been content to simply read his notes, answer questions and depart. Perhaps this time will be different.

Lawrence Bradley

History 380

American Constitutional History

CONTENT: This two-semester course traces the development of American constitutional principles from their origin in Medieval England to their present form. Most of the forty students in the course are history and American studies majors, and the overwhelming majority are pre-law students.

PRESENTATION: Dr. Bradley's lectures seem well prepared, but at times become dry. However, when asking frequent questions during his lecture, Dr. Bradley displays a good personality along with a solid grasp of constitutional law. He welcomes questions from the class, as he probably realizes that these sessions are the strength of the course.

READINGS: One textbook is used for both semesters: *The American Constitution, Its Origins and Development* by Kelly and Harbison (\$10.75). In addition, the course requires three short supplemental works for each semester. The text is thorough and well written, and is definitely worthwhile reading. The supplements are of less value, usually providing a sketchy highlight of a single constitutional issue.

ORGANIZATION: In addition to the readings, a 10-12 page paper comparing two books of the student's choice is required. The books must represent somewhat opposing views of a constitutional question. Two exams and a final are given. The exams are comprehensive and fair. The average grade should be near B.

COMMENTS: This course is recommended only to those who plan a career in law. Others will find it difficult remaining interested. Although Dr. Bradley is a lawyer, he is much more comfortable with European history, as he earned his doctorate in that field. He was assigned to teach this course on rather short notice in order to replace Prof. Menard. Thus, he is still rather unsure of himself in the field of American History. However, considering his open attitude and good effort, it seems certain that this course will improve in both quality and interest.

Rita Cassidy
History 319
Afro-American History

History 354
Sub-Saharan African History II

HISTORY 319

CONTENT: There are no prerequisites for the course. It is primarily composed of sophomore, junior, and senior students. The course emphasizes the position of the black man in history, through the Civil War to modern times. This course is offered at SMC.

PRESENTATION: The course is presented both with lectures and discussion. However, the discussion is maintained on a very intellectual level, and the student must back his view with facts. The reading normally presents a view different from that of the lectures. This course is offered by St. Mary's.

READINGS: The readings are generally worthwhile, and the professor gives sufficient time for the student to complete them. The readings are found in books held in reserve at the SMC library.

ORGANIZATION: Four book reviews are required from the student. There are three exams — an exam on the readings, a mid-term, and a final. The basis for the course grade rests on test grades and the quality of the student's book reviews. The average final grade is usually a B- to B.

COMMENTS: The course is a significant educational experience. The discussions are thought-provoking, the readings worthwhile, and the professor is an excellent lecturer. The class is not composed solely of history majors and, therefore, not a "major" course.

HISTORY 354

CONTENT: The course is concerned with modern Africa and its role in the modern world. Black-white relations are discussed. The only prerequisites for this course are some knowledge of basic world history and a desire to become intellectually involved in African problems. The course is offered at SMC.

PRESENTATION: The lectures are largely factual. However, many interesting sidelights about native African life are given. Miss Cassidy has travelled widely in Africa and understands the African's problems. Discussion is minimal — questions, though, are answered readily.

READINGS: There are few outside readings for the course and there are no required texts. The information from the lectures is the material used in testing.

ORGANIZATION: Two book reports on novels written by African writers are required. Most of the novels are short and interesting. One paper, 15-20 pages, that deals with the geography, population, peoples, and politics of a certain African country, is required. There is only one test, a mid-term. The final consists of each person presenting his or her paper to the class, with the other students discussing its merits. The average grade is a B.

COMMENTS: The course is both interesting and worthwhile. All students can appreciate a basic knowledge of Africa. However, several problems are apparent. An increased number of outside reading is needed. Also, the class meets for three hours once a week — a time span that sorely tries the student's concentration.

James Corbett
History 334M
History of the Middle Ages II

CONTENT: History of the Middle Ages II is a survey course of the history of Western Europe from around 1050 to about 1400. Professor Corbett covers all of the major topics of Medieval History but because of the survey nature of the course, he understandably emphasizes the political and Church areas. Since this course is the second-semester part of an optional requirement; most of the students are history majors. As far as prerequisites go, it would be wise for the student to have taken the first semester course.

PRESENTATION: Professor Corbett has been teaching this for many years. His lectures are always well organized and coherent. Because of the amount of material to be covered, there is not time for much class discussion. The lectures do not duplicate the readings but provide a fine complement to them.

READINGS: Since about four of the books from the first semester, e.g., Mark Bloch's *Feudal Society*, will be used again, the cost for the second semester will be minimal. Three or four new books — a total cost of \$7 — will be assigned. The readings are well-known Medieval histories, quite interesting, and some also fairly difficult. There is plenty of time to read them.

ORGANIZATION: There are two very fair examinations, a mid-term and a final; they are predominantly essay but with some objective questions. Dr. Corbett also assigns a 3-4,000 word research paper whose topic must be narrow enough to be treated adequately. He places a goodly amount of emphasis on this paper for determination of the grade.

COMMENT: In the opinion of this reviewer, Professor Corbett is a fine Medievalist and particularly knowledgeable about the Church history of the Middle Ages. If some students feel that he overly stresses the Church in his course, it must be pointed out that the Church was the most important institution in the life of the Medieval man. As a final note, I must add that Professor Corbett is one of the kindest and most personable faculty members that I have had the pleasure of knowing while at Notre Dame.

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

CONTENT: This course covers the major themes of American politics since 1917, with emphasis on the Presidency and political parties. All classes are represented with several graduate students included. There are no prerequisites.

PRESENTATION: Professor DeSantis knows the subject well, so the lectures are full and punctuated with anecdotes and personal experiences. The lectures, however, tend to drag because of the 75-minute periods. Questions are welcomed but discussion is minimal due to the large size of the class. Professor DeSantis' mellow voice makes the back row a bad place to sit — you miss out on the content of his lectures which are the nucleus of his course.

READINGS: The readings consist of memoirs and biographies that add background to the lectures. They are slow reading, packed with detail, but not difficult. Approximate cost — \$15.

ORGANIZATION: Grades are based on the midterm and final. There are no papers. The test questions are taken from the lectures and readings and consist of 2-3 essay questions. He asks

for good litereray style in your writing along with good content. A's are hard to get and C's or lower are rare.

COMMENTS: This is not an exciting course nor is Professor DeSantis exciting in his presentation, but for a student of contemporary politics it would be a very beneficial course. The course could be improved by Professor DeSantis being more lively and controversial in his presentation. He is a B grader and favors his graduate students, but the course is still worth the effort.

Jay P. Dolan

History 378

American Religious and Ethnic Groups

CONTENT: The course will study the history of immigration in the late nineteenth and early twentieth centuries, the anti-immigration climate and legislation in the U.S. and the Black and Mexican migration to the North and South of the U.S. It will then treat the various theories of assimilation. With this background it will then study the Irish, Italian, Polish, Black, Jewish and Mexican experience in the U.S. The major emphasis of the course will be the assimilation of ethnic groups and the role of the church in this progress. The students will be both undergraduate and graduate.

PRESENTATION: Lectures are factual and interesting. Father Dolan presents enough information to make the class interesting, but not so much as to make it dull. Any questions are handled immediately, and are answered fully so that there will be no doubt as to the real situation.

READINGS: Seven paperbacks will be required for the class; an average of about 200 pages of reading a week will be necessary. The readings are relevant to the discussions, and are usually interesting.

ORGANIZATION: Students will be expected to do the readings and participate in some student panels. The grade for the course will be based on a final exam covering the readings in the course and a paper analyzing some aspect of the ethnic experience. Slides and film will also be used in the course. The readings will include immigrant novels, primary sources and secondary studies.

COMMENT: Father Dolan is a must for History majors with a concern for ethnic groups and urban problems. He has a great style, and at the end of each period the student feels as though he has really experienced the topic discussed. The class, however, is not jock, and is not one for people who need an easy A, but rather is for those among us who are concerned and dedicated History students.

Bernard Donahoe, C.S.C.

History 316

Recent U.S. History

CONTENT: This course, which is taught only in the spring semester, is concerned with the history of the United States from Wilson to the present. It deals primarily with the ideology of historians concerned with the major events of this period in history. A working knowledge of American history and current events is invaluable to the course. Primarily, the class is composed of junior and senior history majors.

PRESENTATION: Bernard Donahoe's lectures are extremely interesting and informative. The lectures are tightly organized, well thought out, and add greatly to the material read for class. The lectures are not merely a stream of historical facts, but they encompass a broad expanse of social, economic, and ideological concerns of the period. Bernard Donahoe's lectures primarily afford additional material and controversial material to the books assigned. He presents his own insights into historical events and his students cannot help but marvel at his knowledge of the subject. There is little discussion, if any, in the course, but it is not sorely missed.

READINGS: Most of the readings are extremely interesting and very worthwhile. About one book per week and possibly more is required.

ORGANIZATION: There are no papers assigned due to the heavy reading list. The course is extremely well organized and is kept

on schedule. There are four tests, weighted approximately equally with a little more emphasis on the final. The final is not really cumulative, but does require a good conception of all the material covered. The examinations are fairly difficult and do require a good deal of preparation. The final grade is based on the percentage of the four examinations. The average final grade is a B. However, there is some difficulty with the material covered. The examinations are fairly difficult and do lectures.

COMMENTS: The course is excellent and very worthwhile. It clearly explains the principles and philosophies of noted Americans and the crucial importance of the events of recent U.S. History. The course explains the "why" of political actions.

Matthew Fitzsimons

History 381

History and Historians

History 398

Special Studies in Chinese Civilization

HISTORY 381

CONTENT: History and Historians will consist of readings from historical classics to illustrate the various views of history in different civilizations, and at different periods in Western Civilization. Among the historical classics will be selections from Herodotus, Thucydides, Gibbon, Macaulay, DeTocqueville, Marx, Henry Adams, Lord Acton, and Arnold Toynbee. Dr. Fitzsimons plans to lecture no more than once a week, with the other two class meetings consisting of conferences, discussions and reports. There will be two examinations during the semester, with a report on one historian taking the place of the final.

COMMENT: This course is being offered for the first time this spring, and considering the subject matter and the teacher, it should prove to be an intellectual experience of the highest order. The question of how men view history is certainly a pertinent one in an age when a good portion of humanity has become enslaved because of one view of history. Fitzsimons is a universal man, and unequivocally qualified to teach the course. The opportunity to know him and work with him should not be passed up by any serious student, whether he be a history major or not.

HISTORY 398

CONTENT: This specially arranged reading course will deal with the origins and formation of Chinese Civilization from its beginnings to the end of the Han Dynasty. Among the topics to be dealt with are: an overview and some misconceptions, geography, archeology and prehistory, the foundation of Chinese civilization, fundamental traditions and great teachers, the Ch'ing Dynasty and its empire, and the Han Dynasty.

READINGS: The load for this course will be extensive and definitely not of the dilettantish variety.

ORGANIZATION: There will be a mid-term examination and three one-hour conferences with Dr. Fitzsimons. The students are also expected to arrange one-hour conferences with the five or so faculty members who have interest and competence in the field of Chinese Civilization. For the latter half of the course, each student is asked to prepare a seven-page analytical history of the Han Dynasty (plus a one-page explanation of method) and a paper on some aspect of Chinese Civilization in the Han period. Each course member will also be required to look at the Art Department's slides on Chinese art and the illustrations of early Chinese art in several of the standard histories of Chinese and Far Eastern art.

COMMENT: Obviously this is not a course for those desiring a low-pressure elective. Nor is it one for the second-semester senior to use just to fill out his schedule. But it is a fine course for someone with a sincere desire to get a firm background in a subject of which more Westerners should be aware.

James Kritzeck

History 304-504

The Near East in the 20th Century

CONTENT: Although he is no stranger to the Theology department, this is Professor Kritzeck's second semester in the Department of History. His course, "The Near East in the 20th

Century," will be offered for the first time this spring. The course covers the history of the "Near East" — from Morocco to India — from 1900 to the present, with attention to causes and results of the World Wars. The Arab-Israeli conflict will be analyzed from an historical perspective. However, the course's emphasis will be on cultural rather than political history, including the three "isms" — imperialism, nationalism, and socialism.

PRESENTATION: The course will not be the standard, straight-lecture type, but will be a combination of lecture, audiovisual presentation, and occasional seminar discussion.

READINGS: General required readings will be minimal, but there will be an extensive list of suggested readings to form an "individualized" bibliography for the student. The exact course requirements have not been established at this time.

COMMENTS: The course is unrestricted and there is only one requirement — a sincere interest in studying the Near East. For this reason, and because Professor Kritzeck is a strong believer in a professor's having a personal knowledge of his students, he requires a meeting with the student for admission — a requirement which, Dr. Kritzeck emphasizes, is *not* designed to frighten away the prospective student.

Donald Mattheisen History 327 Germany: 1789-1917

CONTENT: This course concerns itself with the history of Germany from the time of the Napoleonic period until the eve of the First World War. The major themes in the study of this particular period are the political unification and the constitutional evolution of the modern German state. Special emphasis is placed on the revolution of 1848, the ministry of Bismarck, and the foreign policy and diplomacy which led to World War I. There are no particular prerequisites for the course, it's open to all who are interested. Those enrolled are for the most part junior and senior AL students. History majors, as can be expected, have a slight majority, and there are usually a few graduate students.

PRESENTATION: While Dr. Mattheisen's lectures are not the most dynamic you'll ever hear, they show excellent organization, and are outlined in a manner very conducive to good note-taking. The content is fairly interesting and lucidly presented, and the five-minute break Dr. Mattheisen gives half way through the class helps to ease the strain that 75 minutes puts on one's attention span. Questions are welcome, and discussions usually arise on the topics of any of the short papers assigned. The quality of the discussions, of course, depends on the student's willingness to participate. The lectures are well integrated with the reading material in that they form a good structural outline which the readings fill in. Both the lectures and the readings, therefore, form the basis of the tests.

READINGS: The reading list has changed considerably since the course was last taught. The general textbook is the same, *Germany: A Short History*, (Semon). This provides an adequate general summary of the period in question. The rest of the books are the following: *Restoration, Revolution and Reaction* (Hamerow), *Bismarck and the Development of Modern Germany* (Pflanze), and *Imperial Germany* (Rosenberg). The readings in the past have usually been of good quality, both interesting and informative.

ORGANIZATION: There are three short project assignments required for the course, with which the student should encounter little difficulty. Besides a map assignment, there are two three-page papers which summarize readings assigned from the reserve book room of the library. The combined three grades of these projects form one third of the final grade. The student has two options open to him in regards to the midterm. There are two midterm tests, spaced about three and one half weeks apart. The student may take either one of these tests, having it count one third of the final grade, or he may take both, having each count one sixth. The final exam counts as the last one third of the grade. The tests are divided into two parts, one section of term identifications, and the other an essay. Each section is worth half the possible points. In regard to the essay, the student should be prepared to use his arsenal of facts to defend, discuss or develop a given hypothesis, not simply to regurgitate them. The average final grade is around the B to B- range.

COMMENTS: Dr. Mattheisen's course is certainly interesting and worthwhile, and is to be highly recommended to any history

major in need of his Modern European History credits, as well as to any student in search of an elective. In light of Germany's controversial and formidable role in the twentieth century, the study of the background of this role cannot help but be somewhat fascinating, in particular the aspects of Bismarck's statecraft. Dr. Mattheisen is no easy grader, but the workload is hardly what you would call prohibitive. Those nonhistory majors who have unpleasant memories of history survey courses taken to fill the AL history requirements should not let these memories prejudice them against this course. It has its drier moments, as does any historical study. But it does provide some valuable insights into a historical development, which, in the past, has been subject to both ignorance and misunderstanding.

Fredrick B. Pike History 386 Spain and Spanish America

CONTENT: Professor Pike is a concerned teacher. He is also an acknowledged expert in the fields of Spanish and Latin American Studies, and he carefully explores the interrelation of these two areas. He approaches an ideal balance in providing substantial detailed information, on the one hand, and generalized integrative insight, on the other.

PRESENTATION: Professor Pike speaks from the perspective of firsthand living experience and original research. Thus, his lectures are solid and casual at the same time. His style is lucid and witty. This course is well structured, and requirements of the student will be explicitly presented.

READING: None have been given as yet.

COMMENT: Professor Pike is fairly demanding in course work and sufficiently rigorous in grading policy. The course will be stimulating and excellent.

Charles Poinatte History 412 Study of American Culture II

CONTENT: This course, which is taught only in the spring semester, dealt with the cultural pattern of the U.S. after the Civil war. It attempts to bring in factors which are not in themselves the subject of the course but which have had an influence on American culture and history. These factors include religious, philosophical, educational, artistic, sociological, and musical. The course is primarily filled with seniors and is offered by St. Mary's.

PRESENTATION: The course is primarily lecture by Dr. Poinatte. This is no fault—his lectures are always interesting and expansive.

READINGS: There are no textbooks used in class. However, there are outside reading works, yet these, from the *Brown Decades* to W. DuBois, are excellent.

ORGANIZATION: There are 2 tests in the course, a mid term and a final, the final being extremely comprehensive. A 10-15 page paper, which involves considerable work by the student, is also required. The grade for the course, which usually fluctuates between a B and an A-, is based on the grades of the tests and paper.

COMMENTS: Students who have taken this course feel that it was useful to them, but that it required too much work for the 2 credits given. At times, the professor tended to be "picky" on the style of the paper, especially concerning footnotes. However, judging overall, students are urged to take this course, regardless if they are history majors or not, if they are interested in American culture.

Samuel Shapiro History 368 Afro-American History

History 390A History of Mexico

HISTORY 368

CONTENT: This course deals with the history of Black people in America from the Reconstruction Era (1865-1877) to the

present time. The approach is roughly chronological with readings, lectures, and discussions centered around the major epochs of Black history during the last century.

PRESENTATION: There will be occasional readings and lectures on the history of the Black people in Africa and Latin-America. Since enrollment in the second semester of this course is usually somewhat smaller than in the first, the opportunity for class discussion will be greater.

The film series is a required part of the course. If you are unable to attend both the Monday and Wednesday classes, and one of the Tuesday (6 pm), Wednesday (1:15, 2:20, 3:25) or Thursday (8 pm) film sessions, don't enroll in this course.

ORGANIZATION: There may be unannounced quizzes on the readings, otherwise there is only a major paper and a final.

READINGS: Wiedner, *A History of Africa South of the Sahara*; O. Uya, *From Slavery to Public Service*; *Three Negro Classics*, (Avon); Richard Wright, *Black Boy*; G. Osofsky, *Harlem: The Making of a Ghetto*; Richard Wright, *Native Son*; and *White Man, Listen*; Elliot Liebow, *Tally's Corner*; E. Franklin Frazier, *Black Bourgeoisie*; Charles Silberman, *Crises in Black and White*; W. Huie, *Three Lives for Mississippi* or Hersey, *The Algiers Motel Incident*.

COMMENTS: Doctor Shapiro is known for his outspokenness in class and lack of organization both inside and outside of class. This is less harmful than would be expected. He is very knowledgeable and gives the impression of knowing everything and of having taught in every university and college in the U.S. The readings and films are excellent in every sense. The work load is heavy but not impossible. The final exam covers everything and a student must be up-to-date on all of his work as it covers everything presented in the course. This is not an easy course, but for the student who is interested in the Black Experience, it is well worth the effort as Doctor Shapiro does an excellent job.

HISTORY 390A

CONTENT: This is a two semester course. The first semester covers Mexico up until the Diaz regime. The second semester will begin with the Diaz dictatorship and survey the history of Mexico and Mexican Americans in the 20th Century. There are no prerequisites for the course. The composition of the course is mainly history majors, however, non-majors will find this course an interesting one.

PRESENTATION: The second semester course will combine lecture with discussion. There are generally fewer students than during the first semester which makes discussion more productive. Professor Shapiro's lectures are very informal yet well organized. His personal experiences and his approach to lectures enhance the course and are quite interesting. Professor Shapiro will also use slides and three movies which are related to this period of Mexican history. His lectures are related to both the required books and his tests.

READINGS: The readings of the second semester will consist of twelve paperbacks including three Mexican novels. These books are relevant to the lectures and there is usually one book to be read each week.

ORGANIZATION: There are two major tests, a midterm and a final. Professor Shapiro also requires a one page commentary on each of the assigned books. In addition to this, each student must read one outside book and write a 3-5 page paper on it. The two tests combine objective and essay questions. The final grade is based loosely on the tests and papers. The average grade for this course is a B.

COMMENTS: Professor Shapiro's course should be interesting to both majors and non-majors. This course is not overly difficult, although keeping up with the reading may at times be tedious. The deadlines for papers are not inflexible and Professor Shapiro is understanding and sensitive to the students. Professor Shapiro's classes also take occasional trips to museums, migrant-labor farms, and even to his home for a Mexican dinner. Some students may find the lectures too loosely structured but most will find the course an extremely interesting and educational one. Professor Shapiro is also quite willing to meet with students outside of class time.

NOVEMBER 30, 1971

Marshall Smelser

History 362

British New World Empire II, 1MWF

History 363

American Revolution II

HISTORY 362

CONTENT: This is the second half of a two-semester course dealing primarily with the cultural, social, religious and economic formation of the British American colonies between the mid-1600s and the end of the French and Indian War (1763). Offered every spring, this class is small (fifteen students), being primarily composed of history majors and several graduate students. There is no prerequisite for this course.

PRESENTATION: While the material covered in this course can become very dry, Professor Smelser's thorough knowledge of the subject matter and his fine sense of humor help to make the lectures interesting. The lectures follow the general outline set forth in Dr. Smelser's manual of American Colonial History.

READINGS: The basic text for this course is the manual written by Dr. Smelser. There are also three books of documents which tend to be rather boring and four other more enjoyable and seemingly more valuable readings required. There is more than adequate time given to do the reading. Cost for the books is approximately \$25.

ORGANIZATION: The grade is based on a midterm which deals exclusively with two of the readings, four one-page book analyses based on a prepared form and a final. The midterm is usually an essay test with the final being an almost trivia-based objective test covering the lectures and three books of documents. Dr. Smelser is a very meticulous corrector and grader and consequently takes his time in returning the tests and papers. The average grade for this course is a B, but an A can be had with a good deal of work.

COMMENTS: Professor Smelser is not only an outstanding teacher but an historical scholar as well. While being fairly demanding in this course, he is also quite fair. This course is highly recommended for all history majors and any student looking for a truly intellectually stimulating class.

HISTORY 363

CONTENT: American Revolution II completes the in-depth study of the revolution begun in the fall semester. The course will begin in the period between the surrenders of Burgoyne and Cornwallis (exactly where is determined by the ending of American Revolution I) and conclude with the election of Washington in 1789. Since the course is a continuation of first-semester work, completion of American Revolution I is a necessary prerequisite for this course. Those who were not in the class first semester will be asked to drop the course. The class is largely composed of Arts and Letters students, with the majority of these being junior and senior history majors.

PRESENTATION: Professor Smelser is an interesting lecturer who possesses an acute knowledge of the Revolution period. The student's lecture notes are the core of the course. The readings supplement these notes, but it is the student's job to relate them to each other. Professor Smelser describes the events in his own style and assumes that the student is independently pursuing the readings. The atmosphere is friendly and informal, and questions are encouraged.

READINGS: The reading list is exactly the same as the one used this semester. The basic texts are Alden's *The American Revolution*, Gipson's *The Coming of the Revolution*, and Smelser's own *American Colonial and Revolutionary History* (Second Edition). The supplementary readings are Colburn's *The Colonial Experience: Readings in Early American History*, Hawke's *U.S. Colonial History, Readings and Documents*, Walsh's *The Mind and Spirit of Early America* and Morison's *Sources and Documents Illustrating the American Revolution* (Second Edition). The readings are quite good. The student is only required to read those parts of each book which relate to the period covered in the course.

ORGANIZATION: The student is required to do four one-page book reviews. Two of the books are the course's basic texts, Gipson and Alden. The other two can be done on any books selected by the student from the bibliographies contained in the required readings. The due dates for these papers are spread throughout the semester and must be strictly adhered to. In

addition, there will be a midterm and a final. The tests constitute the foundation of the final grade and are usually quite difficult. They examine, in depth, both the readings and the lectures. Professor Smelser is an exacting grader; the average grade is a low B. Also, the number of A's are quite limited. Furthermore, Professor Smelser will not give any minus grades, but only A, B, C, etc.

COMMENTS: American Revolution II is an excellent course. Professor Smelser, in addition to possessing unbounded knowledge of the period, takes a genuine interest in his students. This course should be avoided by those seeking only a high grade. For those interested in experiencing the American Revolution, this course is a must.

Boleslaw Szczesniak History 340 Japanese History

History 388 Russian History Since 1725

HISTORY 340

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

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

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

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

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

HISTORY 388

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

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

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

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

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

James Ward History 324 20th-Century France

CONTENT: This course is an examination of France, in the period from 1890 to 1963. Emphasis is placed on fairly detailed knowledge of the period — names, dates, and events, but trivial knowledge is not required. Dr. Ward demands simply that the student understands the readings. There are no prerequisites; though the course attracts a number of junior and senior history majors, sophomores are in abundance.

PRESENTATION: Dr. Ward refuses to lecture. His class alternates between will-guided discussion (he is adept at asking leading questions) and informative illustrated talks. Before each discussion, which always concerns a reading, a short quiz is given. The readings and quizzes prepare the student for the mid-term and final, both of which are fair and well-phrased.

READINGS: The readings are extensive, but worthwhile — seven or eight books, at an approximate total of \$20. A kind of text, Paul Gagnon's *France Since 1789*, is required and is the only hard-bound book of the lot.

ORGANIZATION: Grading consists of a midterm (30%), a final (50%), and a classroom grade (20%) compounded from quiz grades and discussion. Average final grade is "B."

COMMENTS: In this course, all elements contribute. The readings present the material, the quizzes help fix the material in the students' minds, guided discussions explore the material, and finally, Dr. Ward is a lively talker; his class is not conducive to sleep. History majors, naturally, are most interested in the subject. Nonmajors suffer no more disadvantage here, however, than in any other readings course.

James Zatko History 452 Russia and Eastern Europe II

CONTENT: This is the second half of a two-semester course on the history of Russia and Eastern Europe. The first half or any other prerequisites are not required. The second half of the course traces the political and cultural history of Russia from Peter the Great to modern times. Most of the students are sophomores and juniors who also happen to be non-majors. This course is taught at Saint Mary's.

PRESENTATION: The format of the course is mostly lectures, with very few discussions, although questions are welcomed.

ORGANIZATION: Several small papers are required. If there are any tests, there will be two, a mid-term and a final. The average grade is A- or B.

COMMENT: This course is an interesting, not-too-difficult course for nonmajors. History majors may, however, want to take a more in-depth study of the material.

Jonathan Ziskind History 352M Ancient Rome

CONTENT: This course is a survey of Roman history from the Etruscans to Constantine. Its major themes are political developments, military history and the course of Roman territorial expansion, and the role of individuals in shaping Roman history. A majority of the class consists of History majors, and a good number of Theology majors comprise another identifiable bloc. Most are sophomores or juniors.

PRESENTATION: This is a lecture course. Almost none of the material covered is conducive to discussion, but questions are enthusiastically fielded by Professor Ziskind. His presentation is organized, lucid, and usually interesting. He is able to make education entertaining. The lectures follow the text quite closely; in fact very little is presented in lecture that is not in the text.

READINGS: The text is *A History of Rome* by Cary (\$6). The other regularly assigned readings are from *Roman Civilization*, Vols. I and II by Lewis and Reinhold (\$3.75 each). All of these have been used before and might be bought secondhand. (The

bookstore's prices quoted are those charged second semester last year.) A new assignment next semester will be an anthology of the writings of Flavius Josephus, probably in paperback.

The reading load is average for a History course. Assignments are made to accompany the lectures. The exception, if past practice is followed, will be Josephus — assigned to be read all at once toward the end of the semester.

ORGANIZATION: One's grade is based on three exams and three map assignments. Submission of an eight-to-ten-page term paper is optional, but advisable if you're aiming for an A.

There is a midsemester and a final on material covered after the midsemester. The other exam will be on Josephus, and probably will be given on the last scheduled class day. The exams are fairly difficult. Some complain that recall of minutiae, especially from readings, is required for certain questions.

Final grading is very fair.

COMMENTS: A good course. Some with no previous interest in classical history find that Professor Ziskind's teaching sparks one. Others are surprised to learn that "that far back junk" isn't necessarily boring at all. At any rate, most of those who take the course enjoy the material and Ziskind's distinctive style of teaching.

Anthony Black History 301 Contemporary Affairs

CONTENT: This is in essence a post-World War II history course interspersed with contemporary problems. It is meant to

give background for many current problems. The class enrollment comes from all colleges: students should have taken some Western Civilization course.

PRESENTATION: Dr. Black presents very well-organized and inclusive lectures with exact dates and almost every detail covered. Because of his conservative viewpoint, he is often challenged by the students, and there can be some good discussions resulting from the differing viewpoints. Lectures and readings are directly related to the test material. Previous semesters have included class discussion on special days devoted to one particularly large contemporary problem, such as Pakistan.

READINGS: The text used for this contemporary affairs course was published in 1954 which hardly seems contemporary. It is entirely historical in treating all the post-World War II conferences and treaties in very great detail. The most redeeming quality of the book is its price: cheap.

Time Magazine is also used for half of the course. One class a week is devoted to discussion of its features.

ORGANIZATION: One-day-a-week lecture, one for discussion. The only assignments were preparation for class, no papers or projects. There were two exams, mid-term and final, both very fair and consisting of identifications and essays. The final grade was the average of the tests: Average around a B.

COMMENTS: The history section of the course seemed to be emphasized far too much for someone who is a non-major. For example, the specific decisions of the Potsdam Conference are not exactly a current problem. A focus on the historical development of particular current problems would be of much more interest, especially with Dr. Black's extensive background.

Humanistic Studies

Schlesinger and Schuler Humanistic Studies 424 Colloquium IV

CONTENT: Seminar discussion is the focal point of the Humanistic Studies Colloquia. Consisting mostly of HuSt seniors, the two sections of the colloquia discuss works including Burke's *Reflections on the French Revolution*, Marx' *Communist Manifesto*, Newman's *Idea of a University*, J.S. Mill's *The Subjection of Women*, Ibsen's *The Doll House*, Chardin's *Phenomenon of Man*, McLuhan's *Understanding Media*, Camus' *The Plague*, Roszak's *Making of a Counter Culture* and Fanon's *The Wretched of the Earth*, in their historical, and cultural context.

PRESENTATION: Sessions are led by Miss Monica Schuler, but Dr. Schlesinger participates freely, and discussion is usually lively. Guest lecturers are brought in on occasion, adding another viewpoint to the discussion, but at times squelching any desire on the part of students for discussion of the book or topic handled.

ASSIGNMENTS: There is a final exam, usually in the form of two or three essay questions on the books discussed. Class participation and results of this test form the basis of the final grade which on the average is B.

COMMENTS: As this is a major HuSt course, the orientation of discussion is naturally that presented in the Culture courses. Those interested in an "unbiased" or diversely oriented seminar would not be encouraged to take the course.

Monica Schuler Humanistic Studies 326 Expansion of Europe

Humanistic Studies 324 Humanistic Colloquium

HUMANISTIC STUDIES 326

CONTENT: This course is the first elective to be offered in the Humanistic Studies Department. It is open to all students but is composed mostly of junior and senior Humanistic Studies Majors. The course covers European expansion throughout the world from the 15th century to the 19th. The major emphases are on the means employed by the different countries in setting up their empires in foreign lands and a close look at the institution of slavery in these different empires.

PRESENTATION: The classes mainly consist of lectures, given by the instructor. Class discussion is minimal although not discouraged by the teacher. Miss Schuler is obviously well versed in this subject, particularly on slavery. The lectures while sticking closely to the assigned readings are also supplemented by Miss Schuler's personal knowledge.

READINGS: The readings are generally considered to be heavy and equally split on worth. One of the major drawbacks of the course (in this student's opinion) is that the readings are assigned from textbooks which are kept on reserve in the library. There is generally only one copy of each of the many texts which are used. The problems this would present for any one student would depend on the size of the class and that particular student's

preference for the library. In addition to the 20 some texts on reserve, three paperback books were required.

ORGANIZATION: The class was required to write two (8-10-page) book reports. There are two tests, a midsemester exam and final. The test essay and generalizations will bring no better than a C. At this point it is hard to tell how the final grade will be determined. It seems that this course will follow the usual path of Humanistic Studies courses. That means the grades will not be an objective averaging of the grades received on the papers and tests. The subjective view of the teacher will probably influence the grade. This should not scare the student as it usually works to his or her advantage.

COMMENTS: I believe it to be the general feeling of the students now taking this course that it is not worth the work required. Most of those who are taking the course now express no desire to take the sequel to it next semester, nor would the majority recommend it to anyone else. In all fairness, it must be remembered that this is the first semester this course has been offered. I am sure Miss Schuler would have no objection to working with the students to make it more palatable to them. The main problem seems to be the amount of readings required and most students simply are neither willing nor have the time to do them all.

HUMANISTIC STUDIES 324

CONTENT: This course, consisting almost entirely of Juniors, is the complement to Cultural History (which is not, however, a requirement for this course), and attempts to give the student direct exposure to the culture of the period under consideration (approximately 1300-1600). Elements of the culture which are studied include: literature, art, music, and philosophy.

PRESENTATION: The classes are conducted almost entirely as discussions, and as such, are subject to the problems of any seminar: specifically, a lack of student participation (and interest) and digressions into incidentals rather than essentials. A great deal depends on the attitude and enthusiasm of the class. However, Miss Schuler has displayed an ability to maintain discussion without dominating it, by posing significant problems and questions. Both her firm grasp of the subject matter and her genuine interest in the students further enhance the atmosphere of the class.

READINGS: Readings in the class include selections from the following: *Travels of Marco Polo*, Toynbee, *Civilization on Trial*, *Records of the Trial of Joan of Arc*, Dante, *Inferno*, readings on Renaissance art, readings on Renaissance music, Machiavelli, *The Prince*, Erasmus, *Praise of Folly*, More, *Utopia*, Michelangelo, Cellini, *Autobiography*, Luther, *Freedom of a Christian*. All are available in paperback; none of the selections are unreasonable in length.

ORGANIZATION: The assignments consist of selections from one of the above books each week. There are no papers and no projects. There is one two-hour exam, consisting of three essays. Class participation and this exam are the determinants of the final grade.

COMMENTS: The course is probably most beneficial and interesting to students majoring in Humanistic Studies who are simultaneously studying the history of the period under consideration. The classes can be extremely interesting and productive. However, a great deal depends on the mood of the particular class and their interest in the topic under discussion. Nonetheless, any student sufficiently interested can profit by merely reading the selections which are generally highly beneficial in themselves.

Languages

Josephine Barallat

Spanish 212

Survey of the Generation 1898 & 20th Century

CONTENT: This course meets three times a week and is based on the literature of Spain since 1898. Several literary fragments are read, including some novels and plays of modern Spain. The aim of the course is to grasp the real life of today's Spain through literature. This course is a semi-continuation of the first semester course of Neo-classic Spanish Literature. However, the first semester is not a prerequisite. The course is required for Spanish majors and offered only in the spring.

PRESENTATION: Discussion of the texts is the method used in class. Lectures are in Spanish, and the prerequisite for both majors and non-majors is to have passed intermediate Spanish.

READINGS: Miss Barallat utilizes five different texts: *Anteologia de la literatura Espanola II* by del Rio, *Niekola* by Unamuno, *Zalacain El Aventurero* by Pio Baroja, *Obras Escogidas* by Gracia Lorca, and *La familia de Pascal Duarte* by Cela.

ORGANIZATION: Written tests include one take-home. One paper is required throughout the semester. The basis of the final grade is class participation, papers and tests.

COMMENTS: Miss Barallat has a good open lecture style. She encourages personal opinion. In papers and in oral work the stress is on originality and sincerity. She has a great enthusiasm for her subject which carries over to the students. Along with her great interest and knowledge comes fair grading.

John M. Bomer

French 202

Modern French Readings

CONTENT: The purpose of this course is to serve as a transition for majors between language and literature courses. Prerequisites for the course is Intermediate French 121-122 or the equivalent. The majority of the students who enroll in this course are sophomores although freshmen and juniors may also take it. The course equally emphasizes reading, conversation, composition and translation. This is a St. Mary's course.

PRESENTATION: Dr. Bomer's course material will primarily be composed of nineteenth century novels and poetry (Flaubert, La Martine, Vigny) in addition to the eighteenth century novel *Manon Lescaut*.

ORGANIZATION: There will be a minimum of three short papers in addition to a midterm and a final exam. The exam material covers the readings and discussion; thus, the exams are fair and not extremely difficult if one has followed the course.

COMMENTS: Although this is the first time Dr. Bomer has taught this particular course, past experience with other courses indicates that this will be a profitable educational experience. In addition to teaching experience in upper-division courses, he has an excellent command of spoken French and a good working knowledge of the literature of this period. This course is not required for students studying abroad their sophomore year.

Amalia de la Torre

Spanish 451

Latin American Poetry

PRESENTATION: Mrs. de la Torre fosters a genuine exchange of ideas by promoting and provoking students' questions, and she is sensitive to the direction in which these questions may lead. His lectures never drag or ramble, but rather she keeps to the points she wishes to emphasize. Whether she is setting a background and frame of reference for a new series of readings, or whether she is discussing the fine details of an author under examination, her presentation makes it vital to attend class if a student wants any grasp of the assigned material.

ORGANIZATION: Written assignments vary in length and number, but Mrs. de la Torre always gives them careful attention.

COMMENTS: Mr. de la Torre is well-liked by students for good reason. She is an excellent teacher, open to the questions and interests of her students on one hand and dedicated to her subject material and her profession on the other.

Miss Dworski

French 456

Modern French Theater

CONTENT: Modern French Theatre is an upper division French course which studies the development of drama in the twentieth century through the work of representative authors such as Claudel, Genet, and Beckett. There are no specific prerequisites for the course, but facility in French is definitely necessary. The course is limited to 20 students, usually juniors and seniors, and is offered at SMC.

PRESENTATION: The presentation of the course takes the form of a discussion with leading questions and background material being presented by Miss Dworski. There is a large amount of material to be discussed, and often the discussions become too undisciplined to treat all of it.

READINGS: The readings themselves follow somewhat of a chronological sequence from 1900 to the present. This year Miss Dworski plans to include *Ubu Roi* by Jarry; *L'Annonce Faite a Marie*, Claudel; *La Guerre de Troie n'aura pas lieu*, Giraudoux, and *La Reine Morte*, Montherlant. She has also elected to include Beckett, Ionesco, and Genet, but will allow the students some choice as to which plays will be covered.

ORGANIZATION: Assignments are to include a number of small papers, open-book exams, and perhaps one major paper. These are not usually given strict letter grades, and the final grade is based subjectively on overall course performance.

COMMENTS: Modern French Theatre is a worthwhile course depending on the amount of time willing to be spent on it. However, Miss Dworski is a demanding professor who does know literature quite well and is able to relate it to the students. Also the amount of time allowed for the course is often not sufficient for the material to be discussed. Even non-majors would enjoy the course, as modern theatre is a topic that is interesting to most students. If the student already has some knowledge of French theatre, there is much to be derived from this course. Some students find Miss Dworski's personality a bit too forceful and her accent too anglicized.

Raymond Fleming

Modern Languages 236

Italian Literature II

CONTENT: This is the second half of a two semester survey of Italian Literature. The first semester concentrated on the *Inferno* by Dante (and rightly so) with a study of earlier poets as an introduction into the movement of literary style from the *scuola siciliana* to the *dolce stil novo*. The first semester ends with an introduction into Petrarch. The second semester begins with Petrarch and covers a variety of authors: Boccaccio (*Decameron*), Machiavelli (*Il Principe*), Goldoni, Leopardi, Tasso, Foscolo, and whomever else time allows. The student should have a working knowledge of the Italian language. Because of the language problem and because of the survey nature of the course, the study of the literature is not an exhaustive one. The readings are not long, primarily due to the difficulty of translation. The class is comprised of students majoring in modern language, those majoring in literature, and those who wish to fulfill a language requirement. They are sophomore, juniors, and seniors.

PRESENTATION: Mr. Fleming gives excellent introductory lectures into the material. These lectures deal with a variety of topics from the literary, social, and, of course, political condition of the periods to personal critical comments on the material. Class discussions take over on the specific works themselves. The discussions remain pretty much on the surface with Mr. Fleming very often attempting to lead the students into deeper thought by his timely interjection of comments and factual information.

READINGS: The readings are in Italian and are taken from a

four volume anthology of Italian literature: *Scrittori d'Italia*, edited by N. Sapegno, G. Trombatore, and W. Binni. Handouts and some required readings in criticism are not uncommon. Mr. Fleming chooses these readings with care toward the quality of the criticism. The cost is about \$15—\$20.

ORGANIZATION: There is a midterm or class presentation and a final exam. There is also one *critical* paper (7-12 pages). The final exam may be a take home but this will depend on the situation at the end of the semester. Most of the grade for the semester (over 50%) will be based on the students contribution to the class. The grades have been high in the past but this should in no way suggest that this is a "jock" course.

COMMENTS: The course gives a good view of the literary development of Italian literature and allows the student to develop a greater proficiency in the language. Mr. Fleming's approach also strengthens the students' critical (as opposed to a discursive) study of literature. If those entering this course were already proficient in the language, the class would be improved a great deal. Nevertheless, this course is recommended for any student with a knowledge of the language and an interest in the literature.

Frau Freida Grosser German 236 German Literature II

CONTENT: German Literature II begins where German Literature I of first Semester ends, that is, the end of the 18th Century to the present. It is a general survey course which includes Goethe and extends to the German authors of Romanticism, the Enlightenment, Realism, Naturalism, WWI and WWII. A knowledge of the German language is a prerequisite for the course, and language majors, especially German majors are strongly urged to sign up with Frau Grosser. This course is offered at SMC.

PRESENTATION: Frau Grosser's lectures are in German, but she gives special consideration to those who have not studied abroad, speaking slowly with precise and accurate German. She separates those students who have not studied abroad from those who have, meeting the two groups occasionally at different times, and making special assignments for majors. She adjusts the assignments to the students' capabilities. Frau Grosser relates her lectures to the reading material but does not hesitate to bring in other ideas from her tremendous knowledge of German literature. She welcomes student discussion and places much emphasis on sharing ideas of the mind, especially critical analysis.

READINGS: Two major texts will be used; *Age of Goethe* by Stuart Atkins, and *German Literature Since Goethe* by Feise and Steinhaur. The students, however, will not read everything included in the two books.

ORGANIZATION: Assignments are not difficult and usually consist of short papers relating to the reading material. Frau Grosser considers a certain amount of written work essential for majors for practice in writing German. Grades are based on reading and understanding the assignments, class participation, written assignments and one final exam. The final exam is either a take-home or in-class essay, depending on the student's choice. The final also consists of a short factual exam in which no choice is given the students.

COMMENTS: This is Frau Grosser's last semester teaching before she retires. Her classes are stimulating partly because she herself finds German literature rich in its relationship to real life experience, and partly because she, as a person, is full of an earthly wisdom and perspective. She is not only open to new ideas, but she welcomes them. She has written critical essays about Goethe, etc., in German literary reviews. Frau Grosser passes her own perspective and love of German literature over to the students. For example, she has commented to her students why an older person loves and understands Goethe's *Faust II* with a deeper appreciation than the younger student. It is part of the life-understanding that comes with time and growth. She feels the beauty of sorrow and joy. Frau Grosser takes interest in her students as persons, wondering why some students rarely contribute, leaving her own course open to criticism and change. Anyone with a knowledge of German, be it fluent or otherwise, should take this course, not only because the teacher is personable and excellent, but because students will not have the opportunity again to participate in this significant educational experience. That is, to learn of life and literature from a warm-hearted, intellectual professor who is completing one part of her career at SMC.

John N. Hritzu Latin 334 Lyrics and Elegiac Poetry

CONTENT: This course is being offered for the first time in two years. It deals with elegiac and occasional verse, that is, little poems written on certain occasions which express a personal emotion. Hritzu will begin the course by discussing the Greek development of the elegy using as examples, Alcaeus and Sappho, the basis for the Roman elegy. The students will see how the Romans took over a meter from the Greeks which was almost not suitable to them because it wasn't lyric. The Roman writers, Catullus, Tibullus, Propertius and Ovid will be covered in class. Hritzu will compare the developments of lyrics and elegiac poetry to those lyrics and elegies written after the ancient Roman culture up to the English and American elegies such as Gray's.

ORGANIZATION: Assignments will be based on Hritzu's own choice of material available. After understanding and learning the development of the meters used in elegiac poetry, the student eventually is expected to write an original stanza using the different meters learned in class. Thus, a good foundation in Latin is required, especially since the play on words or figurative meaning of the emotional outbursts in the poetry are often personal descriptions difficult to understand. Some understanding of Latin literature is advisable. Hritzu will take time for the proper background of the material before he plunges ahead. The exact number of texts for the course is not available at this time.

COMMENTS: Mr. Hritzu has excellent command of his field, and this is inevitably revealed in the many explanations of grammar points and literature which he gives whenever the subject matter allows it. He is patient and very available to those who want and need to see him, although he has no specific office hours. For the most part, the classes comprise translations which are assigned for homework and are reviewed in class. The tests are fair but long, entailing a passage to translate and two essay questions to answer. Often questions arise in class which the students may or may not feel free to answer. Mr. Hritzu makes the Latin alive by complementing modern phrases or notions, equivalent to the Latin studied. The course material itself is not overly rigorous, although a good command of Latin grammar and vocabulary is necessary. Mr. Hritzu does expect outside readings used in the comparison of works and to enhance comprehension of a particular author. What one gains from Hritzu's course depends on how much effort one wants to put into it, and what one expects in return. Mr. Hritzu is fair and naturally expects more from the student with a better background in Latin. Whether or not you take a course with Mr. Hritzu, you should drop by his office for a pleasant chat. He says that the Greek word for 'scholar' means leisure, in that a student must take his time to learn. He believes that college students and faculty often rush back and forth to classes in various buildings never having the time to communicate with each other, to discuss thoughts of a class at leisure. Any student would welcome his personableness and interest for other's feelings.

J. William Hunt Modern Languages 452 Nature of Tragedy: Aeschylus to Ibsen

Latin 400 Latin Literature in Translation

MODERN LANGUAGES 452

CONTENT: An intensive analysis of the varied development of the tragic genre, aimed at an inclusive definition of its nature and significance. Through close study of works drawn from four leading periods, the purpose will be to formulate a comprehensive comparative view. Authors treated will be Aeschylus, Sophocles, Euripides, Shakespeare, Racine, Ibsen, and Faulkner. The periods considered will be Greek classicism, Elizabethan renaissance, French neoclassicism, and modern; the course should develop beyond composition in one period a capacity to deal with the genre through its development.

READINGS: *Oresteia*, *Antigone*, *Medea* and *Hyppolytus*, *Othello* and *Romeo and Juliet*, *Phedre*, *Rosmersholm* and *Bygmester Solness*, and *Absalom, Absalom*.

PRESENTATION: Class discussion and occasional lecture.

ORGANIZATION: There will be one final and two papers, one short

and one long. Some reading knowledge of another language is helpful but not required.

LATIN 400

CONTENT: A semester course designed to acquaint literature majors with latin classical works at the source of the tradition they study, and thus background understanding of original sources. Authors treated will be Catullus, Lucretius, Cicero, Virgil, Tacitus, Juvenal, and Ovid. Basic problems will be considered related to epic and lyric poetry, philosophical essay, historical analysis, satire and mythology. The aim is an appreciation of the historical origins of some major literary forms and a familiarity with the sources of many later ideas and patterns, characteristics and symbols, themes and allusions.

READINGS: *Lyrics of Catullus, De Rerum Natura, De Amicia and De Senectute, Aenid, Annals of Imperial Rome, Satires of Juvenal, Metamorphoses.*

PRESENTATION: Class discussion and occasional lecture.

ORGANIZATION: There will be one final and two papers, one short and one long. Some reading knowledge of another language is helpful but not required.

COMMENT: Since this will be the first time these courses are taught at Notre Dame, it is impossible to give an evaluation of the course proper. However, Mr. Hunt began teaching this fall, thus an evaluation of his teaching style can be made. Mr. Hunt brings to Notre Dame a healthy intellectual aura as well as the additional presence of a man whose major field is comparative literature. He is anxious to enter into the life of the N.D. community and he is always interested in student thoughts. In his courses, he places major emphasis on reading of the individual texts, yet this study necessitates that the reader formulate comparisons and ideas which make the collected reading intelligible. In helping the student to attain a good comparative sense of the literature, Hunt is a gifted teacher. He comes to class well-prepared with notes and ideas to stimulate discussion. He provides texts and dittos that give the student secondary language, philosophical, and historical information on the authors. His chief talent, however, lies in class discussion. Provoked by a student question or seized "by the Muse" of his own thought, Mr. Hunt will launch into an enlightening *explication de texte* alluding to music, art, literature of other languages, or contemporary events. His scope in the humanities is especially wide. The livelier the student discussion and questioning the more likely is Mr. Hunt to expound his knowledge. To make Mr. Hunt's courses full educational experiences the student is advised to read the works closely, to come to class prepared for discussion, but, most of all, listen to Mr. Hunt when Calliope has inspired him.

Randolph Klawiter

German 485

Erasmus, Luther and Humanism

COMMENTS: Professor Klawiter's courses are mostly centered on a discussion and reflection between the students and the professor. Although his students are concerned with the numerous books, every student is very enthused about the course. It is important for the student to feel that he can contribute to the course, although he isn't as learned in the field as the professor. Professor Klawiter is an excellent teacher, because of his tremendous knowledge of European philosophy and because of his respect for the students' opinions. Any course with him is worthwhile since the student comes in grip with his own concepts in relation to others. He is a personable professor, one whose office hours are at the Pay Caf from 4-5, Mon. through Fri. You can sit and talk with him over a cup of coffee, and more than that, you will gain from it. Professor Klawiter has a special interest in Erasmus and he is writing a book about him. His bibliography on Stefan Zweig is already in the Notre Dame Library. He is a professor with historical perspective, one who can relate ideas of different eras to any topic of discussion, one who will leave his work aside to converse with a student.

Walter Langford

Spanish 482

Latin American Civilization and Culture

CONTENT: This course is being revived after a few years' absence and will be offered this spring in a revised form. It will cover

NOVEMBER 30, 1971

social, cultural, political and economic aspects of 20th century Latin America. This is not a history course, although some historical background will be provided to help the student better understand the achievements and the problems of present-day Latin America. Since the class will be conducted in Spanish, students wishing to take the course should have had two semesters of elementary college Spanish with an additional semester of practical readings or the like, or two semesters of intermediate Spanish.

PRESENTATION: Students taking this course should find Professor Langford's lectures well-prepared, well-delivered, and interesting. The class will probably be small (15-25 students), which will allow for discussions once the students have done some reading on their own. The quality of the discussions will depend on the students' willingness to read. Professor Langford is always willing to field questions on lecture material or readings.

READINGS: There are few good texts available dealing with such a broad topic, so there probably will not be an established text. Students will be expected to read on their own, with the professor helping them to find suitable material available in the library or bookstore.

ORGANIZATION: There will be one or two quizzes and a final exam. Those who attend class regularly and do a reasonable amount of reading should not find the tests too difficult. In addition, each student is expected to give one or two short reports in class, and must write a term paper (approximately 10 pages) dealing with any topic which he finds interesting and is related to the course. Grades will be based on the tests, reports, and the final paper, as well as on class participation. Those who show interest in the course and are willing to do a reasonable amount of work will probably receive A's and B's. Those who don't work can't expect to receive good grades.

COMMENTS: Most Americans are very ignorant of what is going on in Latin America today. This course will provide its students with a good start in trying to understand Latin America and its people. Professor Langford possesses a broad knowledge of the history, culture, and political and economic situation of the Latin American countries. He has spent time with the Peace Corps in Chile and directed Notre Dame's foreign studies programs in Cali, Colombia and Mexico City. Students seeking a personal and friendly classroom atmosphere will find it here, as Professor takes an interest in each student. Both the course and the teacher should be most enjoyable.

Klaus Lanzinger

German 459

American-European Literary Relations:
Seminar in Comparative Literature

German 469

Contemporary German Prose

CONTENT: The aim of this course will be a study of the 20th century German novel. This will be accomplished by reading the works of four, possibly five novelists. This course is open to all majors, but is meant to attract juniors, seniors, and grad students. There is no limit to class size.

PRESENTATION: Professor Lanzinger will conduct the class in German; the student should be able to understand, speak and write German. The lectures will relate to the book at hand and relevant literary topics of its time. There will also be periods devoted to seminar-type discussion of the works. Professor Lanzinger lectures and discusses in a colloquial, easily understood style, and willingly answers questions.

READINGS: The readings will consist of Thomas Mann's *Zauberberg*, Robert Musil's *Der Mann Ohne Eigenschaften*, Franz Kafka's *Das Schloss*, and Günter Grass' *Die Blechtrommel*. All will be paperbacks. These are all in German, and in the case of Mann especially, the style isn't *leicht*. They will however be read in snatches of about 50-70 pages per week, or about four weeks per book.

ORGANIZATION: There will be three papers, in German, of about 5-7 pages each. Correction of the papers will be for ideas; good grammar will be assumed. There will also be a midterm and a final. A good effort in the course will probably bring a B; with a little (not much) luck, an A can be earned.

COMMENTS: Professor Lanzinger, an Austrian, has an excellent

knowledge of German literature. In the past, this writer has found him a stimulating teacher, willing both to make clear his own beliefs about a work, and consider others. He is easily accessible out of class. He offers a very worthwhile learning experience, and this writer would take him again.

MODERN LANGUAGES 459

CONTENT: This seminar will be a cross-Atlantic study of themes similar and different in literary works of several countries. Cultural attitudes in the U.S. and Europe will be examined. Topics considered will be from the 19th and 20th centuries in which the works were written. The course will be open to English, American Studies, and Modern Language majors though limited to twenty students, juniors and seniors. There is no prerequisite, however, a reading knowledge of French, Italian or German is strongly recommended.

PRESENTATION: This course is a seminar. Though Professor Lanzinger will lend direction, heavy student participation will be expected. The discussions will center around the cross-cultural aspects of the works. Whether the course is interesting will depend on the students; Professor Lanzinger will do his part. The class will be conducted in English.

READINGS: The following paperbacks will be read: Alexis de Tocqueville, *Democracy in America*, J. F. Cooper, *The American Democrat*, Nathaniel Hawthorne, *The Marble Faun*, H. Melville, *Redburn*, H. Adams, *The Education of Henry Adams*, H. James, *The Europeans*, E. Hemingway, *The Sun Also Rises*. There will be a book assigned every two weeks.

ORGANIZATION: One or two research papers will be required, and there will be a midterm and final. All written work will be in English. The emphasis for the grade will be on the paper(s).

COMMENTS: Professor Lanzinger's ability to synthesize European and American literature is outstanding. Here is where he is at his best. He is a recognized expert in American literature, especially Melville. He sums up this course as "trying to find a definition for American literature by contrasting American civilization with European civilization." His intellectual capabilities will make the attempt a success. This is the first time this course has been offered, and Professor Lanzinger will bring to it his great enthusiasm and knowledge.

Michel Marcy French 205 Prose Composition

CONTENT: The major aim of this course will be to acquaint the student with the technique of writing composition. There will be intensive practice in creative and informative writing in order to develop a clear, accurate style and a command of the mechanics of the French language. Advanced grammar lessons will be included as an important part of the course. The student will find this knowledge of French grammar put to practical application in his compositions. In addition to the obvious writing practice, the student will also find himself developing writing in his critical ability. Members of the class will exchange constructive criticism concerning one another's compositions. A fairly good command of the French language is imperative. Most of the students will be juniors and seniors, many of whom have participated in the Angers program.

PRESENTATION: Lectures will consist of presentations of the technique of writing prose composition and also patterns in French grammar. A more elaborate explanation of the grammar lessons in the required text will be furnished in the lectures. Class participation will be required when reviewing assigned grammar exercises. Constructive criticism of the individual composition will be given openly each week.

READINGS: Required text for the course has not yet been decided.

ORGANIZATION: One composition per week, the length of which may vary, will be required throughout the semester. Topics for this weekly assignment will generally be suggested by M. Marcy. In addition to the weekly paper, it will be necessary to prepare exercises in grammar. Quizzes both announced and unannounced will be given regularly on the grammar material. Thus, it is important for the student to keep up with his work. The final exam will test the student both on his knowledge of French grammar and his skill in writing a prose composition. Average final grade for the 1970 fall semester was a B.

COMMENT: Students who took this course with Marcy in the fall of 1970 found it to be highly worthwhile. The writing ability

of the members of the class varied, although all remarked improvement in their composition work after the semester was over. The improved writing method was seen as a definite asset in literature courses requiring papers. The grammar exercises generally were good as review and as a basis for strengthening knowledge of the French language. Some of the grammar covered was decided to be too elementary. The new text required for the course should hopefully eliminate this criticism. Regular attendance in class is necessary. M. Marcy is a fine instructor, well qualified and interested in his students. He demands quality work from each student and spends much time correcting individual problems. His enthusiasm for the class is evident. Grammar lessons, which have the natural tendency of degenerating into total tedium, were, on the contrary, lively and interesting. This course is highly recommended (and necessary) for those students who are seriously pursuing a study of French.

Rejane Moreno French 236 French Literature II

CONTENT: This course is a continuation of French Literature I and will deal with *littérature française* from the 18th to the beginning of the 20th century. The aim of this course is to acquaint students with the major French writers of these centuries and to give them a sense of the historic continuity of their ideas and styles. A student should have language experience beyond a beginning course for French 236.

PRESENTATION: Mrs. Moreno will lecture *en français* on the thought and history of the different centuries as well as on aspects of a particular author's form and style. She will provide some ditto sheets on French literature in addition to her lectures. However, this semester she will encourage more discussion by students. She prefers the students use French in the discussion and in their class questions.

READINGS: The text is the same one used for last semester's course, *Sommets Littéraires français*, \$8.95. The selections in this book are not difficult. In fact, the book contains footnotes on each page which translate any difficult phrase in a poem or story. Several complete works representative of the 18th and 19th centuries will also be used.

ORGANIZATION: This semester there will be no exams. Rather, the student must write 4 papers—two on the 18th century and two on the 19th. The student will have a choice of topics and whether he wishes to write the papers in French or English. If a student does the required reading and writing, this course will not bring down his grade average.

COMMENTS: This course is excellent for a student who wants an introduction into French Literature, and Mrs. Moreno helps him (or her) make this first step. She provides commentary and opinion as only a Frenchwoman could—giving students insights into the French language and customs. She is friendly, and willing to explain, in English, what a student may miss in her lecture. The only criticisms that can be leveled at this course are the small amount of literature the student reads and the lack of discussion in class. However, Mrs. Moreno hopes to solve both these problems with more discussion and reading—French literature during the 18th-20th centuries is much more readable than that of the *moyen age*. Part of the responsibility for these problems also falls on the students, who either do not have the ability to express themselves completely in French, or who fear to try.

Louis Philippe German 242 Prose Masterpieces II

CONTENT: Prose Masterpieces I is not a pre-requisite for Prose Masterpieces. At the present time, the content of this course is undecided. If the students taking Prose Masterpieces I have not taken Prose Masterpieces I, the second semester will be taught like the first semester. The text used will be *Kafka, Brecht, Boll*. If students from the first semester continue through into the second semester, another book will be used.

PRESENTATION: Professor Philippe serves more as a guide than as a teacher. A reading knowledge of German is assumed; there is no rehashing of grammar as in Russian courses. The readings will prove challenging to the student with only a beginning German or an intermediate German background, but they are possible. Aside from the readings there are sometimes translations to be

done, sometimes questions (to be answered in German) at the end of a selection, and sometimes short papers. These are not a burden.

COMMENT: The course this semester consisted of 11 students: 1 Innsbruck returnee, three from Beginning German, and the rest from intermediate. The atmosphere was extremely friendly, and despite the fact that the 60 pages of Kafka became nearly unbearable at times, all survived. For the student interested in learning German and who is taking other difficult courses, Prose Masterpieces is ideal—with little busy work, the opportunity to work on your own, and a great deal of translation. Grades are assigned primarily on class participation, but with only 11 in the class there is no place to hide your mistakes.

Charles Parnell
French 350
Literary Translation

CONTENT: This is an upper-division major course recommended for French majors, former Angers students and graduate students. It should be taken as an elective only if the student has an excellent command of the French language. A considerable amount of outside preparation will be necessary, but Dr. Parnell's classes are always demanding in a very non-pressure way.

READINGS: The name of the text is not available at this time; the major emphasis of the course, however, primarily will be translating from English to French, including both poetry and prose from many periods of literature. Also included in the translations are "surprise" literary works from every imaginable source.

ORGANIZATION: In addition to the translations done during the semester, there is a comprehensive final exam.

COMMENTS: Dr. Parnell gave this course two years ago and more recently this past summer in a Master's program. Judging from the reaction of the students who took this course, the translation course is Dr. Parnell *par excellence*. It is highly recommended by all the students. It is a delightful and profitable experience for French majors who want a challenging course outside the limitations of the standard French literature offered each semester.

Thomas Renaldi
Spanish 460
Cervantes

CONTENT: This course will be based on two works by Miguel de Cervantes, one of which is *Don Quixote*. The course is open to all undergraduates, and it is also open to graduate students as well. It will be a literature course consisting of the student reading certain passages out of Cervantes; then a lecture will be given on the readings and any background material considered relevant by the instructor. All lectures are in Spanish. Therefore the student should consider his ability to understand spoken Spanish before taking this course. Spanish grammar is not em-

phasized, but it does not hurt if one has a good background in that area of the language also.

PRESENTATION: If one can understand the lectures they are found to be relevant to the material assigned. Any historical, social, or political events influencing the work are introduced. The style of writing whether symbolic, ironic or any other are brought out in the lectures. One must be able to understand Spanish with pretty good proficiency or the lectures will be totally worthless.

READINGS: *Don Quixote* is quite long and, consequently, the reading assignments will be quite long.

ORGANIZATION: A term paper written in Spanish will be part of the assigned work. There will be one hour exam and the final. The tests given in previous courses were usually one long essay and short answer objective type questions. If one understands the material the tests are not too difficult. Of course, that is not saying too much.

COMMENTS: Overall, this course would be good for those thinking of majoring in Spanish. Those looking to get rid of their language requirement really should look for something else. For the language major it is really a good opportunity to increase proficiency in all phases of Spanish, speaking, reading, listening, and writing.

Aleksis Rubulis
Russian 538
Literature of the Soviet Republic

CONTENT: Literature of the Soviet Republic is primarily the survey of Soviet literature, with an emphasis on Caucasian literature. The area of study includes poetry, short stories, and excerpts from the novels of many of the Soviet Republic's early and contemporary writers. It also includes a study of the Caucasian national epics, among them, *Manas*, which is the chief epic.

PRESENTATION: Mr. Rubulis possesses an excellent knowledge of Soviet Literature, and his enthusiasm for it often carries over to his students. Mr. Rubulis alternates class lectures with student readings of the material, and occasionally shows slides which have a bearing on the particular area under study.

READINGS: Since there is no single textbook available which contains all that Mr. Rubulis wishes to cover in this course, the readings consist entirely of handouts carefully chosen and prepared by Mr. Rubulis. The student is allowed to keep these for reference.

COMMENTS: This course is offered for both undergraduate and graduate students. There are no prerequisites for this course, and grading is determined chiefly by three non-cumulative tests. The aim of Mr. Rubulis is to expose his students through literature to the mentality of a different area of culture. Mr. Rubulis is more than generous with his time, and he is most willing to consult with his students about any facet of the course. This course is highly recommended for all students.

Music

Charles A. Biondo Music 230 Fundamentals

CONTENT: The course is a very basic music theory class. It begins with the study of scales and chord structure and proceeds through the basics of music analysis and arranging. This is by no means a major course, but it does involve considerable work in the techniques of music. Dr. Biondo presents the class with a great deal of material that is of great interest to the casual student of music. It is up to the individual student as to how much he wishes to get out of the course. Sufficient theory is taught to enable the student to analyze all types of music and construct simple arrangements. The emphasis is on popular music and it is very helpful to aspiring musicians.

ORGANIZATION: The lectures serve as the basis of the course, as there is no text. Dr. Biondo supplements the lectures with handouts that are closely tied to them. Each class is a workshop, and every topic is well illustrated by Dr. Biondo on the piano or the blackboard. There are three tests during the semester, each is announced well in advance and the material is always reviewed beforehand. An assignment is given each day and they are used to determine how well the student understands the material covered.

COMMENT: All in all, this is an excellent course for anyone for anyone interested in the techniques of music. It is an enjoyable course, and a very rewarding one if any effort is made at all. Dr. Biondo emphasizes that an understanding of the background of music increases the enjoyment, and one must agree with him.

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

CONTENT: Father's course introduces the average student to the various types of serious music. The major emphasis is on being able to characterize certain pieces of music and make distinctions between them through listening. The listening done in class is quite enjoyable and leisurely, a necessity if the novice music student is not to become lost in detail. Father's skill in selecting those points of note is evident. There are no prerequisites, and the course is made up of Arts and Letters juniors and seniors.

ORGANIZATION: Father's lectures are brief and sketchy. The music which he chooses to play occupies most of the classes' time. He uses quite a few films to present profiles on the different musical periods. These films are usually correlated with historical periods and artistic periods so as to give a general background to the nature of the musical mood of the time. There is no required text or readings. There are 3 tests and a final. The tests are very challenging and test the amount of time one puts into listening to the required selections. The tests are always on minute details. But these details are all covered in the class notes. Tests are open-book and consist of two parts: multiple-choice listening and multiple-choice writing. Three reports on concerts of a "heavy" nature are required.

COMMENTS: Father's course can be worthwhile or worthless, depending on the student's attitude. He makes it meaty enough to stimulate the novice. However, for the musically experienced it is a bore. In this sense Father's course serves its purpose. It can be used as a "jock" course by those who have musical backgrounds. Then it is abused. But its purpose as a general survey course is well served by the fact that Father does present meaningful and intellectually stimulating academics for the non-musically oriented. It is like any other course in the sense that it is what you make it. I think the scope of music is fine. Some claim that if you cover less and treat a few periods in greater detail, the student could sustain interest. His course is not designed to foster a particular interest, but to open all the doors he can without becoming too cursive. I think he has achieved this balance by remaining within the confines of serious music and by using his own judgment in selecting the more worthwhile. There is definitely a place for a course of this nature. I feel Father's course is not at fault this year. If any one is at fault for not making it a good course, it is the student. In the past, this course has been deemed "jock." Father Hager plans to eliminate this conception while keeping the course interesting and enjoyable.

Michael Q. Hennessey Music 211 Music Literature

CONTENT: The course is a survey of Music Literature from the year 1200 to the present. Basically Mr. Hennessey's idea is a survey and basic understanding of the style of music. It is to be understood that this does not deal with the folk or popular music, but mostly with the "serious" music of the Renaissance, Baroque, Classical, Romantic, and Contemporary periods. The major emphasis is on listening and the question: "What do you hear?" This is a St. Mary's course.

PRESENTATION: On the whole, the format for the course is half lecture and half discussion. The tests are based on the texts, the lectures, and the listening of the various examples.

READINGS: The required texts for this course are *The Enjoyment of Music* by Joseph Machlis (the shorter third edition) and *This is Music* by David Randolph, which is on the whole a very enjoyable book. The cost of these two books totals about ten dollars.

ORGANIZATION: The final grade is based on a mid-term, a final, a paper, and some quizzes. Most of the final grade is the mid-term, final, and the paper which are treated approximately equally. The paper deals with a general music topic. There is no other outside work.

COMMENT: This course is aimed at the non-music major who must fulfill a fine arts requirement. As the title of the text implies the aim is for the enjoyment and appreciation of music with an exposure to style. Most of the listening is done in class followed immediately with a discussion which forces the student to be a careful, critical listener.

Sister Dolorosa Hipkind Music 211 Survey of Music Literature

CONTENT: The course is a study of the materials of music, styles, and composers of various periods, from medieval to contemporary developments, post-WW II. Discussion includes each period as a whole and the relation of music in each to the other arts and historical background. This is a St. Mary's course.

PRESENTATION: Informal lectures corresponding to readings in the text, class participation in discussions, and supplementary in-class listening comprise the basis of the course presentation.

READINGS: The readings are taken from Joseph Machlis' *The Enjoyment of Music*. Two to four chapters per class is the usual assignment; and four hours per week of independent listening normally required. Outside readings are not required but are encouraged. (The text retails around \$7.50, but one can usually purchase it from someone who has previously taken the course for less.)

ORGANIZATION: Assignments other than the readings include two scrapbooks of critiques of 10 concerts attended, clippings from magazines and newspapers, and a list of listening done in the home. Charts, outlines of symphonies to an extent, and small papers are assigned. Small tests and quizzes are given between three major semester tests.

COMMENT: I enjoyed this course tremendously, perhaps because I am learning something I've always wanted to learn. It is of social relevance today and my appreciation of music as an art has increased tenfold. I am not a music major but I would recommend this course to non-majors and make it a requirement for music majors. It has enhanced my enjoyment and listening pleasure.

Arthur P. Lawrence Music 109 Music in the Medieval and Renaissance Periods

CONTENT: Other courses in the sequence of this music periods course material. In addition, he usually requires students to may be Baroque, Romantic, Classical. It is believed all are taught on a similar platform. The course is a study of works and composers of medieval and Renaissance music. There are no prerequisites and there is an equal distribution of seniors, jun-

iors and sophomores. This is a St. Mary's course.

PRESENTATION: Informal, well prepared lectures, supplemented by frequent recordings of associated music comprise the presentation. The course doesn't really lend itself to discussion, but being a small class, questions and comments are always welcome. Dr. Lawrence's extensive knowledge of music history is evidenced in his lectures.

READINGS: One very worthwhile paperback text, handout sheets and supplementary recommended readings comprise the basic course material. In addition, he usually requires students to read a book of his choice on the period and present a brief oral report.

ORGANIZATION: Assignments are three or four short papers, the oral report to the teacher, and two essay-type exams, midterm and final. Exams are thorough but not especially difficult, based on readings and lectures. The final grade is based on all the above assignments and exams. The average final grade may be B.

COMMENT: This course is certainly a significant educational experience as one is able to thoroughly study one period of music history in relation to other artistic, literary, and political events of the period. The music literature course is an assist as a prerequisite to this course. It is geared toward music majors, but many non-majors take the course and Dr. Lawrence makes allowances for the non-majors. He often requires different papers from the majors. Dr. Lawrence has a strong interest in the student. I highly recommend this course and would certainly take another from him.

Daniel Pedtke
Music 212
Classical Masters

CONTENT: There are no prerequisites for this course; it is open to all students; and it appeals mainly to the student who is ful-

filling a fine arts requirement. The major purpose of the course is to present and acquaint the student with symphonic music of the Classical Period (late 18th and early 19th Century); emphasis is placed on the symphonic works of Mozart, Haydn and Beethoven and some works of Brahms.

PRESENTATION: Dean Pedtke begins the course with familiarization of 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 Period. Class participation is minimal due to the amount of class time taken for listening to the symphonies; the class stresses development of acute listening skills.

READINGS: Dean Pedtke does not require outside readings. Outside work amounts to familiarizing oneself with the themes and forms of the symphonies studied.

ORGANIZATION: Outside listening is the only homework needed for this course. Tests (3 per semester plus final) are of the "drop-the-needle" type; identification of a work is required wherever Dean Pedtke drops the needle on a record. Easy quizzes for attendance are given periodically. Grades are based mainly on the final (of the type mentioned above) and on a notebook to be handed in before the final class period; previous to the final all test grades are used only as an indication as to how well the student is grasping the material presented in class. Due to open-notebook tests and the de-emphasis on test grades other than the final, grades generally range from A to B-.

COMMENT: Could be valuable for the student without a decent background in music; however, for the musically experienced student the course becomes quite boring as the semester progresses. Perhaps a wider chronological spectrum in the music presented would make the course more interesting, less monotonous. A comparative approach to the music of the Classical, Romantic and Modern Periods would render this course valuable even to the musically orientated. Also, more class lecture time would allow Dean Pedtke to display even more of the knowledge and enthusiasm which he obviously possesses for music of all periods.

Non-Violence

Maurice Amen (coordinator)

Non-Violence 245

Aspects of Violence and Non-Violence

This is a lecture course with different professors from different departments and colleges coming and speaking on a topic related in some way with the subject of violence. This is an examination of violence at various social levels — interpersonal, intrapersonal, et al. Movies and tapes are often used. There are no prerequisites. No major emphasis since each lecturer tends to have his own emphasis. This course is a one semester course offered each semester. Mixed composition. Again, quality and style of lectures is mixed, as is the ensuing discussion, depending on the subject under discussion, the speaker, etc. There are no readings, except what the lecturer may ask the students to read before his lecture.

Students are asked to keep a journal of reflections on what they thought about the individual speakers. Students are asked to turn in their journals three times each year. There is no final exam. Grade is mostly based on the journal. Average grade is A. This course is best described as "loose." The students are encouraged to follow their own course of study during the semester. The presentations, of course, tend to be of mixed quality.

For the first semester of the year it was generally agreed that the lectures generally could have been better. However, there were several lectures that were very excellent. In other words, about two thirds of the lectures weren't worthwhile, but about one third were really fine.

Most of the students interviewed said that they probably would take the course again, if for no other reason than to get an easy A. Attendance is never taken so if a student doesn't think he is going to like a certain lecture he doesn't have to go. It's loose. Among possible improvements would be a better list of lecturers and possibly more continuity between different lectures.

The course is offered each semester and has a limited enrollment.

John Cox

Non-Violence I
Seminar I

CONTENT: The aim of this course is to develop the kind of discipline and spiritual toughness which will prepare one to make not only such classic sacrifices as imprisonment or voluntary poverty, but to make—of more immediate concern—the task of of truth force. One can hammer, through reflection and discussion, one's own position on the issues. According to Mr. Cox, "Non-violence as a way of life is not something merely acquiesced to, but rather comes as the fruit of a rigorous quest, for truth and the self purification involved in disciplined study. Non-

violence without mental discipline is analogous to nonviolence without courage—a fraud and a lie." There are no prerequisites, and the composition is mixed.

PRESENTATION: There are no lectures. Discussion is usually lively and profitable, with Mr. Cox showing a capability to guide the discussion along appreciable lines. Students were generally very pleased with the discussions, which bore a close relationship with the readings.

READINGS: Readings include: *Wretched of the Earth* by Fanon; *Human Aggression* by Storr; *Civil Disobedience* by Bedau; *Faith and Violence* by Merton; *Gandhi — his Life and Message for the World* by Fischer; *Non-Violent Resistance* by Gandhi; *Conquest of Violence* by Bondurant; *No Bars to Manhood* by Berrigan; *Goliath* by Harris; *The Little Prince* by Exupéry; *The Non-Violent Cross* by Douglass; *The Last of the Just* by Schwartz-Bart; *Slaughterhouse Five* by Vonnegut.

COMMENT: There are no exams. A paper is due at the end of the course. It is hoped to assume such a personal search for truth through the readings, discussions and speakers. The paper should respond to the most basic question raised from those sources in the consciousness of each particular student. That question itself may not be easy to formulate, drawing as it does on the personal, the academic, and the particular challenges raised in the heart of each man and woman by the apostles of non-violence. The student's response to the question, once it is defined, may prove even more formidable. Yet, just such a struggle is necessary for the kind of truth whose power Gandhi conceived of as an alternative to the world of violence he faced. Students interviewed viewed the course very favorably. The discussions were considered to have been quite insightful and fruitful. Without exception, interviewees said they would take the course over again. Enrollment is limited to 12-15 students.

Basil O'Leary

Non-Violence 341
Seminar I

Non-Violence 441

Seminar II: Myth, Love and Violence

NON-VIOLENCE 341

CONTENT: A one semester course, offered in both semesters, the seminar involves a study of the resolution of violent conflict and the practice of a non-violent life style. It is a survey of the roots of violence and the origins and meaning of the non-violent life style. No prerequisites. Mixed composition of students.

PRESENTATION: Prof. O'Leary likes to have as much discussion in his classes as possible. Hence, he doesn't talk too much. But he

is very excellent in both starting the discussion and keeping it going without letting it go too far off on extraneous tangents. The course, as such, has no major emphasis.

READINGS: There is a close relationship between the lectures and the readings. Prof. O'Leary tends to assign a rather heavy reading load. However, most of his students find them more than worthwhile. For this course, the readings will include: *The Nature of Love: Plato to Luther* by Singer; *On Violence* by Arendt; *Sisterhood is Powerful* edited by Morgan; *Wretched of the Earth* by Fanon; *Faith and Violence* by Merton; *Non-Violent Cross* by Douglass; *Non-Violent Resistance* by Gandhi, *Gandhi, His Life and Message* by Fischer; *The Greening of America* by Reich; *On Aggression* by Lorenz; *Man and Aggression* by Montagu; *The Social Construction of Reality* by Berger and Luckman; *Civil Disobedience, Theory and Practice*, edited by Bedau; *The Intimate Enemy* by Bach and Wyden. Also there are several magazine articles and supplementary readings.

COMMENT: Prof. O'Leary requires one paper at the end of the year usually covering one's reflections on what has transpired in the class. The paper may take the form of a journal, or whatever the student feels is appropriate. Of course, there are no exams. Final grade is based on one's paper and participation in class, and whatever else O'Leary wants to base it on. Average final grade usually is B. Most of the students interviewed felt this course to be well worth the effort involved. Most said they would take it again if they had a chance. The only problems encountered involved the small size of the class which tended to work against the discussion, since a limited number of students can produce only a limited number of ideas, hence an often strained atmosphere. But despite this, the course has been considered most successful by most of the students. Enrollment will be limited to 12-15 students.

NON-VIOLENCE 441

CONTENT: The purpose of this seminar is to inquire into the meaning and use of myth as organizing consciousness which comes to expression according to the peculiar rules of this kind of discourse. Some of the great myths of love that continue to shape contemporary experience will be examined for the possibilities of both violence and non-violence in their interpretation of the world. This is a one semester course, offered once each semester.

PRESENTATION: No lectures are given in this course. Discussion was considered generally good, though sometimes strained. Mr. O'Leary tends to concentrate on the more objective, academic issues, whereas the other professors in the progress in the program tend toward the subjective, personal side of things. Most of the students interviewed felt that this was a very welcome change.

READINGS: Readings include: *Symposium and Phaedrus* by Plato; *Ethics*, by Aristotle; *Bacchae*, *Hippolytus*, by Euripides, *Tristan and Isolde*; *Love in the Western World* by de Rougemont; *Birth of Tragedy*, by Nietzsche; *Women in Love* by Lawrence; *Love's*

Body by Brown. *Being and Nothingness* (in part) and *No Exit* by Sartre; *Sisterhood is Powerful* edited by Morgan; *Notes from the Second Year* by Women's Liberation; *I and Thou*, Buber; *Meaning of Love* by Johann; *Nature of Love* by Singer; *Bread and Wine* by Silone; *Apology for Wonder* by Keen. Also some magazine articles and poetry.

A final paper is required. No exams. Grade based on paper and discussion.

COMMENT: Yes they would take it again. And again And again. Enrollment is limited to 12-15 students.

Tom Theis Non-Violence 341N Seminar I

This is a one semester course, offered in both semesters.

This course, in description is remarkably similar to Prof. O'Leary's *A Survey of the Roots of Violence and the Origins and Meaning of the Non-Violent Life Style*. There really is no great major emphasis. No prerequisites. Mixed composition of students.

Mr. Theis is a graduate student. He maintains a very good rapport with his students. He rarely lectures, but is quite capable of sparking and steering some quite profitable discussions. There is a very close and integral relationship between the discussions and the readings.

As with Prof. O'Leary's seminar, the reading list is rather long, but most of the students did not seem to mind. Readings include: *Non-Violent Cross*, by Douglass, *Last of the Just* by Schwartz-Bart, *Confessions of William Calley* (which received particular praise from many students); *On Aggression* by Lorenz; *Man and Aggression* by Montagu; *Gandhi, His Life and Message*, by Fischer; *My Experiments with Truth* by Gandhi; *Faith and Violence* by Merton; *Memories, Dreams and Reflections* by Jung; *Violence* by Ellul; *The Little Prince* by Exupery; *Wretched of the Earth* by Fanon; *Civil Disobedience — Its Theory and Practice*, edited by Bedau; *Soul on Ice* by Cleaver.

Students are asked to turn in three papers, with the topics generally left up to the students. There are no exams or finals. Grade is based on class participation, which tends to be quite lively, and on the papers. Average grade is a B, maybe an A.

Every student interviewed, six out of the seven in the seminar, felt that the class was more than worth their while. There seemed to be no doubt that they would take it again if they had it to do over. The small size of the class was particularly praised.

The only complaints was about how boring some of the readings were. Other than that, students were quite pleased with the seminar. Enrollment is limited to 12-15 students.

Philosophy

Sheila Brennan
Philosophy 343
Existentialism

Philosophy 424
Metaphysics

PHILOSOPHY 343

CONTENTS: While not classifying herself as an existentialist, Dr. Brennan finds a real worth in studying existential philosophy. The major theme that runs through the course is that of man making himself. There are no prerequisites for the course, and this enables one to come into the course claiming lack of knowledge of the subject matter though chances are that one has at least lectured to his friends about, or incorporated into his life, the philosophy of the existentialists.

READINGS: Desiring to cover a few existentialists well, Dr. Brennan has limited her readings to Kierkegaard, Sartre, and Marcel. Selections from these authors are obtained from inexpensive anthologies.

ORGANIZATION: This is the same course that was offered first semester in all respects. One cannot help but feel that this professor views the study of philosophy as being a happy thing. With respect to work, there will be three or four short papers with one larger paper. This course is not extremely difficult grade-wise, with a B being about the final average grade. Class attendance is essential for obtaining a real knowledge of the philosophers discussed.

PHILOSOPHY 424

CONTENTS: Most of the members of this class will undoubtedly be majors, but this is not said to scare away non-majors. There are no prerequisites for this course and Dr. Brennan feels that any one with an interest in the subject matter should be able to handle the course. The course will focus primarily on Plato, Aristotle, and A. N. Whitehead. There will be a preliminary examination of the nature of metaphysics which will then be followed by a comparative study of these three intellectual giants. The study will try to reveal the intrinsic harmony among these three world views. This is the first time metaphysics is being taught by Dr. Brennan at Notre Dame.

READINGS: Majors will find delight in this course with respect to expense because the selections from Plato and Aristotle can be found in the collected works of these authors, which most majors now possess. The selections from A. N. Whitehead can be obtained in an inexpensive anthology. The various selections of these authors remain undetermined.

ORGANIZATION: There will probably be three or four tests or short papers with one longer paper. Tests will stress understanding, evaluation, and contribution by the student. Dr. Brennan is a teacher who is very easy to talk to and encourages independent study. This self-initiated work could be made a part of the course.

PRESENTATION: Most of the class time is spent in lecture. Discussion is not an integral part of the course but it is the sort of thing that everyone likes to see evoked from the lectures. She entertains questions and is more than happy to pursue topics brought up in class. Realizing the importance of a clear understanding of the subject material, a considerable part of her lectures consists in drawing out major points from the readings.

COMMENTS: A live interest in the students and philosophy is one thing that is found in Dr. Brennan. She has probably the most office hours of any faculty member and is always willing to talk about matters of interest. It is not unlikely that out of class discussions can and will occur. How much a student gets out of her courses depends heavily on the interest of the student because she does not push the student. Most of the students interviewed said they would take a course with her again.

Joseph Evans
Philosophy 275
Basic Concepts of Political Philosophy

CONTENT: The basic aim of this course is to explore questions concerning man and society. Though there are no prerequisites for this course, it is composed mostly of seniors.

PRESENTATION: The lectures provide an excellent structure for the course. The readings are worthwhile and supplement the lectures.

READINGS: There are about twelve books which cost from \$20-\$25. However, several of these books are common and if you don't already own them they are probably floating around your dorm or house. Only one of the readings is rather lengthy.

ORGANIZATION: There are no papers. Only two "serious writing engagements" and a final are required. These constitute the basis for the final grade.

COMMENTS: This course is not only recommended for majors, but non-majors as well. One way the course might be improved would be a smaller class—but size does not really present a problem. It is suggested that a prospective student should speak to someone who has had the course in order to get a feeling for it. Any student will profit from contact with Professor Evans. Seniors, take Joseph Evans before you leave Notre Dame.

Earl Ludman
Philosophy 408
Kant

CONTENT: In this one-semester course (being offered for the first time), Professor Ludman will attempt the ambitious project of leading his students to an understanding of major points of Kantian philosophy. The class will work mainly with primary sources toward a specific goal of achieving some grasp of Kant's critical philosophy, and relating his later works to those from the former (pre-critical) period. However, the course presumes no previous work in this area.

PRESENTATION: One can expect, for the most part, lectures. However, Professor Ludman hopes that class discussions will evolve as the term progresses and he will always encourage questions.

READINGS: Kant, *Critique of Pure Reason*, *Critique of Practical Reason*, *Foundations of the Metaphysics of Morals*, *Pre-Critical Writings*. This rather forboding list of works will not be read in its entirety. Some secondary sources will also be recommended.

ORGANIZATION: A number of short papers will be assigned, and there will be several exams.

COMMENTS: Professor Ludman is a more-than-adequate instructor, and will be teaching the subject he knows best. The course should be most valuable for majors; but, non-majors should not be intimidated by the difficulty of the material. If one can bring an interest in exploring a challenging area of philosophy, Professor Ludman will supply the requisite expertise.

Ralph McNerny
Philosophy 347
Kierkegaard

CONTENT: Prof. McNerny's Kierkegaard course will follow in the same vein as his previously offered Existentialism course.

However, this time the focus will be solely on Kierkegaard.

READINGS: Two books will be used: *Philosophical Fragments* and *Concluding Unscientific Postscript*, both written by Kierkegaard under the pseudonym of Johannes Climacus. The total cost of the books is \$7.00.

PRESENTATION: The main question to be considered will be—"What does it mean to be a Christian?" Kierkegaard tends to feel that philosophy is more an impediment than a help. There is no rational basis for religion. The class, presumably will not be large—possibly of seminar size, but not conducted in a seminar format. Prof. McNerny will assume the responsibility of delivering the lectures, although questions and comments will be welcome.

Ralph McNerny
Philosophy 255B
Philosophy of Religion

Philosophy 427
Philosophy of Religion

PHILOSOPHY 225 B

CONTENT: The general thrust of this course will be to synthesize a body of argumentation supporting the reasonableness of belief (and in this case, the reasonableness of Christian belief). Within this framework, two positions will be considered: classical "proofs" and the nature of the belief of the average man. While not diminishing the importance of classical proofs, they will definitely take a back seat in this course, based on Dr. McNerny's assumption that men were capable of faith before Anselm. The arguments against the reasonableness of belief, which will also be considered, again will be relegated to the periphery, for the sake of the main thrust of the course. In this area, the linguistic school of Wittgenstein and Austen and the whole issue of modern empiricism will be considered, especially their attitudes toward the notion of meaning behind language, and the use of analogy.

PRESENTATION: The basic format for this course will be lecture. The lectures should be highly charged with logic, insight and factual content, sprinkled liberally with a most refreshing low-key humour. Within the main body of any given lecture, learned asides will be added, illuminating various points either in the lecture itself or in the readings.

READINGS: The basic texts will be: John Henry Cardinal Newman's *The Grammar of Assent*, St. Thomas Aquinas' *Summa Theologiae*, 1a. q. 1-13, and Peter Geach's *God and the Soul*. While no specific readings from Kierkegaard will be required, he will, as with Newman and Thomas, be one of the main sources for discussion. Optional entertainment (to the tune of \$8.00) will be Boyce Gibson: *Theism and Empiricism*. The cost for the required readings should be under \$10.

ORGANIZATION: Being primarily a lecture class, the grade will be based on two take-home exams, a mid-term and a final, as well as a longer book review (10 pages) on a book from a list other than of required readings which Dr. McNerny will have prepared as a bibliography.

PHILOSOPHY 427

CONTENT: As the thread unravels from the cloth, so the nature of this course branches out from PHIL 255B. Restricted to majors, this course will emphasize the negative arguments concerning the reasonableness of belief, emphasizing the writings of Wittgenstein and Austen, concerning itself especially with the relation between language and meaning, the notion of speech-acts, and the use of analogy in theological communication.

READINGS: Readings will include: D. Z. Phillips—*Faith and Philosophical Imagery*; Heinback Raeburne—*Theology and Meaning*; Dallas High—*Language, Persons and Belief* and Donald Evans—*The Logic of Self-Involvement*. An extra added attraction (optional) will be Dr. McNerny's book *The Logic of Analogy*. The cost should not exceed \$20.

ORGANIZATION: This course is structured similarly to PHIL 255B, with two take-home exams, a mid-term and a final, and a book review from a bibliography prepared at the beginning of the class.

COMMENTS: Dr. McNerny's lucid lecture style and fast grasp of the corpus of philosophical writings make any course he offers worth the while of the serious student. While conjecture might

be offered as to the necessity of stressing the positive attitude, he of course leans toward the cumulative probability which one can assent in faith to the students of a Catholic university. Let it suffice to say that the cogency of Dr. McNerny's construct will be philosophically understandable even to the irreligious.

Ernan McMullin, C.S.C. and Gary Gutting
Philosophy 434
Philosophy of Science

CONTENT: Previously taught by Dr. Gutting alone to graduate philosophy students, this course is being offered now to undergrads of any major. Consequently, it will be taught differently. The emphasis will be on the role science plays in the culture, and how it affects the culture and arises from it. To do this they will handle it in two parts: 1.) scientific revolution (Copernicus, Galileo, perhaps Darwin)—how science changed people's outlook; 2.) contemporary and genetic problems — physics (its effect on the general view of nature), and psychology (behavior control, freedom and artificial intelligence)—these will be considered in regard to their impact on all fields, not merely science.

PRESENTATION: Although it is Professor Gutting's desire to introduce material in other than strict lecture form, class size will determine the frequency of discussion.

READINGS: Readings will tend to be contemporary, especially in the latter half of the course. Whitehead's *Science in the Modern World*, mentioned as a possibility for the course, is such an example.

ORGANIZATION: Exams and papers will be merged into two or three take-homes, composed of three or four interpretive questions. These will require a knowledge of the texts and the class discussions along with the student's independent interpretation.

COMMENTS: As this is actually a new course, it can't really be criticized. However, Dr. Gutting's lectures are generally well-received by his students and evaluated accordingly. With Fr. McMullin supplying some historical background and occasionally another viewpoint, it has the potential to be a worthwhile experience, and relevant to today.

Kenneth Sayre
Philosophy 321
Formal Reasoning

CONTENT: Formal Reasoning is a course intended for philosophy majors and others serious about doing philosophy. It will be an introduction to formal reasoning attempting to enable the students to apply formal reasoning to their own philosophical problems. The course will be conducted in two phases. The first will concentrate on building a workable understanding of some of the major formal systems of logic: propositional calculus, syllogism, predicate calculus, theory of relations, and the foundations of mathematics. The second phase of the course will concentrate on applying these tools of reasoning to various problems of historical and contemporary philosophy.

PRESENTATION: The course material will be presented in lectures augmented by regular supplementary readings. Dr. Sayre both enjoys and takes his philosophy seriously. His lectures are usually interesting and thought provoking.

READINGS: The basic text for the course will be Quine's *Methods of Logic*, a cloth bound book. Other reading material will be made available in other forms.

ORGANIZATION: Regular homework assignments will be required, and there will be two hourly and one final exam. The grades will be determined by an aggregate of homework and the tests.

COMMENTS: The course is designed to be more advanced than the freshman logic course, but less so than a graduate level course.

David Solomon
Philosophy 373
Ethics of Human Sexuality

CONTENT: This course aims to discover how processes of evalua-

tion operate in one sphere of human life, and whether any rationally-justifiable norms can be discovered. The semester will be divided into two sections: a preliminary introduction to selected examples of contemporary ethical theory, and the application of appropriate principles (selected from the introduction) to problems in the area of human sexuality.

PRESENTATION: Professor Solomon plans to lecture for the first division of the course and to conduct the latter part as a seminar. Hopefully, his class will be small enough to permit such a seminar approach.

READINGS: J. Wilson, *Logic and Sexuality*; R. Atkinson, *Sexual Morality*, and other articles to be distributed.

ORGANIZATION: Students will be required to write several papers and (probably) two exams.

COMMENTS: Professor Solomon is an interesting and knowledgeable instructor whose well-prepared lectures enable his students to comprehend the complex materials usually assigned as readings. He is interested in applying rigorous methods of philosophic analysis to problems often regarded as more amenable to an intuitive approach. This can be doubly disconcerting to the student who brings to the class either habits of fuzzy thinking or a desire to satisfy part of his philosophy requirement with an easy course. But, to one who is interested in discovering something of contemporary ethical thought, the course will prove quite satisfying. The course is being offered for the first time.

Psychology

D. Chris Anderson Psychology 354 Abnormal Psychology

CONTENT: Beginning with a definition of abnormal behavior, the course will then examine the historical development of the present medical and behavioral approaches to abnormal psychology. Assessment techniques will be considered as an approach to understanding how a patient is classified as abnormal. A definition and theories of anxiety will precede a discussion of the various neuroses, including phobias and psychosomatic complaints. Character disorders, and severe behavior disorders, such as chronic depression and hallucinatory behavior, will also be considered. The final part of the course will examine both the traditional and empirical approaches to the treatment of abnormal behavior, in light of the models studied earlier.

PRESENTATION: Dr. Anderson has an insight into the type of classroom atmosphere that students appreciate, along with an excellent knowledge of his discipline, all of which makes for an enjoyable and educational experience. His lectures are extremely well organized, which gives him the freedom to digress to a wide variety of personal anecdotes and relevant sidelights. Dr. Anderson strives to stimulate the student intellectually, and rewards questions with knowledgeable answers and sometimes points. Students who have audited the course in the past have compared it to a fireside chat about abnormal psychology.

READINGS: There will be a textbook, *Fundamentals of Behavior Pathology*, along with a paperback consisting of case studies and the approach to treatment. There is a possibility of class handouts or some outside readings placed on reserve.

ORGANIZATION: There will be three tests, completely multiple choice, covering all the material, but with an emphasis on the lecture notes. The tests are in the difficult range, but studying the notes after each lecture and asking for a review session will improve your performance. There are no quizzes, the tests are adequate to assess your knowledge. The average final grade is a B, and you need not lose an excessive amount of sleep to obtain it.

COMMENTS: This course is recommended to all Psych majors as an essential broadening of your background, and in some cases, completion of a requirement for graduate school. Dr. Anderson would prefer that a student have some basic course in Psychology before signing up, but you need not be a Psych major. Dr. Anderson has an excellent reputation for his ability to maintain a rigorous and well-organized approach to the subject matter in the relaxed atmosphere of his lectures, and this course appeals to both the serious Psych major and a person interested in a better understanding of abnormal behavior.

John G. Borkowski Psychology 324 Experimental Psychology

CONTENT: The focus of this course is to orient the student to

the basic dynamics of experimental design in psychological research. The course also gives an overview of some of the classical experiments in the above-mentioned fields.

PRESENTATION: This is basically a lecture course with very little discussion, owing to the nature of the course material. Lectures will normally supplement the text with occasional handouts to help with explanations.

READINGS: Underwood's *Experimental Psychology* book is the text for the course along with several readings found in the reserve library.

ORGANIZATION: This prerequisite for all Psychology majors has four major examinations covering Introduction, Learning, Memory, Transfer, Scaling, Measurement and Personality. Also, three to four experiments must be written under the regulation of the American Psychological Association style manual.

COMMENT: Experimental II is a requirement with criticism varying according to the professor offering the course. The course material can often be quite dry; so the student is advised to take the course when offered by a professor he enjoys.

Phyllis Jameson Philosophy 205 Child Psychology

CONTENT: Child Psychology is a course designed to give an overall view of the child's acquisition of language, cognition, and personality.

PRESENTATION: The format is very unstructured, and Mrs. Jameson is flexible in adjusting the schedule.

READINGS: Reading of the text is mandatory, but each student is required and encouraged to do outside readings on a subject of his interest.

ORGANIZATION: Also, a project is assigned, which can involve writing a paper, designing an experiment with children, tutoring, or working at a Day Care center. The mid-term and final are take home and non-comprehensive as far as dealing with details, for Mrs. Jameson is more concerned with each student's interpretation and assimilation of the material.

COMMENT: Attendance is never taken, and the class mainly involves lectures with occasional group discussions. This is more of a survey course than an in-depth study of child development, and unless taken as a requirement, would not be recommended for giving more than general knowledge. This course is being offered at St. Mary's.

John McDonaugh Psychology 360 Humanistic Psychology

CONTENT: This course deals with the Humanistic Movement in

psychology which is sometimes referred to as a third force between Behaviorism and Psychoanalysis. It is primarily an orientation toward the whole of psychology rather than a distinct area or school. The content of the course consists of looking at the various theorists who contributed to this movement such as Heidegger, Binswanger, Jung, Maslow and Rodgers. This is a St. Mary's course.

PRESENTATION: The amount of reading was left entirely up to the student. It is a loosely structured course with the lecture and discussion being the general format of the class.

ORGANIZATION: A midterm examination is given with the alternative of writing a paper. The final is a take home examination given to the class a week before it is due.

COMMENT: At the beginning of the semester the course seems somewhat disorganized and the objectives are unclear. Once the direction is taken the course proves to be both worthwhile and interesting.

Ellen Ryan Psychology 341 Statistical Experiments I

CONTENT: This course is required for all psychology majors. The focus of the course is to help the student gain a knowledgeable command of the statistical methods used in evaluating experimental data. The course, being concerned with data analysis, often seems more like a math course than a psychology course. However, the student need not have a formidable math background. The student needs only a strong will and a definite desire to continue in psychology. A student interested in majoring in psychology should not base his final decision on this course; for it does not offer an appreciation of the whole realm of psychology, only experimental data analysis.

PRESENTATION: The course consists of two lectures and a lab per week. Labs are an integral part for they are used to give explanations, examinations, and examples of lecture material. Weekly quizzes are also given in lab sessions.

ORGANIZATION: Three exams are given during the semester. The exams are not meant to be cumulative; but usually are, due to the mathematical nature of course material. Weekly quizzes are basically used to aid the students in the assessment of his grasp of the material and do not weigh heavily on the final grade.

COMMENT: Doctor Ryan is an excellent lecturer, has a firm grasp of the material and takes an interest in her students; but by nature of the material this course is for definite psychology majors only.

Thomas Whitman Psychology 487 AN Mental Retardation

CONTENT: The phenomena of mental retardation are presented in a novel and dynamic approach. Novel because retardation is defined at the onset of the course so that much broader criteria for retardation are established, making environmental etiology at least as important as genetic and physical factors, resulting in an enormous increase in the numbers of people who can be considered retarded and mentally subnormal. Dynamic because the retardation is not seen as a pervasive whole, but is broken down into component elements which are considered amenable to therapeutic techniques. Due to the volume of material, however, the course last spring was traditional in that the major emphasis was on childhood and adolescence. As implied previ-

ously, the course is not structured to present a series of classifications with their so-called "appropriate" symptoms and diagnoses. Instead, starting with the broad interpretation of retardation, the attempt is to delineate this new conception by examining such areas as etiologies; symptom patterns (if any exist); theories; therapies; and special problems, such as family adjustment. This general overview is the primary responsibility of the text, which had strong foundations in research data. The lectures were reserved for introduction of new material and extensive student discussion. They were not used to re-hash the text, and they had a great deal of flexibility as a result. More outside lectures from retardation specialists from South Bend are planned than were given last semester, due to a large influx of such people in recent months. There is also the possibility of a field trip to Fort Wayne in order to tour what Dr. Whitman said was supposedly one of the most advanced institutions in the country. No research projects are required, but the student has the opportunity to engage in practice work at Northern Indiana Children's Hospital if more extensive experience is desired. The major goal of the course was not to force the student to memorize specific studies, but to present many important general points which the student could consider in light of his prior training in psychology, and discuss during class. Student participation is actively encouraged, so that much of the success of the course rests on the interest and involvement of the class.

ORGANIZATION: There are no major exams, with the possible exception of a final geared to have the student integrate the material covered throughout the semester. It is not oriented toward specific data. In place of major exams, there will be periodic quizzes on the text and lecture material, which means the student must keep up with the work. A term paper on a specific area in retardation (e.g.: behavior modification, mongolism) is also required, and some students who write on topics of special relevance will be asked to give a presentation. This is one course, however, where grades are not made the primary motivation for performance; last spring the students were assumed to be capable of producing at least B level work. Therefore, the students were not forced to prove themselves, and much pressure was relieved.

READINGS: Last spring's book, *The Mentally Retarded Child*, was 546 pages long and gave an adequate survey of the area. This year the text may be changed, but the final decision has not yet been made. There were few outside readings, but doing the library work for the term paper certainly provided an ample substitute. The reading load is, therefore, moderate; but must be read carefully to adequately prepare for the quizzes.

COMMENTS: It should not be assumed that it will be possible to let the reading slide. Most of the academic rigor of the course comes from having to keep up with the text and lecture material for the quizzes. Also, an adequate paper will require a fairly constant effort throughout the semester. The real significance of the course lies in the fact that it takes retardation out of the backwoods and brings it right into your neighborhood. Furthermore, Dr. Whitman does not just leave the student dangling with lots of facts and nothing to do with them. He is an ardent and capable spokesman for the basically optimistic approach of the course, and has many ideas on just what should be done for the retardate or mentally subnormal individual. Without a doubt, one of the most important points he stresses is how the very word "retardate" can easily bias persons toward a pessimistic view of the afflicted individual. An especially relevant facet of the course is the new perspective it gives on the problems of, and facing, individuals in the socially deprived classes of the nation. This course is, however, highly restrictive in numbers, and the student must see Dr. Whitman to gain entrance. It is not a course for beginning majors or someone out to pick up an elective, since the course is structured on the assumption that the students are reasonably well-versed in psychology and should therefore be able to offer intelligent comments. In fact, Dr. Whitman is rather selective, and not everyone who asks is admitted. For the well-versed major, however, the course is both relevant and eye-opening.

Sociology

Donald Barrett Sociology 477 Family Sexuality

CONTENT: This course is fundamentally designed to study sexuality in the family. The nature of sexuality itself offers the fundamental starting block. From here the course looks at the evolution of sexuality. Sexuality is seen as defining male-female relationships. One of the major premises of the course is that sexuality has no meaning unless it can be put in some context, and, since the family is the most common and accessible social group, sexuality is studied in the family context.

PRESENTATION: Lectures are well-structured, interesting, and very well-prepared. Professor Barrett adds a certain charm to his lectures by incorporating personal experiences into the lectures. The classes are unusually informal and provide the student with the opportunity for discussion. He uses quite a few articles, books, and other sociological reports as a springboard for his lecture topics. He continually encourages the student to form his own opinions and offers any needed assistance in familiarizing the student with his individual project.

READINGS: There will be no assigned text.

ORGANIZATION: Approximately twenty books will be reviewed by the students of the course, every student is not required to read each book. There will be a mid-term and a final which are both integral to an individual project which each student will choose early in the semester. The mid-term will be oral and given to Professor Barrett in the form of a progress report. The final will be oral (usually accompanied by a short paper) and the student will be asked to make his project presentation in approximately one half hour to forty-five minutes.

Walter Brumm Sociology 378 Social Movements

CONTENT: A great deal of time in this course is spent attempting to define a "social movement." The text defines it as "a fairly large number of people binding together in order to alter or supplant some portion of the existing culture of social order." And there you have it! The course will study such aspects of movements as numbers, purpose, duration, categories of membership, attitudes toward new members, and all other areas which are integral to a successful social movement. This course is offered at SMC.

PRESENTATION: Walter Brumm is very sincere in his attitudes toward his class. The introductory lectures do become a little dry to the nature of the material thought. However, Brumm possesses a unique talent for becoming involved with each student's presentation of his own social movements. Class discussion is strongly encouraged and taken for what it is worth. Brumm offers excellent opportunities for out-of-class discussion and help, if necessary.

READINGS: One required, general textbook is all: *Modern Social Movements*, by Bruce Cameron. Of course, each student is expected to read several books in conjunction with his individual project.

ORGANIZATION: The lectures are brief and won't last far into the semester. Mr. Brumm encourages discussion and therefore sets up the course in such a way that small groups meet at different times. The individual projects of a social movement which the student chooses himself is the most important portion of the course. Everything the student does, including the oral-final, is related to his project.

COMMENT: Mr. Brumm is very good at spotting the dozers. So, stay awake, partake, and you'll find the course worthwhile.

David Dodge Sociology 114 Group Behavior

Sociology 410-510 Juvenile Delinquency

SOCIOLOGY 114

CONTENT: This course is designed for freshmen and sophomores and is organized primarily as an introduction to sociology. The approach used is one of a strong, systematic nature. The essential areas examined include relationships within the group as it functions within society, individual motivation as affected by the group, emergence of group leaders, and, in essence, group behavior in the context of the entire social system.

PRESENTATION: David Dodge is a very dynamic lecturer. Any hint of dryness provoked by the nature of the material is satisfactorily overcome by the enthusiasm Dodge exhibits through his presentation. Interesting sidelights also add to the lecture classes.

READINGS: The primary text used is *Systematic Sociology* by Van Anders. There will also be outside readings as they fit into the course as supplementary material.

COMMENTS: This course seems to be an excellent place to start one's pursuit of sociology. One should not expect to get by without working. Dodge is fair, but tough. A's are not plentiful, but they are attainable.

SOCIOLOGY 410-510

CONTENT: The course is structured to cover all the various aspects of the juvenile and how society thrusts or moves him into the role of delinquent. The course covers statistical studies of delinquency as well as thoroughly covering the sociological aspects of delinquency, while showing the legal system as it is structured towards the delinquent.

PRESENTATION: Doctor Dodge's style in lecturing is unique, and the enthusiasm that he has for his subject, in which his knowledge is comprehensive, is evident in almost every lecture. Although he sometimes has a tendency to leave the students slightly confused about what he is talking, Doctor Dodge welcomes and encourages questions and discussions of the material. The outside readings generally help the student understand any fuzzy areas.

READING: Doctor Dodge in the past has relied on relatively good text books that the student can find very useful in the course. The amount of reading is neither burdensome nor uninteresting.

ORGANIZATION: Last semester Doctor Dodge relied upon three tests as a basis for giving marks in the course. His tests are by no means easy and demand a thorough knowledge of both the classroom material and also the readings. Average grade is usually around a B. Doctor Dodge spends much time and effort in marking his tests, which are usually easy, and will consider all of the tests of a student together in the case of a borderline mark.

COMMENT: Anyone interested in one of the country's prominent, contemporary, social and legal problems, will find Doctor Dodge interesting. The course is definitely sociologically orientated but Doctor Dodge's vitality interjects a personal element that makes the course more meaningful.

David Dodge and Fabio Dasilva Sociology 416-516 Population Dynamics

CONTENT: Population Dynamics is offered as the follow-up to "World Population" which is also co-taught by Professors Dodge

and Dasilva in the fall. It is, however, not essential to have had the fall course as a prerequisite for "Population Dynamics." This course will be primarily concerned with the dynamics of population as related to the vital processes of fertility, mortality, and migration. The student will become familiar with the factors that impinge on the vital processes. He is also familiarized with crude birth and death rates and their relation to the patterns of change and growth of population. The intent is to acquaint the student with the variations contrasts and characteristics of the changing population.

PRESENTATION: The team of Dodge and Dasilva offers a pretty stimulating group of lecturers. Dodge is the more dynamic of the two, integrating relevant stories within his lectures. Both professors know their material well and are open to questions. They do not become impatient with students who are slow to comprehend. In fact, they are sure that each student has adequate comprehension of the material before going on to new material.

READINGS: There is one text used in the course, *Population* by Peterson. There is also a reader by Ford and DeJong, *Social Demography*.

ORGANIZATION: The major part of the students' grade will be contingent upon a project due at the end of the semester. It is not something that can be thrown together as a result of a couple of night's work. Dodge and Dasilva expect a detailed and comprehensive project dealing with some aspects of the population problem. There will be one or two smaller tests throughout the semester but grading is done primarily on a progress-report basis. That is, the student who shows continual improvement and perception of the material is the B student.

Donald Horning Sociology 377 The Family

CONTENT: This course deals with the family from a societal perspective, from the point of view of how it fits into the larger social system. The course examines the past history of the family and its development to the present day. Some projections are also made toward the future. A combination of both an institutional and functional approach to the family offers the basis by which institutions of courtship, marriage, and family life are analyzed. The family will also be examined through a cross-cultural perspective and analysis of varying family systems. This is a St. Mary's course.

PRESENTATION: Students, at times, have become annoyed with Doctor Horning's insistence on "staying out" of many of the discussions in an attempt to draw the best from each student in discussion. He knows his material well and is very open to comments and questions but seems to have a slight problem communicating his thoughts comfortably to the class. Nonetheless, his lectures seem to be well taken.

READINGS: *The Family System* and *The Family in Various Cultures*.

ORGANIZATION: The structure consisted of lectures with opportunities for discussion during the first part of the semester. The second half was dedicated to reading and report assignments in which two or three students were assigned a book to read on a certain topic and then present it to the class during a class period. An outline of the material was required with the presentation, and copies were distributed to each student in the class. One test, a midterm was given. The final assignment was to formulate a detailed outline of a proposed test on the sociology of The Family. The average grade is B.

Barry Johnston Sociology 203 Social Problems

CONTENT: This course was established primarily as an introductory course. Essentially, what the course attempts to do is to examine, discuss, and offer possible solutions to contemporary

social problems. The four areas which the course will be particularly concerned with are: population, poverty, revolt of students, and race and minorities. This is a St. Mary's course.

READINGS: The class will use a general reader, *Contemporary Sociology*.

ORGANIZATION: There will be two exams, a midterm and a final. Mr. Johnston also requires each student to turn in one book report.

John Koval Sociology 376 Sex Roles in Society

CONTENT: As Mr. Koval takes a look at Sex Roles in Society with his junior and senior class, the primary emphasis is upon how society assigns other sociological roles to individuals as a response to the sexual reality. One of the major premises is that a sense of self is transmitted in society through sexuality. The course attempts to comprehensively examine the effect that sexuality and sex roles have upon the individual, the family, and the community as they relate to the entire social system.

PRESENTATION: Although some students are initially "turned off" by John Koval, don't despair. He does not come off as the most dynamic lecturer you'll run across, and he probably won't be. But, he is good. He knows his material well and is always willing to accept questions and arguments. He does not tolerate dozing in class. Expect an object, usually a paper ball, to inform the tired student that he is not in bed, but in John Koval's class.

READINGS: There will be no assigned text, as such, for the course. There will be, however, a series of assigned readings (probably reserve readings at the library) through which Mr. Koval will attempt to elucidate his lectures and those of his guest speakers.

ORGANIZATION: The class will be visited by six participating lecturers during which Mr. Koval will remain in attendance thereby participating with the students. The lecturers will be both male and female and will be concerned primarily with sex roles as they are related to education, economy, literature, religion and the feminist movement. There will be a brief midterm and a final paper.

COMMENTS: It is going to be a unique and interesting class. The students will find it worthwhile. The class will be limited to approximately thirty students.

Richard Kurtz Sociology 433-533 Social Psychiatry

CONTENT: This course will deal primarily with the mental patient as related to Social Psychiatry. The student is acquainted with the ways in which the individual is identified or labelled as mentally ill. The study then moves to the door of the hospital and the perceptions of both patients and doctors. The social life in the hospital is studied as it can play a major role in the recovery or social injury of the patient. The study concludes with a look at the discharge of the patient and, finally, the delicate stage of adjustment that follows.

PRESENTATION: It's been said before, but it's worth saying again. Kurtz is great. His complete interest and fascination with his subject material make his lectures the type a student enjoys. His enthusiasm pervades the whole classroom as his voice raises and his hands image his concern with the problem of mental illness.

READINGS: It's not an expensive course: there will be two paperbacks, one of which is *The Mental Patients: Studies in Sociology—Deviance*.

ORGANIZATION: Kurtz does not require papers or projects. He gives multiple choice exams which pretty well cover the essentials of the lectures. The grade is determined by "university curve."

Richard Lamana
Sociology 422
Urban Society

Sociology 435
Race and Minorities

CONTENT: Urban Society is an upper level course offered primarily to Sociology majors. It is preceded by a course called Community offered in the fall. The spring semester broadens its perspective quite a bit to deal specifically with larger cities and metropolitan areas. The study involves emphasis on the sociological issues which are confronted in an urban society. City planning plays an invaluable role in the life of urban population. The course investigates the ways in which social life, economic life, religious life, moral and health standards are related to urban living. There is an attempt to explain the relationships which arise as a result of the growing, urban society.

PRESENTATION: Richard Lamana has an adequate knowledge of the material he presents. His lectures are, at times, rather dry as a result of his style. Questions and discussions are accepted but not as welcome as they should be. The primary emphasis will be upon the short text which is used in the course. Notes are helpful in linking some of the readings, but they do not carry much weight overall.

READINGS: There will be a short text used by the entire class, *Urban Structure Readings*. There will also be a series of readers on reserve at the library which students will be referring to throughout the semester.

ORGANIZATION: There will be a mid-term and a final in the course; possibly a small test at times to keep students on the ball. Although Lamana's policy is that papers are optional (which they are), a paper of some sort (in the form of extra credit) is a precondition for an A in the course.

SOCIOLOGY 435

CONTENT: The course aims at covering many different aspects of race and minorities in the United States and the world. Sociological aspects are covered, along with demographic and governmental studies. The course shows the student many of the social structures that exist in our society, how these structures are established or viewed by the general populace, and many of the psychological implications.

PRESENTATION: Professor Lamana, while not the most forceful lecturer, attempts to show all sides of the picture, what is and what misconceptions exist. He has a tendency to talk around pointed questions, although he encourages discussion. The material is well-organized and clearly presented.

READINGS: The readings are probably one of the strong points of the course. They are usually well done works relating to race, and in the past have been books such as Vander Zauden's *American Minority Relations*, and Van Den Beigher's *Race and Racism*.

ORGANIZATION: Professor Lamana gives one or two short exams along with a mid-term and final. Also in the past, the undergraduates have been required to do extra work, such as a book report. His tests are not exceptionally difficult if the student has kept up with his readings and the lecture material.

COMMENTS: The course provides the student with a good background study of race and race-related issues. Although one may not get a lot of satisfaction from all the lectures, every once in a while, an interesting discussion pops up, and this, along with the readings, make the course a worthwhile undertaking.

J. Noell
Sociology 426
Industrial Sociology

CONTENT: This course has its primary emphasis upon the features of industrial society. The students will be familiarizing themselves and dealing with the various characteristics of industrial organization patterns of industrial bureaucracy also play a major role in the study of an industrial society. The student will be intrigued by the goings-on in industry as the course delves into the two distinct lines of work and authority in industry.

READINGS: There will be two readers required: *Industrial Man* by Burns and *Readings in Industrial Society* by Faunce. Mr. Noell will also include four or five monographs which he feels add emphasis to the texts and lectures.

Hugh O'Brien
Sociology 229
Social Disorganization

CONTENT: This course deals with many of the "social" problems of society. Through observation and analysis of these problems, it is hoped that the student can gain insight into the distinctive nature of our society: its social structures, codes, and norms; its processes of organization as well as disorganization; its patterns of conformity as well as deviation. Some of the major problems studied are drug addiction, prostitution, alcoholism, suicide, crime, sexual deviation, and ethnic relations. There are no prerequisites for the course, and the composition of the students enrolled is general, from sophomores to seniors of all types of majors.

PRESENTATION: Professor O'Brien is a very interesting lecturer. He has been a warden of a prison has done extensive research on drug addiction and prostitution, and has done other sociological studies related to the material. Consequently, his lectures are filled with personal experiences which makes this class almost fascinating. He is receptive to questions, but discussion is limited.

READINGS: There is one text, *Contemporary Social Problems*. The reading assignments closely parallel what is covered in class.

ORGANIZATION: There are two or three tests and a final. All the test material comes from class notes and the readings on about a 50%-50% basis. There are no papers or projects. Basis of final grade is on a strict university curve, no scales. The tests are the true-false, multiple choice type. They are tricky, and the university curve doesn't help matters.

COMMENT: Professor O'Brien's lectures are so interesting that the course is worthwhile. There isn't much work involved, but the university curve makes it difficult to get an A. It's a good elective or a good filler of a sociology requirement, as long as the individual isn't too grade conscious.

Anthony Ostric
Sociology 324
Contemporary Theory

CONTENT: Contemporary Theory is an upper division course which is required for all St. Mary's sociology majors. Dr. Ostric's course is a thorough one that centers around such theorists as Piaget, Merton, Sorokin, Toynbee, Lundberg, Malinowski, White, and Boas. Contemporary theory is studied in terms of its nature and development with the aforementioned theorists being emphasized. Dr. Ostric's goal is "to penetrate gradually into the realm of society and culture and witness special satisfaction of an achievement." This is a St. Mary's course.

PRESENTATION: The class proceeds in the form of lectures by the professor with occasional questions from the students. The professor turned the class over to the students for a number of classes.

ORGANIZATION: Two tests are usually given in the form of essays. The tests are always 2 hours long and the student will use every minute of the time. There is also a required research paper on one of the theorists which is also used as a class presentation.

COMMENTS: Dr. Ostric is very interested in his students if they show an interest in the sociological material. He is an intensely serious professor and likes his students to develop a correspondingly serious response.

P. Pilger
Sociology 332
Social Work Methods

CONTENT: Briefly, what this course attempts to do is to familiarize the interested student with the techniques, principles and

functions of the interview in social work. Its emphasis is upon the various methods and procedures which social workers use as they obtain their field experience as social workers.

PRESENTATION: Mrs. Pilger is extremely attentive to class response and always open to discussion and questions. Her personal interest in the area of social work enables her lectures to flow quite naturally. The course is very worthwhile for the student interested in any area of social work.

Thomas Sasaki
Sociology 362
Medical Sociology

CONTENT: Designed as an upper level course, the class consists primarily of juniors and seniors in sociology and premed. The course gets off the ground with an introduction to the social science approach to medicine. Social epidemiology is treated very satisfactorily before the course moves on to social organization. The organization portion consists of evaluation and examination of the patient-physician relationship, the patient as an individual, the hospital, the nurses, and other practitioners. Social psychology finds its place in the course as cultural and subcultural perspectives are integrated into the area of medicine and health. The course is summed up by investigating the community aspects, medicine in other societies, and the "developing world."

COMMENT: This course offers an excellent opportunity for the premed student and the sociology student to broaden their perspectives concerning medicine, health, and the doctor-patient relationship.

Julian Samora and Joseph Scott
Sociology 441
Minority Lectures

CONTENT: Briefly, what this course entails is a comprehensive investigation into the problems of minority group encounters in America and the ways in which they deal with the problem.

ORGANIZATION: The course is designed as a Seminar class. Scott and Samora will introduce the students to nine guest lecturers: three Chicanos, three blacks, and three Puerto Ricans. Discussion and questions will follow each lecture.

COMMENT: Scott and Samora are genuinely interested in the minority problem. Their dedication and concern for the points in questions make the course very stimulating and worthwhile.

John Schnabel
Sociology 112
Man in Society

CONTENT: This introductory course offers an intellectually provocative account of modern sociology. It combines modern research, theoretical concepts, historical perspectives and contemporary social issues to offer the student a new way of viewing his social environment.

PRESENTATION: Mr. Schnabel presents well prepared lectures which are tuned to the students' interests. Test material is directly related to the readings. Class consensus determines whether lectures are a reiteration of textual content or an appeal to the more interesting sociological facet of contemporary issues. Attendance is not mandatory.

READINGS: There are two texts for this course: *Sociology: Man in Society* by Defleur, D'Antonio and Defleur, which presents an interesting and clear understanding of the basic terminology and principles of sociology, and *Mirror of Man* by Daboghian which complements the hard-back text with literature by various renowned authors. These writings are an aid in understanding sociological phenomena.

ORGANIZATION: The grade is based on the average of several tests given periodically, all carrying equal weight. There are no projects or long term papers assigned.

NOVEMBER 30, 1971

COMMENTS: The course material itself is extremely worthwhile in that it offers a new view of society that is relevant both in other classes and in everyday life. Mr. Schnabel displays complete devotion and interest in sociology, and his concern for students and their suggestions is praiseworthy. The course is strongly recommended for anyone considering sociology as a major or simply trying to broaden his education. (N.B., This is one of eight sections offered in "Man in Society." Content is basically the same, but readings and presentations differ.)

Joseph Scott
Sociology 116
Social and Political Thought of Black Americans

CONTENT: This course is offered as a two semester sequence, though second semester involvement does not necessarily require the first semester. The course begins with a sociological analysis of the history of the Afro-American experience. The student will become acquainted with the strategies that white America has used in an attempt to subjugate and contain black America. Scott will also delve into the black American strategies of self-liberation from the institution and examine the outcomes of such movements and counter-movements. The second semester places primary emphasis on looking at the major black, sociological, political and economic thinkers from slavery until the present. An attempt will be made to analyze the conception of the "Anglo-over-Black" problem.

PRESENTATION: Mr. Scott is extremely involved in his material and shows more than adequate concern and enthusiasm for both his students and the cause itself. Consequently, the course is extremely worthwhile.

READINGS: There are two texts which are integral to the lectures: *Before the Mayflower* by Bennett and *Black Nationalism in America* by Bracey, Maier, and Rudwick.

Eve Simson
Sociology 353
Minorities

CONTENT: Minorities is an Upper division sociology course that centers around discussion of all types of minorities in the US such as ethnic, racial, religious, and other minorities. Emphasis is on majority-minority relations as well as the implications of those relations. This course is offered at St. Mary's College.

PRESENTATION: Lecture is limited by the professor as she encourages class discussion and participation. The professor has each student present a minority group in class after having read and analyzed a book on the chosen minority.

READINGS: Students are urged to attend outside lectures and movies on minorities and to write brief comments on their reactions. Books are read outside class concerning minority groups, and tests include information from these books. Books run about \$18.

ORGANIZATION: Four tests a semester are usually given.

COMMENT: Emphasis in this course is on the student. He or she can make the class worthwhile or not depending upon the amount of work and concern he puts into it. The professor is always willing to discuss anything with the students and is genuinely interested in their interests.

Robert Vasoli
Sociology 371
Criminology

CONTENT: Dr. Vasoli's course is structured to cover the three basic areas of criminology: 1) Causation or Etiology, 2) Criminal Law, and 3) the area of Penology and corrections. The course covers many of the theories relating to crime, and recent court cases that have affected the area of criminology.

PRESENTATION: Dr. Vasoli's lectures are never lacking in interest, and hold the attention of the students. Dr. Vasoli freely interjects many of his own personal experiences and insights into the evokings of the legal and non-legal aspects of criminology. One may find, however, that Dr. Vasoli's views are hard if not impossible to change, by any form of argumentation in class. Tests draw from readings and the lectures.

READINGS: There are four or five required books for the course, mostly paperbacks and articles.

COMMENTS: Dr. Vasoli feels that a C is what most students deserve, and accordingly his tests are extremely hard, although by no means impossible or unfair. For a truly interesting course, this course is definitely worthwhile. A sociology background is not necessary although helpful and the non-major can fairly compete with the major.

Andrew Weigert Sociology 479 Sociological Theory

CONTENT: Sociological Theory is a senior seminar open only to sociology majors. The course will attempt to give a theoretical perspective on sociological theory. Initially the seminar will be concerned with defining theory. The class will then be given a sociological and historical view of theory-revolutions. From this point the course moves into a sociological and theoretical explanation of the everyday knowledge of reality. Professor Weigert gives examples of large scale sociological theorizing. The classical, encompassing Max Weber, and the current, looking at Lewis Coser and *The Functions of Social Conflict*. Finally, the student is made aware of the recent attempts at a theoretical approach to everyday life.

PRESENTATION: Professor Weigert is an excellent teacher.

READINGS: The readings have not yet been chosen.

Speech and Drama

Charles Ballinger Speech and Drama 376 Acting II

CONTENT: In the course, the student studies and performs from the different acting periods of history. Starting with the Greek age on upward till modern-day drama, the student has a chance to explore the different forms of drama.

PRESENTATION: Lectures and demonstrations are given throughout the semester on the different acting methods. No great deal of outside reading is required, only one text is used. A large amount of time is spent working individually with Mr. Ballinger. Much attention is spent on the student and his potential acting talent.

ORGANIZATION: Classroom performances and individual growth over the semester comprises the bulk of the final grade. No written tests, but many discussions among the students and the instructor occur.

COMMENTS: This is an excellent class for the student who is earnest in developing his potential and skills in acting and who will work diligently. It is definitely not an easy course, not one to be taken for an easy A. The atmosphere of the class is very free. *Acting I* and *Voice and Body* are two necessary prerequisites for Acting II.

Richard Bergman Speech and Drama 173 Stagecraft

CONTENT: Stagecraft is a theatre course in which the students are given an opportunity to learn the technical aspects of theatre. They are given access to the theatre shop and its tools. Under professional direction, the students learn to build the sets for the shows of the season, operate shop tools, etc.

PRESENTATION: The class has a workshop structure. Mr. Bergman gives a few lectures on technical theatre—how shows are run and built. The students can and do ask questions, and it is generally very interesting.

ORGANIZATION: Most of the class time is spent working on sets—building, painting, sawing, hammering, etc. The course requires ninety hours of outside work put in at the shop. There is no exam, and there are no papers. If the student puts in his ninety hours he will get a good grade.

READINGS: There is a text for the course, and the student is expected to read it on his own. He will not be tested on the material, but it is necessary to know in order to really work in the theatre.

COMMENTS: It is up to the individual to learn—he has the opportunity; without concentration, however, he will end up having spent ninety hours merely sawing logs instead of really learning the craft. The course is recommended for those interested in working hard to learn the craft and theatre.

Team taught Speech and Drama 135 Introduction to Theatre

CONTENT: The course and the students are divided into four parts: 1) the play—scripts are read, interpreted, discussed; history of the play is discussed; play is defined. 2) production lab—a short play is used (read, interpreted, acted out) to explore the production process; what goes into staging a play for both director and actors. 3) contemporary theatre issues—new forms of theatre all presented and discussed somewhat; a brief history of American musical comedy is given. A 2-3 page paper is assigned. 4) scenic art—group explores lighting, costume rooms and general backstage area to find out what goes into staging a play “behind the scenes.” In all groups a few chapters of Kernodle's *Invitation to Theatre* are assigned, according to each section's topic. It is interesting, pleasant, and helpful reading.

PRESENTATION: Most of the lectures are monologues because of its introductory-course nature, students lacking the necessary background to raise significant questions. Lectures tended to be repetitious because of the fact that six teachers were involved.

READINGS: As mentioned above, Kernodle's *Invitation to Theatre* is read. Additional required readings are the plays produced by the ND-SMC theatre. This actually is a help because it is mandatory that the plays also be seen.

ORGANIZATION: Every ninth class there is a test on the material covered in the previous eight classes and on the assigned chapters of *Invitation to Theatre* (in the *Issues* section a paper took the place of the test). Then the class meets together and reviews for a few days before the final exam. The grading was based on the evaluation of all six teachers.

COMMENT: A pleasant and interesting class because of the open-minded and competent faculty (especially in the area of modern theatre). The course is a good acquaintance with theatre, particularly for the person with little previous knowledge.

Theology

Maurice Amen, C.S.C.
Theology 131
Man and Faith

Theology 105
Development of Belief

PRESENTATION: Father Maurice Amen for two lectures a week and one meeting each week in a small group with a graduate student as the discussion leader.

READINGS: *Bhagavad-Gita, Siddhartha, The Painted Bird, Night, Steps, Narcissus and Goldmund, If War Goes On, No Bars to Manhood, Stories of God, Beyond Theology, The Courage to Be, Love, Power, and Justice.*

CONTENT AND COMMENTS: Father Amen's theology course strives to establish a personal bond between the student and professor and to give the student something which will be important in his life. The course is structured around a nucleus of twelve modern works by such different authors as Kosinski, Watts, and Tillich. Each of the works deals with different ideas and situations, and even after the end of the course, it remains difficult to see how they are related to each other and to development of belief. Yet, taken together, the different works make the student aware of who he is and of the faith, or lack of it, which man exhibits in God and especially in his fellow man. The course and readings are planned in such a way that the student must open himself up to the books and self-analysis. Every other week the student is required to turn in a journal of reflections in which he relates his thoughts and feelings about the previous readings. The purpose of the journal is to get the student to think about the things he has read and their meaning to him. Each journal receives a grade according to how well the student has opened himself to the works and can relate his own feelings on them.

Furthermore, Father Amen's lectures, although spontaneous and often hard to follow, serve to guide the student through the maze of new ideas which come about through the readings, and once a week the students meet in small groups to discuss the readings. There is no midterm or final in the course and the grades usually range from A- to B-. Father Amen's course frees the student to do and think what he wants and asks only that the student open himself to the works. The rewards of the course are proportional to the amount of energy the student wishes to expend.

Robert Antonelli, C.S.C.
Theology 245
Prophetic Scripture

CONTENT: This one-semester course deals with the religious crisis of the Israelite people from David to Post-Exilic times (ca. 1000-500 BC). During this period the Israelites were faced with the difficulties of the transition from a nomadic to a sedentary style of life. This provoked the need for a new understanding of their God. An attempt to provide this understanding was made by the Hebrew Prophets. Father Antonelli has taught an introductory course to the Old Testament (Theology 301). This course represents a more detailed analysis of one segment of that course. There are no requirements. 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 students in gaining insight into the material. The balance of lecture and discussion will depend upon the class size.

READINGS: Father Antonelli plans to present a brief overview of Old Testament History with *A Concise History of the History of Israel*. In this background the prophets will be considered with the aid of three additional texts. The Bible is a required text. Readings are generally not much of a burden. In the Old Testament course they averaged about 50 pages per week.

ORGANIZATION: There will be two major papers for the semester (5-10 pgs.). The papers will be designed to give the student

an opportunity to integrate his personal research and insight into the prophets with his present experience. Depending on class size papers may be followed by a short meeting with Fr. Antonelli to discuss the student's ideas.

COMMENT: Father Antonelli is new to the campus this year, coming here after a year of post-doctoral study in Archaeology at the Ecole Biblique in Jerusalem. Tales of experiences at digs in the Holy Land make the places in the readings more concrete and immediate. The Prophets speak for themselves as Fr. Antonelli winds the visions of Ezechiel into their historical context of Babylonian imagery and Israelite religious history. The wider cultural and religious exchanges among the Middle Eastern peoples are traced in their historical context. Any significance the prophets may have for our world is better understood against this background which is ably represented by Fr. Antonelli.

Leonard Biallas, C.S.C.
Theology 243
Church in Crisis

Theology 240
Theology of Revolution

THEOLOGY 242

CONTENT: This course attempts to broaden one's perspective on the dignity, responsibility, and freedom of man by analysis and discussion of various 19th and 20th-century religious-philosophers and theologians. It must be considered in light of Christian existentialism and Christian humanism. The course attempts by a "theopoetic" odyssey to reflect critically on the unavoidable implications of all the advances in Western culture. The course may be described in various ways: a fundamental course in Christology; a theology of secularization; the humanity of God and the divinity of man; or the aftermath of the Death-of-God phenomenon. It is person-oriented rather than content-oriented (i.e. the instructor is more interested in personal involvement on the part of the students than in "covering all the material").

PRESENTATION: Father Biallas envisions himself as quite a revolutionary theologian, which he well may be. However, as a result, Father Biallas often strays from academic pursuits and finds himself caught up in his own impressive revolutionary life. This can turn the lectures into a soap box performance by the instructor. This is an attempt to involve the students that usually does not come off that well. When he does lecture, Father Biallas displays a deep interest and knowledge in the very worthwhile subject matter. Discussion is encouraged, but questions in class often turn into entire period discussions between the instructor and one student. This tends to make the class slip into sleepy apathy. The assignments (papers, tests, etc.) can be very relevant to the course, but the student must make them so. There are no set rules to follow.

READINGS: The texts to be used next semester are: Nietzsche, *Thus Spake Zarathustra* (Penguin 1.95), Kazantzakis, *The Last Temptation of Christ* (Bantam 1.25), Berdaev, *Dream and Reality* (Collier 1.50), Freud, *Civilization and Its Discontents* (Norton C. Norton 1.95), Kierkegaard, *Fear and Trembling* (Princeton Univ. Press 1.95), Dostoevsky, *Grand Inquisitor on the Nature of Man* (Lib Bobbs 0.65), Bonhoeffer, *Letters and Papers from Prison* (Macmillan 1.45), Camus, *Myth of Sisyphus and Other Essays* (1.65, and possibly Niebuhr, *Moral Man and Immoral Society* (Scribner 2.45). This is an impressive and heavy list, to say the least. The fall semester's reading was a lot less, and not difficult to read or to get done. This list may be more difficult on both counts.

ORGANIZATION: There will probably be two ten page papers and a final exam. There also may be an in-class exam sometime during the semester. The papers and tests are graded fairly and leniently. The average student will probably receive a "B" in this course with a moderate amount of effort.

THEOLOGY 240

READINGS: Slater, *Pursuit of Loneliness*; Cone, *Black Power and Black Theology*; Ellul, *The Presence of the Kingdom*; Block, *Man On His Own*; Huxley, *Island*, Marty and Peerman (ed.) *New*

Theology No. 6; Berger and Neuhaus, Movement and Revolution.

COMMENTS: For the student who has never been exposed to the ideals behind Christian revolution, this course will serve as an eye-opener. It is recommended for those students who would like to experience a priest of the new left. The course is definitely suitable for non-majors since very little classic theology is involved. The course could probably be improved by more organized presentation and discussion of the excellent material by both instructor and student.

Joseph Blenkinsopp Theology 415 Israelite and Ancient Near Eastern Wisdom

CONTENT: The lectures and discussions will concentrate (and Dr. Blenkinsopp DOES mean concentrate) on the concept of wisdom; the typology and history of literary forms and genres; the identity of the wisdom teachers; and the problems dealing with all of these. There will be a survey of the Wisdom literature in the ancient Near East, especially Mesopotamia and Egypt; a survey of Hebrew literature; some modern problems, e.g. wisdom and law, wisdom and prophecy, wisdom and priestly lore. It will also concentrate on the Yahwist writer and Ancient Near Eastern myth and wisdom writings, especially the epic of Gilgamesh—the problem of life; Ecclesiastes—the problem of death; Job and the problem of suffering; and The Song of Songs—the problem of sexuality. The course will probably consist of juniors and seniors in Theology. Perhaps some graduate students.

PRESENTATION: Dr. Blenkinsopp lectures most of the time and often “invites” students to comment or join in discussion. If the class is small, there is more discussion. His lectures are packed with information. He is a good listener to good questions and probably can answer any of them. He is well prepared and hands out organizational and informational sheets regularly which prove extremely helpful. Often Dr. Blenkinsopp brings in related modern literature. The course is a well organized one which is absolutely necessary for all the information given out.

READINGS: Dr. Blenkinsopp requires five books to be read and recommends seven others. During the lectures he recommends many more. The readings are good and necessary if you want to understand him and to follow the material as the semester proceeds.

ORGANIZATION: Dr. Blenkinsopp has negotiable forms of evaluation: research paper, short papers and oral presentation. One can pick from the wide area of readings to do his work but the work and quality demanded is high. This is not an A course without a serious scholarly and academic effort. With a fair amount of work one can get a B or C.

COMMENT: Dr. Blenkinsopp is extremely interested in his work and demands the same from his students. If one is seriously interested in this course there couldn't be a better prof around but you had better be prepared to work. Dr. Blenkinsopp “invites” one to comment and places little stress on the readings or tests. However, he expects the caliber to be high. He often relaxes into discussions and welcomes personal interests. He can provide the students with almost any help they seek with the course material or related fields. But this is not a course to be taken to fill a requirement, it is a specialized field with specialized interests and should be taken by those who are really interested.

James T. Burtchaell, C.S.C. Theology 407 Theology of Grace

CONTENT: This course will center on the theme of grace, the free gift of a loving God to sinful man, and will discuss the implications of this understanding in terms of theology, liturgy and ethics.

PRESENTATION: Last year, the structure of the course was based on lecture with the class broken down into “discussion panels” which focused on one of several historical periods in which a controversy arose concerning grace (eg, Luther, Pelagius, the Jansenists, etc.). By and large, these discussion panels were disappointing, and so Fr. Burtchaell has decided to take a different approach. Instead of presenting materials on a period for a

class discussion, the groups will be enjoined to investigate the corpus of literature on grace in their period, for the purpose of discussing among themselves as a sort of seminar, and for one or several meetings with Fr. Burtchaell. With the resulting elimination of “influence” in the sense of a lack of responsibility for a class presentation, the degree of benefit derived from these groups will depend in large upon their own maturity, as well as directions given to them by Fr. Burtchaell, both in meetings and in the body of the lectures themselves.

READINGS: Again, there will be a tighter control of readings than there was last semester. Five or six books will be required reading, but more information is, as yet, unavailable.

ORGANIZATION: The basic structuring of the work load will be a series of papers, the number of which is as yet unspecified. No length has been set, but Fr. Burtchaell does consider a five-page paper to be “a table of contents,” thereby anticipating twelve pages each. There will also be a final exam.

COMMENTS: The course, at its inception, was to have been called “Philemon's Problem,” but the publication of “Portnoy's Complaint” cut that dream short. Instead, the student is brought face-to-face with freely imputed righteousness, for otherwise grace would not be grace. Keeping in mind the obvious inconsistency that in Theology of Grace your salvation will be by works, this is a unique (and quite possibly the last) opportunity to share the insights of Fr. Burtchaell's own brand of systematic theology, which is quite good indeed.

John Dunne, C.S.C. Theology 229 Philosophy of Religion

CONTENT: Father Dunne attempts to deal with the problem of understanding: the understanding of oneself, the understanding of the way of life that one chooses, and the understanding of God. He accomplishes this by reference to metaphors, personal allusions, and the lives and works of significant men of history. His illustrations serve to concretize the sometimes rather abstract concepts which he develops. At times his thought becomes so involved that there is no possibility of asking an intelligent question to clear up the ambiguity. All one can do is go home and begin to think it out for himself.

TEXTS: This past semester there were three texts: *A Search for God in Time and Memory*, John Dunne; *Stories of God*, Rilke; and *Memories, Dreams, Reflections*, C.G. Jung. He suggests that you read these early in the semester.

PRESENTATION: Father Dunne's presentation tends to be by starts and stops. All the material comes directly from him, making close attention for the purpose of understanding (not for the purpose of passing tests) important. Sometimes his presentations appear too disjointed. This may be attributable both to his own personality, which would be classified as “intense,” and to the fact that the material being discussed is more personal reflection than dogmatic theology. (Some students feel that Father Dunne is too dogmatic! The writer disagrees with that viewpoint. Father Dunne may say things as if they were absolutely true but he doesn't expect the student to accept them that in that way. By analogy, scientific researchers submit papers for publication as if they were absolutely true, but they are the first to be aware of their own fallibility. There is a limit to how many times you can qualify your thinking without sounding like you know nothing about your subject.)

ORGANIZATION: There is a mid-term and a final, both of the take home variety. There is also a ten page paper dealing with a significant historical character. The purpose of the paper is to allow the student to get to know, really know from the inside, (Dunne all this “passing over”) the man or woman studied. Biographies are not encouraged, what is demanded is hard, creative and imaginative thinking.

COMMENT: At times the course seems like one confused jumble. A student who felt like this last year, found that everything resolved itself, fell together, with the last lecture. You cannot, as evidenced above, condense the course into a sentence like, “Theo 229 is about: 1, 2, 3, . . . n.” When the student finishes, what he has had is a course in the understanding of himself, himself and others, and himself and God. Finally, it should be noted again that the popularity of Philosophy of Religion demands that the prospective student join the ever increasing lines on the third floor of O'Shag early if he is serious about taking this course.

Eugene Gorski, C.S.C.
Theology 256
Theology of Man

CONTENT: Father Gorski is teaching this course for the first time. It will be an interdisciplinary (Theology-Anthropology) approach to the questions "Who Am I?" and "What Is the Meaning of My Life?" It will evolve from a scientific anthropology founded in Humanistic Science and then a philosophical anthropology, drawing heavily upon the writings of Heidegger and Jaspers.

COMMENT: Father Gorski is searching for the means to create an occasion for students to grow to know and experience both the profane and the Christian meaning of his existence. The course will be concerned with bridging the gap between theology and life by involving the whole person of the student.

Kenneth Grabner, C.S.C.
Theology 205
Transcendental Experience

Theology 207
Buddhism and the West

THEOLOGY 205

CONTENT: The purpose of the course is to introduce the student to the conscious awareness-oriented religious and philosophical systems of the East and the insights into the value of meditation for Eastern and Western man. Introductory lectures provide a general background in Hinduism, Buddhism, the evolution of mythology, Jungian psychology, and a comparison of the basic frames of orientation of Western and Eastern religions. Father Grabner encourages students to consider the goals and value of meditation, especially as practiced in Yogic systems, and to utilize such Eastern concepts as egolessness, the unchanging in the universe, and communion with the Other, and to incorporate them into the transcendental experiences of one's own lifetime.

TEXTS: Roszak, *The Making of a Counter Culture*; Pieper, *Leisure, the Basis of Culture*; Antoine de Saint Exupery, *The Little Prince*; Hesse, *Siddhartha*; Fisherwood, *Bhagavad Gita*; I Ching; *Yoga Sutras of Patanjali*; Teilhard de Chardin, *Hymn of the Universe*.

PRESENTATION: The course basically consists of lectures on various philosophical and religious systems of conscious awareness expansion, and on the transcendental experience as a state of egolessness and communion. The Western "myth of the objective consciousness" is put into historical perspective in a series of lectures on the development of the ego, individuation and the corresponding myths which evolved during the various phases of mankind's history. The system of ethics of Eastern religions is the subject of another series of lectures, with a comparative description of the ethics of Christianity. Father Grabner also imparts valuable insights into the prerequisites and the presuppositions of meditation, and offers suggestions on how a rational, activity-oriented Christian can best learn how to adapt meditation to his way of life, and how meditation and silence can enrich and expand the Western man's consciousness awareness of himself and his world. Three seminars are reserved for discussion of texts and of pertinent questions not covered during lectures. A take-home midterm is required in which the student must synthesize the lecture material, assigned readings and his own reflections on the subject matter. The option of two short papers on any related books or subjects or one longer paper on the same order of the take-home midterm, is offered instead of a final exam.

COMMENTS: Father Grabner presents the wealth of insights to be found in Eastern meditative systems to the student in an enthusiastic yet calm and reflective manner so that the student is encouraged to find a method of contemplation compatible with his own philosophical and religious background.

THEOLOGY 207

CONTENT: This course is envisioned by Father Grabner as a start in aiding students to achieve, personally, an understanding of the psychological discoveries uncovered by Buddhism. The success of the class is dependent upon the correlations which individuals are able to make between these ideas and their own experience.

NOVEMBER 30, 1971

READINGS: Next semester's readings have not yet been determined. Readings for this semester included Merton, *Zen and the Birds of Appetite*; Chardin, *Divine Milieu*; and Hesse, *Steppenwolf*.

PRESENTATION: Though the course is largely a lecture format, discussion and questions from students are welcomed. There are a number of seminar meetings to discuss specific books. The two required papers and class participation compose the students' grade.

Stanley Hauerwas
Theology 133
Christian Ethics

CONTENT: This course, though taught before, is being radically revised for the next semester. It is designed to give students an opportunity to "dig around" and discover something about ethical reflection in a disciplined way. The course will examine theoretical ways of operating ethically, ethics as a set of moral rules, ethics as response and action with self, and Christian ethics as a way of seeing, the learning of a language. Concrete issues such as abortion and violence will be studied. The class will, at the beginning of the semester, determine some other areas of interest to be studied: e.g., race relations, sex and marriage.

READINGS: Fletcher, *Situation Ethics*; Ramsey, *Deeds and Rules in Christian Ethics*; Neibuhr, *The Responsible Self*; McCabe, *What Is Ethics All About*; Douglas, *The Non-Violent Cross*. The final reading will be contingent upon the topic(s) chosen by the students for perusal.

ORGANIZATION: There will probably be a number (no more than five) short (2-page) paper and a couple of tests.

COMMENTS: Professor Hauerwas is an interesting and affable lecturer, willing to spend any amount of time with his students discussing the readings, lectures or anything else. Although there is considerable work involved, this course is ideal for a student who is interested in an instructive course on the basic concepts and formulations of Christian ethical thought. It would be well worth the energy expended.

Theodore W. Hengesbach
Theology 237
Theology of Death

CONTENT: There are very few people who actually try to think out the various meanings of death. Mr. Hengesbach attempts to provide the stimulus which is needed to get people going on their own personal theology of death. Once people begin to confront the problem of death, they are in a better position to accept its implications because they have already formulated their own theologies of death.

PRESENTATION: The course is divided into two parts. The first consists of lectures given by Mr. Hengesbach introducing the student to other people's feeling on death. The second includes seven books which bring out the different feelings, attitudes, emotions and implications of death itself. After the student works through these readings, he is in an excellent position to move from a very objective viewpoint of death toward a subjective viewpoint of death which is relevant to his own particular feelings on this subject. The texts are discussed in a seminar fashion within the classroom.

READINGS: The texts provide the student with many different ways of viewing death. They are very important for the student in his attempt to determine the purpose and implications of the course itself. The seven books are: *Death and its Mysteries*, Ignace Lepp; *A Search for God in Time and Memory*, John S. Dune; *The Revolution of Hope*, Erich Fromm; *In Solitary Witness*, Gordon Zohn; *On Death and Dying*, Elizabeth Kubler-Ross; *The Tacit Dimension*, Michael Polanyi; and *A Rumor of Angels*, Peter L. Burger.

ORGANIZATION: There are three tests which reflect the student's understanding of the material presented in the first half of the course. Also, there are two book reports required for the first two readings, and a final Theology of Death which portrays the student's view of death after being exposed to the various materials of the course. Class attendance is required by Mr. Hen-

gesbach because all of the discussion on the lectures and the texts are carried on within the classroom. The final grade is determined by the three tests, the two book reports, the final theology of death and class participation.

COMMENTS: If the student plans to take a course just to fulfill a theology requirement and get by with as little work as possible, he should look elsewhere. Theology of Death is not just another theology course. It is an experience which takes the student far within the problems and mysteries of death. It is a fascinating subject if the student works through the materials and allows himself to be taken into its grasp.

Rev. William Jenkinson
Theology 101
God in the Modern World

CONTENT: Father Jenkinson's course (God in the Modern World) is one possibility for fulfillment of the freshman theology requirement. It is an exploration of modern Christianity and its roots. As such, it is a truly relevant course rather than a pastiche of the latest trends in God-talk.

PRESENTATION: Father Jenkinson believes that knowledge of the past must precede knowledge of the present. Therefore, he traces the origin of Christianity and its development through various philosophical and cultural milieu. He stresses the pluralism inherent in our present notion of Christianity. Finally, he leaves room for growth: for the potential flowering of Christianity in the students' own lives and times.

READINGS: Two lectures and one seminar, run by a teaching assistant, each week comprise the body of the course. Readings, to be discussed in seminar, include the New Testament, *The Feast of Fools* (Harvey Cox), *Dynamics of Faith* (Paul Tillich), and *Future Shock* (Alvin Toffler). The readings focus on issues and additionally provide historical perspectives. Lectures are developmental and well-organized. Father Jenkinson's style is polished and urbane.

ORGANIZATION: There are quizzes in seminar on the readings, a midterm, and a final composed of one part objective examination and one part take-home project. The average grade is a B.

COMMENTS: I would recommend Father Jenkinson as a teacher. The only drawback I see is the size of the class, which is large. This situation is ameliorated, however, by Father Jenkinson's affability and accessibility outside of class, and also by the seminar session. Father Jenkinson values being "where the student is."

Aidan Kavanagh, O.S.B.
Theology 414
The Sociology of Religious Experience

CONTENT: Fr. Kavanagh's major thesis is, that liturgical worship is, at root, one *species* in the *genus* ritual. Operating upon this basis, he proceeds to do a cultural anthropology upon the nature of ritual in general, and especially that particular form of cultural ritual which is embodied in communal and religious acts. Within this context, especially the social functions of *myth* and *ritual* will be investigated, relating discourse and experience to the socio-cultural awareness of the particular ethos in question, be it a tribe of islanders on Borneo, the firm of stockbrokers on Wall Street, or a stadium full of football fans.

PRESENTATION: The class will be basically lecture, with the added hope, if the size of the class permits, of discussion once a week to supplement the lecture material and to help elucidate it. The lectures will be in formal, and questions are always, at all times and in all places, welcomed. The ideas which come forth will be challenging and will evoke response. The ideas will be packaged in that indefinable but ever recognizable Kavanagh rhetoric (he taught Augustine). The fluid, florid prose is enough of an attraction; in fact, it is a bonus to the cognitive content.

READINGS: There will be three: two paperbacks by Edward T. Hall: *The Silent Language* and *The Hidden Dimension*; and *Natural Symbols*, by Mary Douglas. Douglas' book is especially excellent. The cost should not exceed \$10.00 for the three.

ORGANIZATION: Much depends upon the size of the class. If the

class is sufficiently small, or if large but staffed with a graduate assistant, then the discussions and a few short papers would make up the bulk of the work. Fr. Kavanagh, by his own admission, puts little value on tests, and will use a final only as a last resort.

COMMENTS: As a final paper, it might be interesting to take the facts learned and, using them, analyze one of the 10:45 Sunday Masses in Sacred Heart Church, with Fr. Kavanagh as principal concelebrant. For this is certainly the direction to be taken, the understanding of what we do so as to allow it to retain its meaning, in the context of the public worship of the Church as Body of Christ.

Rev. Jean LaPorte
Theology 208
Teilhard de Chardin

CONTENT: The course is intended as an introduction to the works of Teilhard de Chardin; strong emphasis is placed on *The Phenomenon of Man* as well as other essays selected by Abbé LaPorte.

READINGS: Mimeographed essays (in French) will be handed out at the beginning of the semester, comprising approximately 120 pages. It is also recommended that students read *The Phenomenon of Man*.

PRESENTATION: The lectures are presented in French, and a working knowledge of both written and oral French is a prerequisite for the course. Father LaPorte encourages discussion and often has students prepare a class presentation on parts of the readings. The class is conducted in an informal, relaxed atmosphere.

ORGANIZATION: Approximately twenty-one papers are required, in answer to a question posed at the end of each reading section. The final is a short (3-page) paper along the same lines.

COMMENT: Abbé LaPorte is a very warm-hearted teacher who is very much interested in his students. His lectures are clear and easy to follow, though perhaps too simplistic. Not terribly demanding for those who speak French, the course and Abbé LaPorte come highly recommended. Most, but not all, of the students are returning Angers people.

Sister Elena Malits
Theology 255
Thomas Merton: The Dynamics of Religious Development

CONTENT: A study of the life and selected writings of Merton as contemporary, Christian believer, Western monk in touch with the contemplative traditions of the eastern religions, and outspoken critic of the American social-political scene. The course traces the stages of Merton's religious quest and the bearing of his rich experience on the life of faith and transformation of consciousness.

PRESENTATION: This course is a new one. Sr. Elena is a serious, dedicated student of Merton, so she offers a course which promises to be rich and dynamic in insight. She will use some of Merton's literary works, his photography, drawings and taped conferences, along with consideration of his topical essays.

ORGANIZATION: The class will meet as a whole once during the week, with one seminar meeting besides. Independent work is encouraged in areas related to the student's interest. A class presentation or paper will be required.

Robert Meagher
Theology 210
Philosophical Theology II

CONTENT: Each semester this course will focus its reflection in depth on one or more principal philosophical theologians and philosophers. The course this semester will deal with reason and revelation, that is, the basis for *understanding* in theology. This course is not a continuation of Philosophical Theology I and presupposes no knowledge of the fall semester course. The only

prerequisite is a sincere desire to probe the rational and emotional bases of belief.

PRESENTATION: Since the turnout for previous courses by Mr. Meagher has been large, one can expect a strict lecture format. However, Mr. Meagher is open to any and all questions and discussions.

READINGS: A comprehensive list has not been finalized but one can expect readings from Bultman, Jaspers, Kierkegaard, Nietzsche and other prominent minds.

ORGANIZATION: As in the past, there will be a take-home mid-term and final (the latter is composed of the student answering questions of his own asking, under the direction of the teacher). There is an optional paper—to be done if the student expects a very high grade in the course.

COMMENTS: Mr. Meagher is sensitive, open, and highly intelligent. He has utmost concern for the students' understanding and response to the material. He has correspondingly little concern for the "work-a-day-world" matters of grades and the like. Although there has been considerable doubt voiced concerning Mr. Meagher's efficacy as a lecturer (due perhaps to the outrageous size of his classes—which he hopes to rectify by having a number of smaller, less formal sessions), there can be little doubt concerning the ease with which he handles large amounts of complex material.

Donald McNeil, C.S.C. Theology 230 Theology and Community Service

CONTENT: This is an experimental course which was taught by the teaching team. The course will explore the questions about the relationship of theology and community service in the community at large (tutoring, Logan, etc.).

PRESENTATION: The class is team-taught by Fathers McNeil, Cormier and Stella. There is a three hour seminar, once a week; there are also workshops several times during the semester, which facilitate sharing and reflections on various experiences.

READINGS: This semester readings included *The Greening of America*, *Transformation of Man*, and selected articles (Rahner, etc.). The readings for next semester will be changed, pending class discussion of their effectiveness.

ORGANIZATION: There will be written reports during the semester, weekly logs, student evaluations of workshops, responses to readings. The case studies provide an opportunity for integrating the semester in relationship to theology and other perspectives.

COMMENTS: The value derived from the course depends to a large extent upon the members of the individual teams and the team leader. The structure of the class is flexible, and the course was enjoyed primarily because of the close associations formed within the groups. The course comes highly recommended.

Leon Mertensotto, C.S.C. Theology 206 Medical Ethics

CONTENT: This course is primarily a series of discussions on topics of controversy within the field of medicine, covering such subjects as abortion, sterilization, artificial insemination, cosmetic surgery and organ transplantation. It is hoped that the few conclusions reached by the discussions will facilitate the decision-making processes someday to be faced by the class, composed wholly of junior and senior premeds. There are no prerequisites.

PRESENTATION: At the beginning of the semester, each student is assigned his topic for research. Following the initial two weeks of Fr. Mertensotto's lectures on basic ethical concepts, the series of student presentations begins; this will take up the rest of the semester. Each student is expected to encapsulate his research in a paper whose length is determined by the student himself, and to submit it to the class on the day preceeding his topic's discussion. In this way, Fr. Mertensotto says, "The class writes

their own text." The discussions are usually fascinating; it's almost impossible for the premed to become bored during class.

READINGS: There are no assigned readings, although two or three short papers will be recommended throughout the semester as extra reference in a particularly controversial area. In fact, these two or three books, in addition to each student's own paper and his reading of the other students' papers usually constitute the work for the semester. There are usually two or three short answer essay tests and these are unannounced—the rationale being that the student is spared the time and worry of preparation. The prime indices for standing in the class, however, seem to be participation in class discussion and coherence of ideas presented there and in the paper. Naturally, only a small bit of effort makes this an A-B course.

COMMENTS: For the premed, Notre Dame offers no better course. The subject material is both relevant and stimulating, the work load is light, and the grading is liberal. Fr. Mertensotto keeps the class humorous with a very easy style, and interesting guest lecturers are often added to flavor the course even more. This could certainly prove the most valuable educational experience for a premed's curriculum at Notre Dame. By all means, don't miss this one.

William O'Brien Theology 226 Problem of God

CONTENT: Through familiarization with several theological and humanistic works, Mr. O'Brien hopes that the students will gain insight and formulate personal questions concerning the existence or non-existence of God. For the first half of the semester, the students read works and listen to Mr. O'Brien's lectures in order to become familiar with basic questions that have been and should be asked. Then the class is broken into seminar groups during the remainder of the semester, and the remaining works are discussed. There are no prerequisites for the course.

PRESENTATION: Mr. O'Brien's lectures would hardly qualify as eloquent, but he has the ability to hold one's attention. The student must be open to new and old ideas, and is encouraged to analyse and question his own beliefs. For the seminar, Mr. O'Brien asks about four students to prepare a paper on the subject at hand and to present it to the class as a stimulus to discussion.

READINGS: Mr. O'Brien is apt to alter this list, but the present class's readings include the following: Langdon Gilkey, *Religion and the Scientific Future*; Albert Camus, *The Plague*; St. Augustine, selections from *Confessions*; Thomas Aquinas, *Summa Theologica*; C.G. Jung, *Answer to Job*; Peter Burger, *A Rumor of Angels*; Franz Kafka, *The Castle*; Archibald MacLeish, *J.B.*; John Dunne, *A Search for God in Time and Memory*.

ORGANIZATION: The written work for this course consists of two papers (one for class presentation) and a midterm exam. The final grade is probably based on the written work and on interest displayed in discussions. The written work is more important.

COMMENTS: I would recommend this course to anyone interested in thought-provoking books and human questions. It is not merely a requirement-filler, but is a valuable personal and intellectual experience.

Rev. John Quinn Theology 243 Church in Crisis

CONTENT: The conflict between the 17th century Jesuits and the great French thinker, Pascal, provides the springboard for this course, which attempts to show the relevance of recent historical controversy and thought in the areas of ethics, faith and reason, revelation in history, etc., to the challenges and problems confronting the Church and serious Christians today. A satisfying balance is maintained between the exploration of the historical situation and examination of contemporary positions. Last semester, the course was composed primarily of sophomore and junior non-majors.

PRESENTATION: Class time is usually divided between lecture and a class member's presentation and explanation of an individually assigned reading. The classes are not rigidly structured;

questions and discussion are encouraged, and Father Quinn's informal lecture style lends itself well to this format.

READINGS: The tests include Pascal's *Provincial Letters*, Ratzinger's *Introduction to Christianity*, and a selection (to be determined) from the writings of Newman. These are supplemented by a number of short, pertinent mimeographed articles, which provide a look at contemporary positions. (eg., Father Burtchae's analysis of *Fletcher's Situation Ethics*, Stanley Hauerwas' recent paper on the "new morality.") The readings are worthwhile and provocative, and the volume of reading is not burdensome.

ORGANIZATION: There is a short weekly quiz on the lectures and reading assignment, a paper (4-5 pages) on an assigned outside reading which some students present in class, and a final exam.

COMMENTS: Father Quinn is used to teaching grad students, and the first day of class last semester shocked the students by inquiring whether they were all theology majors, and whether they could read French and German. He proved, however, that he could easily adapt to the undergraduate classroom. The course deals with some basic problems which should be of interest to anyone who purports to take Christianity seriously: What is belief and how do we come to believe? How does ethics work? What characterizes a Christian ethic? It is particularly interesting to discover how similar are some of our present moral and theological crises to others which have arisen in the Church in the past 300 years. Father Quinn is an orthodox theologian—well-informed and sensitive to the meaning of current thought and trends. The course is recommended to majors and non-majors alike. The subject is important; the work-load is reasonable and the format and presentation promise to be improved even further.

Rabbi Eliot D. Rosenstock Theology 215 Jewish Theology

CONTENT: The course is divided into two segments during the semester: in the first, Rabbi Rosenstock delves into the essence of religion and the basis of the Jewish belief; in the second, the study consists of the Jewish faith as it is today.

PRESENTATION: Rabbi Rosenstock has worked hard on the material he presents; yet, it is not designed to overpower the student. His basic concern is in the understanding of a point rather than the belief in it. The course is capable of a large degree of dialogue, and the Rabbi is very willing to discuss any student interests.

READINGS: The Old Testament, *The Source*, *Basic Judaism*.

ORGANIZATION: Grades for the course are divided into four equal areas: midterm exam, paper on *The Source*, final exam, self evaluation (paper).

COMMENTS: The entire course is centered around the individual's attitude on life. Consequently the tests are personal rather than factual. Although the lectures sometime breakdown, they are usually very pleasurable. The lowest grade given in the 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.

William G. Storey Theology 304 Church Evolution II

CONTENT: Church Evolution II is the second half of the history course required of all theology majors. It has been described as "A chronological and topical survey of the historical evolution of the Church, emphasizing its theological, liturgical and structural developments." What this means is that it exposes one to a living dimension of the (for the most part) European past which too many have long considered dead and buried. If you think the church and the men and women who have lived before have nothing much to do with *you*, this course will show you new ways of seeing. The only problem is, the course is half over. It was also filled to overflowing this semester, and you may have trouble getting in. But it's well worth the effort to try.

PRESENTATION: Dr. Storey is one of the finest lecturers to be

found at du Lac. His factual knowledge is as specific and detailed as his perspective and understanding are deep, and he delivers both with style. Whatever you think of what he says, these are classes you do not sleep through—he engages you, he draws forth a response from you, he educates you.

READINGS: The readings will be as generous as ever—one each week, with a paper too. The final list has not yet been determined, but past years have seen such gems as Dame Julian of Norwich, Nicholas Cusanus, the Archpriest Avakum, the Pilgrim, John Henry Newman and Thomas Merton, to name but a few. These books, nearly all primary sources, and uniformly excellent, provide the student with his own opportunity to see firsthand the minds and lives and faiths of great and glorious individuals. 'Tis only sluggards and dawdlers and slouchers who murmur and sigh and shoot out their lips at this sweet yoke.

ORGANIZATION: No exams, lots of books and papers (one per week), and lectures twice a week; if you get the course for 5 credits, you get a two (so they say—it's never less than a three, usually about a four) hour seminar discussion on the book of the week.

COMMENT: William G. Storey is a teacher and an historian. He will tell you stories about martyrs and saints, kings and bishops, popes, monks, money-lenders and politicians, about liturgy, incense, about church and state—and he will weave of these threads of human and divine history, the patterns of past and present. I am trying to say this is a good course. It opens up dimensions. It offers much. If you pass it up, you have missed a great deal.

Rev. Donald Ward Theology 220 Christology

CONTENT: This will be a lecture course, offered for the first time, dealing with the problem of the historical Jesus of Nazareth in relationship to the Christ of faith as treated by a variety of modern theologians from Reimarus to the present day. The course will examine and investigate a number of the so-called lives of Jesus to determine what can exactly be known of his life and word and what bearing this may have on belief in Christ as proclaimed by Christians.

READINGS: Reimarus, *Concerning the Interest of Jesus and His Teachings*; Harnack, *What is Christianity*; Weiss, *Jesus' Proclamation of the Kingdom of God*; Bultmann, *Jesus and the Word*; Dodd, *The Foundation of Christianity*; Betz, *What do we Know as Jesus*.

ORGANIZATION: Father Ward does not require any papers, rather there will be occasional quizzes and a final.

Herold Weiss Theology 302 Christian Scripture

CONTENT: This theology course is a survey of the literature and theology of the New Testament, with emphasis on scientific and theological hermeneutics.

PRESENTATION: Dr. Weiss lectures during most of the class but the lectures are fairly informal and questioning is always in order and appreciated.

READINGS: There is one text book plus readings from the Bible (New Testament). The text book is very helpful in getting at the New Testament readings and adds some things that are not touched upon in the lectures.

ORGANIZATION: There were four tests throughout the semester. There was no final nor any assigned papers. The tests were taken during a class period and covered only material covered since the last test. The grading policy is neither hard nor easy and pretty much dependent upon performance on the tests.

COMMENT: This course is required for Theology majors but could be of interest and value to any one who would like a deeper insight into the literature of the New Testament. It is not a difficult course to do well in and it is possible to learn a great deal in the course of the semester.

William Werntz
Religious Studies 352
Eastern Religions

CONTENT: The course covered Indian thought, beginning with Hinduism, then Buddhism. This was followed by readings in Chinese thought (Taoism) and, finally, Zen Buddhism.

PRESENTATION: The format was primarily that of class discussion, with introductory remarks and occasional lectures by Dr. Werntz.

ORGANIZATION: There was a midterm essay and no final, but a paper or creative project (strongly encouraged) were required at the end of the semester.

COMMENTS: The readings were interesting, but the class had some difficulty getting involved in the discussions. Part of this difficulty could have been the unfamiliarity of the students with Eastern thought, but more direction and more stimulating questions on the part of Dr. Werntz would have improved participation. As it was, discussions were held among the same students in class after class. Lectures, when they were given, were well presented.

Helen Withey
Religious Studies 233, 359
Theology of Marriage, Contemporary
Theological Questions

CONTENT: These courses will deal with any and all moral questions which are of interest to the students in the classes.

PRESENTATION: There are few times when Mrs. Withey lectures, usually her comments are used to preface or direct class discussion. Therefore, the responsibility rests with the students to maintain an interest in the class and to make it a worthwhile experience.

ORGANIZATION: Usually, each member of the class is responsible for some sort of class presentation or is asked to teach one class. Students are given the freedom to choose their own forms of presentation; in the past some have brought films, some have panel discussions, some even bring speakers. Topics also vary according to the interests of the students. Population control, The Way of Zen, and the morality of sports are all areas which have been considered in her classes.

READINGS: In addition to the reports, there may be a few tests which call for some individual thinking on the part of the students. They are not "academically rigorous," they will not allow

a person to hide behind a pile of memorized facts. Rather, they require a genuine concern on the part of each person, a confrontation with the human and moral issues which are discussed in class.

COMMENTS: Because Mrs. Withey is such a warm and understanding person and tries to adapt her courses to her students, some people will try to tell you that she is a "jock" teacher. This is not true. "Jocks"—those who do not want to become seriously involved in a class—should stay away from these courses. Mrs. Withey is a sensitive and perceptive human being who is intuitively aware of the motives of her students. One thing further should be stated here, and that is the fact that if you are willing to really invest yourself in this experience, it should be well worth the effort: moral questions in the context in which they are considered here are not dull. But, if you are not ready to seriously consider the moral issues at work in modern life, if you are not willing to openly discuss them or at least give some indication that you are thinking of them, if you are not mature enough to accept Mrs. Withey on her own terms, then stay away. She deserves better.

John Yoder
Theology 413
War, Peace and Revolution

CONTENT: Dr. Yoder has not offered this course for two years, but he does not foresee much change in the general content. The course will include debates concerning Christianity and violence, beginning with a consideration of the "just war" logic. He also plans to discuss significant theories of nonviolence and violence throughout the course of Church history.

PRESENTATION: Well-planned, informative lectures constitute the class format, though it has been commented that the historical nature of these lectures often becomes dry. Dr. Yoder, however, is aware of this drawback, and encourages class discussion. The class will meet once a week, for three hours, and as it is generally a large class, will include lecture as well as discussion.

ORGANIZATION: Course assignments have tended in the past to come primarily at the end of the semester: most of the reading, two short book reports or one more extensive paper, and a final exam (essay) concerning "the classic options" covered in the course. The midterm will deal with the factual, historical discussions of history which have been covered.

COMMENT: Dr. Yoder is one of the most eminent Mennonite historians. He is also a renowned Ethicist, though this is only a hobby. His familiarity with the elements of the radical reformation and all dimensions of the pacifist position make his course a most valuable experience.

College of Business

Erwin Aranowski Accounting 261 Basic Accounting

CONTENT: Professor Aranowski's course gives a study of the fundamental principles of accounting. It is a recommended course for nonmajors, who wish to familiarize themselves with the terminology and transactions of basic accounting.

READINGS: The text is *Fundamental Accounting Principles* by Pyle and White.

ORGANIZATION: The work required for this course involves reading two chapters a week in the textbook. There are three examinations, consisting of definitions and problems, plus a comprehensive final, all of which are very good indicators of the knowledge acquired from the lectures and the text.

PRESENTATION: Professor Aranowski is a man well trained in the skills of accounting, and he presents his lectures with clarity and precision. More importantly, Professor Aranowski is an actual Certified Public Accountant who has many years of experience behind him. Often in his lectures, he brings in a great deal of outside material which supplements the text itself.

COMMENTS: In short, this is a worthwhile course which meets twice weekly. However, at times, the material can appear dry and uninteresting. The course is offered in both fall and spring semesters.

John G. Beverly Accounting 231 Principles of Accounting I Continuing two-semester course

CONTENT: Principles of Accounting I is a first-year accounting course. It gives both an understanding of how accounting data are accumulated and the ability to use such data effectively. The class is open to undergraduates of any college, and is taken mainly by sophomore business intents.

READING: The text for the course is *Fundamental Accounting Principles*, by Pyle and White. One chapter is covered each week, and lectures are directly from material in the book. Homework assignments of one or two problems per class are set up by the department for all sections.

PRESENTATION: Dr. Beverly's lectures are interesting and easily understood. He makes a point of taking role and learning his students' names. Three tests in addition to a one-page paper and a final are given in his sections. Each test is counted for 20% of the grade with the remaining portion coming from the paper, homework and class participation. Tests for his sections include questions basic to accounting and are not exceptionally difficult.

ORGANIZATION: Dr. Beverly also includes a beginning computer accounting segment for his sections. Another text, *Computer Augmented Accounting* must be purchased for the assignments. Keypunching in conjunction with accounting problems is all that is required of the student. No previous computer experience is necessary.

COMMENTS: Lively classes help to make Dr. Beverly's sections interesting and worthwhile. Because of the quality of the text, most knowledge is acquired through its reading, while the lectures help to answer any questions.

Principles of Accounting I, taught by Dr. Beverly is recommended for those sophomores in business who plan to major in something other than accounting, and others who would like a principles elective for a little accounting background.

James Dincolo Accounting 476 Federal Income Taxes

CONTENT: "Federal Income Taxes" exposes the student to the basic Federal Income Tax Code and its provisions applicable to

corporations and individuals. The major emphasis of this course is to create a general understanding of the tax laws and its implications. This course is a department requirement, hence it is composed of predominately junior and senior accounting majors.

PRESENTATION: Professor Dincolo's entertaining and extremely humorous delivery of his lectures puts much needed life into a dull, boring, and highly technical field of taxes. His knowledge of the subject matter is only surpassed by his ability to discuss the highly technical aspects of taxes in an untechnical yet informative manner. Materials discussed in class are highly correlated with the assigned readings and to the test material.

READINGS: The readings are all from the 1972 Federal Tax course, which costs around twelve (12) dollars. The readings are dull, long and highly sophisticated. A sufficient amount of time is given to read the material, if one wanted to waste the time.

ORGANIZATION: Weekly homework assignments composed of approximately 10 problems per week, and three examinations comprised the basis for the final grade. The examinations cover only materials discussed in class, but they are entirely too long for the time allotted. With a small amount of effort most students can easily receive a "B" in this class as a final grade.

COMMENTS: To some students Federal Income Taxes is a let-down because many people come to the class believing that they are going to learn how to save thousands of dollars on taxes. This is not so, you will learn a few "tax tricks" but basically speaking, all you will learn is what, when, and how to "deduct" or "include" on tax returns. I would highly recommend this course to all business-minded students, also any student contemplating a career in law should take this course. The value derived from taking this course is a function of how much you want to put into it.

Ray Powell Accounting 334 Cost Accounting—Managerial Control of Costs

CONTENT: The fall course has a managerial emphasis, avoiding or minimizing the tedious aspects of accounting. "Stress is given to concepts that make modern cost accounting dynamic and vital." It provides means for planning and controlling, it's not a bookkeeping course. The fact of the CPA and its typical problems is constantly being brought to light.

There is a presumed prerequisite of at least one semester of basic accounting. The fall course is for accountancy majors, 74 of 77 are. The spring course has a different book being that the course is for nonaccounting people.

PRESENTATION: There is little lecture in this course. The class time is spent mainly on working the homework problems due for that day, which are based on the readings. The test is composed of terminology (20%) and problems (80%) based on the readings and homework. One can and usually must spend a minimum of 3 hours in preparation for each class.

READINGS: The text for the fall cost \$10.95 with about \$3.00 worth of analysis pads needed. The text gives examples to illustrate methodology, and there is an ample supply of problems at the end of the chapter for the zealous student, though their worth is questionable.

ORGANIZATION: There are 3 tests plus a final (cumulative) which total 70% of the grade (double weight for the final). Students are given 50 minutes for the tests, not one second more, usually leaving one with some unanswered questions. Homework counts 20% and attendance worth 10% with 2½% being deducted for every part of 3 days missed. A word of warning should be given to those who like to take off a few days early for vacations, a test sometimes gets scheduled for the last class day, like Nov. 24. Also the class hours are not the kind an off-campus student likes.

COMMENTS: The course has important material for the future corporation executive. Recommendation is made to the management, marketing or accounting major who seeks that enviable position at the top of the heap.

LeClair Eells

Finance 475

International Finance

One-semester course

Offered both in the spring and in the fall

CONTENT: The course is concerned with international trade, balance of payments, instruments of foreign exchange, the problem of international liquidity, international investments, new developments, international institutions, and proposals in international finance. There is no prerequisite and it is open to all students, however the class consists mainly of seniors in business administration.

PRESENTATION: The lectures are beneficial to those interested in the subject matter, sometimes dry due to the technical nature of some of the topics. Professor Eells presents the material in an interesting manner by relating class work with current and past events in the financial world. In areas of current importance, the syllabus will be set aside in favor of a class session upon a topic of interest. Discussion is usually limited to questions which are encouraged and answered in length. The scheduled lectures follow close to the reading, with Professor Eells often supplementing that lacking in the assignments. The only pitfall lies in certain aspects of the material itself; Professor Eells has trouble elucidating the somewhat more complex material.

READINGS: The texts prove invaluable because the lectures follow close to the readings. There is one basic textbook plus several books on reserve in the library. The first half of the semester concentrates upon the text, while the second half considers topics in the reserve books. A reading is given for every class meeting, however often two meetings are given for particular assignments.

ORGANIZATION: There are no papers or written homeworks. The grade is based upon thirteen unannounced quizzes (drop lowest three), three tests, and a noncumulative final. The tests represent a fairly thorough appraisal of a student's understanding of the material. Attendance is important for three reasons: 1) rigid cut policy, 2) missed quizzes count as zero, 3) tests come largely from class notes.

COMMENTS: Fin. 475 is definitely helpful to those students interested in international financial complexities. Its relevance can be realized by merely looking in any magazine or newspaper. The knowledge learned in the classroom can be aptly applied to situations nonacademic in nature. The subject matter changes as do world events, therefore the student must constantly keep abreast of current news.

Edward Farragher

Finance 370

Principles of Investments: 3 Sections

Semester course, offered both semesters

CONTENT: The *Principles* course is a survey course examining the mechanics of investing, particularly in the stock market; covering such topics as stocks, bonds, the primary and secondary markets, mutual funds, security analysis, portfolio management, etc. There are no prerequisites for the course, and it is open to all upperclassmen. There is, in fact, a good cross section of students in the classes this semester.

PRESENTATION: Mr. Farragher is an average lecturer, but the classes are interesting because of the material covered. Non-business majors find the course content especially interesting because it is novel and a break from their major courses. The lectures present the material with the readings serving as background. Discussion is permitted, but not necessarily encouraged.

READINGS: There is one text, *Investments, An Introduction to Analysis and Management* (2nd ed.) which costs \$11.50, and one paperback, *The Money Game*. Enough time is given to read each, although the text is not particularly interesting and very detailed.

ORGANIZATION: A syllabus is handed out the first class day, with revisions made in the latter part of the course if needed. Two papers (5 pages each) are required, one concerning the paperback, the other a topic of the student's choice. Exams are short essay and problems; no tricks, just questions calling for application of learned material. Majority of test and paper grades have

been A, B. Final grade is based upon 2-3 tests, 2 papers, and final exam, with more weight on the tests.

COMMENTS: *Principles* is recommended for anyone who has any curiosity or desire to learn about the mechanics and techniques of investing. Most students asked said they would definitely take the course again. Improvements could be made. Perhaps allowing each or a group of students to build and manage a mock portfolio would increase participation. The practicality of the course as well as the material make this course a low-pressure elective as well as a rewarding experience.

Raymond P. Kent

Finance 473

Management of Financial Institutions

One-semester course offered both in the fall and spring

CONTENT: As aptly described in the Bulletin of Information, this course is "A survey of the types of financial institutions; their importance in the economy; their source of funds; types of loans; credit standards and analysis; their investment policies and practices." The prerequisite for this course is Finance 362—Money, Banking, & Monetary Policy, which is also taught by Prof. Kent using his own text. The students in Finance 473 are for the most part senior finance majors who are taking the course as an elective.

READINGS: With the exception of several outside readings on reserve, there is no assigned reading material.

PRESENTATION: The course can be broken into two parts of almost equal size. During the first half of the semester, Prof. Kent gives his students a survey of the major management decisions of financial institutions in general. Prof. Kent's lectures may at times seem rather dry, but a touch of wit is often interjected, possibly at the thought of a financial institution becoming insolvent. While Prof. Kent is a noted authority on financial institutions, he would find it very difficult to prepare specific problems of the many institutions for a class lecture; instead he leaves this up to his students which has worked quite well in practice with his class of approximately 30 students. The students spend the second half of the semester researching a particular management problem of their choice in one of the 15 or so major classes of financial institutions.

One has to admire Prof. Kent for his knowledge of this field and for his interest in his students' ideas, which are freely aired along with the high degree of student participation in this course.

ORGANIZATION: There are three to four exams spread out over the course together with a 10-page paper and oral report dealing with the management problem researched by the student. The exams are not difficult if the student takes adequate notes and is attentive in class. The exams and paper are weighted equally and the average grade is a "B."

COMMENTS: To really get the most out of this senior course, a background in business is needed along with an interest in the material. Finance 473 is recommended for finance majors, and secondly for business students interested in financial institutions.

Raymond P. Kent

Finance 360

Money, Banking, and Monetary Policy

Course offered in both fall and spring

CONTENT: This course deals with the financial structure and monetary policy of the American economy. Emphasis is placed upon the role of "financial intermediaries" in our economy, international financing, credit theory, and historical backgrounds. Principles of Economics 223-224 is a prerequisite. The class consists mostly of junior business majors.

PRESENTATION: Professor Kent's lectures coincide with his text, although this past semester he has brought out many new topics which he will employ in his sixth edition. He readily welcomes those questions the students may have, many of which are asked for clarification purposes.

READINGS: Professor Kent uses his own text (presently the fifth

edition). His sixth edition should be out sometime next year. The readings aren't too difficult, although each chapter contains a great deal of factual material.

ORGANIZATION: There are four examinations throughout the semester, each one covering approximately five to six chapters. The tests are straightforward, each based on material directly out of the text. Professor Kent grades the tests himself and can readily point out missing facts.

COMMENTS: It would be hard to estimate Professor Kent's vast knowledge of the financial world. It's too bad that so many students take this course to merely get on by, although I'm sure that most finish the course knowing more than they did before they began. As mentioned, the course deals basically with factual material — you either know it for the test or you don't. This is a worthy field of study, especially the role of credit in the economy. But, unfortunately, only business students, particularly finance majors, would find any real interest in this course.

Herbert Sim Finance 361 Business Conditions Analysis

CONTENT: Intermediate Macroeconomics with major emphasis on determinates of income, economic goals, and national income accounting. Prerequisites for the course are Econ. 223 & 224, therefore the students in the course are Juniors and Seniors in Business.

PRESENTATION: This is a lecture course. Dr. Sim frequently asks questions to check student understanding. He will repeat a point as often as necessary to make it clear. The readings bear directly on the lectures. The tests cover what was discussed in class.

READINGS: The readings supplement the lectures. Readings are assigned in blocks of chapters. About three weeks are allowed to complete the reading assignments. The text costs \$10.

ORGANIZATION: There are two tests. They cover the high points of the lectures. Dr. Sim grades the tests severely but curves the results.

William Eagan Management 462 Constitutional and Administrative Law Course offered in both fall and spring

CONTENT: This is a survey course into the development of constitutional law in the U.S. The emphasis, therefore, is on Supreme Court decisions and how they have shaped American government. There is no prerequisite for the course which is composed mainly of seniors in business.

PRESENTATION: Very little emphasis is placed on formal lectures with class discussion being the primary mode of material presentation. The quality of the class distinctions depends on the student's preparation of, and interest in the subject matter. Nearly half of the classes are devoted to group presentations on various cases. The class offers a good opportunity to learn, but lack of enthusiasm on the part of the professor and the students is a hindrance.

READINGS: The readings consist of one textbook and two or three paperbacks. Total cost is approximately \$18. The readings are almost solely Supreme Court decisions which are worth-

while, but very detailed and slow reading. The reading load itself is not heavy.

ORGANIZATION: The student is required to write a short brief on each case assigned and all briefs must be turned in at the end of the semester. In addition, each student participates in an oral group presentation. The two examinations and the final are all extremely difficult and require extensive studying. The emphasis of the examinations is on memorization rather than understanding. Class participation, written briefs, oral presentation, and examinations are all weighted in the final grade with the final exam counting disproportionately high. The average grade is between C and B—

COMMENTS: The course is valuable because of the importance of the material. However, the professor doesn't seem interested in making the course enjoyable. Most students take the course as a requirement and state that they wouldn't have taken it otherwise. One big improvement in the course would be to redesign it as a learning experience rather than as a testing experience. If you want to find out how tough law school is going to be, this course might be for you.

Dr. Weber Marketing 231 Principles of Marketing

CONTENT: A study of marketing with the major emphasis on the marketing concept, in which marketing management focuses on customs and consumer needs. After this basic concept is understood, the bulk of the course material is concerned with how the firm is integrated about consumer needs to achieve firm goals. The vital role of marketing management in the operation of a firm and the macro-marketing system is stressed. The framework within which the marketing manager must operate and the problems with which he works are discussed. The materials are presented in an integrated, analytical way so that there is a logical, cumulative development of the marketing process. The course is an introduction to the basic problems and practices in marketing management and is an attempt to meet the needs of the beginning marketing student. The sections, of approximately 65 students, are composed mostly of sophomores and juniors in the College of Business Administration. Being an introductory course, however, the abundance of business majors should not scare one away.

PRESENTATION: The lectures are not stimulating, but are indeed adequate. They cover most of the text material and rarely deviate from the text. The test materials are taken almost exclusively from the text, but unfortunately, quizzes are based on the lectures, which makes attendance somewhat necessary. A workbook is required and exercises requiring application of concepts are to be submitted weekly. Quizzes are announced and are generally trivia contests. There are two one-hour exams and a final examination given in the course. The exams this semester consisted of multiple choice type questions and four essay questions per quiz. More than adequate time was given and overall, the exams are a good indication of the student's understanding of the material in the course. Three case analyses are also to be submitted before the end of the semester. These are relatively short, two-page papers.

Through some magic formula, the grades on quizzes, exams, workbook exercises, and case analyses are combined, using the fudge factor and adding Dr. Weber's fenagling constant, to determine the final grade.

READINGS: E. J. McCarthy *Basic Marketing: A Managerial Approach* is the basic text. The workbook for use with the McCarthy book costs \$3.50, bringing the total cost to \$15.50.

College of Science

Kraig Adler
Biology 404
Vertebrate Zoology

Vertebrate Zoology is a fundamental course which should be taken by every student who wishes to have a broad well balanced background in Biology. It, along with Entomology and Invertebrate Zoology are three basic courses needed before more advanced work in Zoology should be undertaken. Dr. Adler is eminently qualified to speak on the vertebrates, and has all the the personal knowledge needed to make the course both interesting and stimulating. Lectures, although well organized, were sometimes too long. This resulted in the use of laboratory time to complete given topics. In a few lectures, material which could have been handed out was merely dictated. This resulted in difficult note taking, and the wasting of valuable time. However, in general, most lectures were excellent. The laboratory is primarily devoted to vertebrate systematics and morphology which is totally relevant to a survey course of this nature. Exams in both lecture and laboratory were hard, but fair; although, at times they were rushed. Vertebrate Zoology is a course which can be heartily recommended to any and all biology students.

Harvey Bender
Biology 504
Developmental Genetics

CONTENT: The course will deal with the mechanisms of gene action and the role of genes in the embryology, morphology, physiology and behavior of organisms.

PREREQUISITES: Fundamental Genetics (303) or its equivalent.

ORGANIZATION: The course is limited to 10 students due to the close teacher-student relationship to be developed in the course. The students will be upperclassmen and first-year graduate students. The lecture part of the course will consist of two lectures and one seminar per week. There will be one three hour lab (open ended) per week. The labs will be structured for about one-third of the course, after which the students will be free to pursue lab projects in areas of their particular interests, guided and tutored by Dr. Bender.

READINGS: There is no required text. Selected readings from journals and textbooks will be used instead.

ASSIGNMENTS AND TESTS: There will be a midterm and a final exam, consisting of open book, essay type questions covering the readings and the lecture material. The final grade will be based upon the student's performance in the tests, in his laboratory project, and upon his presentation and performance in the seminars.

COMMENT: Dr. Bender has structured this course as intermediate between undergraduate and graduate courses. The individual student will have plenty of freedom and encouragement to study topics of his particular interest, under the close guidance of Dr. Bender. The course won't be easy but should be interesting and worthwhile to any student who is sincerely interested in genetics.

Joseph Cassidy
Biology 558
Biological Electron Microscopy

CONTENT: This will be a lab course devoted to developing the techniques necessary to use the electron microscope. By necessity the enrollment will be limited to five students since there is only one electron microscope in the science department. The course is open to graduate students and advanced undergraduates. Acceptance to this course will be limited to those students showing the greatest need for a course of this type. The application explaining the student's need and reasons for taking this course should be submitted to one of the following men on or before December 1: Dr. Greene, Dr. Saz, Dr. Thorson, Fr. McGrath, or Fr. Cassidy. The application should be several paragraphs long.

More detailed information is available from the biology department.

Robert McIntosh
Biology 241
General Ecology

CONTENT: Possibly one of the more interesting courses offered by the Biology Department. The course deals with organisms as populations and as members of communities. Special emphasis is placed upon the concept of the ecosystem and the relationship of the organism to the environment.

READINGS: The principal text is Odum, *Fundamentals of Ecology*. Throughout the semester several papers from the periodicals are placed on reserve and are assigned as supplementary readings.

ORGANIZATION: The course is divided into a series of lectures on the various topics of Ecology, with a well-integrated lab. The laboratory consists mainly of organized field trips in Indiana and Michigan to different types of indigenous ecosystems. In general, grading is based upon two tests and a final.

COMMENTS: I would recommend this course to all interested students. The lectures are well organized and presented, and because of the laboratory set-up, a good deal of the course is taught out in the field. Since Ecology is usually not elected by the preprofessional oriented students, there is little pressure and the atmosphere is very relaxed. Lately Ecology has become a cliché expressing a hope to find new ways of more profitably raping the earth with impunity. This course delineates what Ecology as a science really is, and if nothing else impresses the student with the organization and beauty of nature.

Howard Saz
Biology 516
Physiological Biochemistry of Parasites

CONTENTS: This course is a somewhat unique experience since much of the material which is discussed has come from labs which Dr. Saz has been associated with. Dr. Saz's familiarity with the subjects presented coupled with a talent for lecturing makes each class period not only educational but also usually enjoyable. Students in this course can expect to be exposed not only to principles and conclusions but also to a large amount of data taken from the original literature.

PRESENTATION: Presentation of a large amount of data during a lecture can be tedious, but it does have its value. One might guess that one of Dr. Saz's goals in this course is to have the students learn to critically evaluate data and not just rely on other people's interpretations. The biochemistry of parasites is a relatively young and rapidly changing field, therefore, this course is not for the student who is looking to study an area where all the answers (or even a majority of them) are known. From the very beginning of the course it is obvious that there are fundamental differences as well as similarities between the metabolism of mammalian and parasitic systems.

ORGANIZATION: The lab periods are well organized and designed to be finished within the lab period (a rare experience in the biology dept.). Rather than just redoing someone else's work, the students are many times asked to apply known biochemical tools to as yet unlooked at problems. There is a midsemester and a final examination, but it appears that personal evaluation by the instructor is an important part of the grade-determining process.

READINGS: From necessity, reading assignments must come from the original literature since there are no textbooks available.

COMMENTS: This course should be a valuable experience not only for the parasitologist but also for the biochemically inclined.

Ralph E. Thorson
Biology 401
Parasitology

CONTENT: This course is an in-depth survey of most of the parasites of man. Dr. Thorson covers the morphology and life

cycle of each organism or group of organisms and the symptoms, diagnosis, prognosis and treatment of each disease. The lab work is done in conjunction with the lecture course and includes microscopic studies of both living and fixed specimens.

PRESENTATION: Dr. Thorson is one of the world's leading parasitologists and has been all over the world in pursuit of further knowledge concerning his specialty. Most of his lecture material is based on personal scholarship with some reference to the course text. The individual touch makes his lectures both interesting and captivating.

READINGS: Foust, Beaver, and Jung: *Animal Agents and Vectors of Human Disease*.

ORGANIZATION: There will be four or five exams including a cumulative final. All of these exams count equally towards the final grade. The two lecture tests are based mainly on the class notes, but the text is also covered. The one or two laboratory practicals involve finding and identifying parasites in live fecal samples with the possibility that nothing is present. The average grade for the course is a B with a few A's and C's.

COMMENT: As in General Biology, Dr. Thorson has a way of finding what a majority of the students don't know and putting it on the test, but since General Biology is a prerequisite, everyone should be prepared and know how to study. The only difference is that the Parasitology tests are in essay form. Dr. Thorson's dedication to his field is definitely felt through the enthusiasm he shows in both the lectures and the lab. He is always available during the lab to help, and there is little if anything that he can't answer concerning this field. Parasitology is a natural for premed students.

Joseph Tihen Biology 302

Comparative Anatomy of the Vertebrates

CONTENT: This course entails a detailed study of the major classes of the Vertebrate sub-phylum. Special emphasis is placed on the Mammals and the phylogenetic events they recapitulate in their ontogeny. The laboratory work includes a dissection of the basic body systems of a cat and a dogfish shark.

ORGANIZATION: There are four lecture exams (40% of final grade) based on material from the text and the notes. The three laboratory practical exams (45% of final grade) are based entirely on the dissections performed in lab. The final exam is cumulative (15% of final grade). The median grade for the course is B, although it is not impossible to get an A.

READINGS: *The Vertebrate Body*, Romer, and *Vertebrate Dissection*, Walker. The student will also need a dissection kit.

COMMENT: Since emphasis is placed on the mammal, the course provides an excellent background in anatomy for premedical students. The lectures have been described as boring, but the material covered is essential. The laboratory work is well coordinated with the lecture material and it makes the job of rote learning of anatomical terms less tedious.

Kenyon Tweedell Biology 508

Experimental Embryology

LECTURE: Experimental Embryology is primarily a graduate course in Embryology and therefore the criteria in evaluating it are somewhat different. Unlike many courses which are aimed for the undergraduate, Experimental Embryology is a course which is primarily taken by graduate students or undergraduates who have a more than passing desire to learn more about Embryology. The lectures are devoted primarily to the presentation of data from original papers on given topics such as: Induction or Regeneration and on understanding methodology which experimentors use to obtain new information. The material is presented well, but at times too quickly. However, the major problem which the student has is that he has trouble seeing the forest for the trees. In this case, seeing the total topic instead of a series of individual papers which could give much or little to the understanding of the topic. In graduate courses evaluation of material is put more in the hands of the student. In Experimental Embryology the material is so vast that most students

who are new to the field find it difficult to make the proper evaluations.

LAB: The laboratory, as the title of the course implies, is devoted to the teaching of experimental techniques and is well conducted.

GRADE POLICY: Since this is a graduate course, student evaluation is not on a pure-grade basis, and it is assumed before the student begins that he is going to give his best effort.

INSTRUCTOR: In terms of the instructor, Dr. Tweedell is more than helpful and understanding and does all he can to help his students.

Paul Weinstein Biology 512 Helminthology

CONTENT: Any person who attempts to cover helminthology in one semester must become somewhat frustrated, for there is simply too much material which should be covered but cannot because of the time element. Nevertheless Dr. Weinstein does a remarkable job of presenting as much material as he can in the short time available.

PRESENTATION: Dr. Weinstein draws on his vast knowledge of the area to present lectures which although full of details emphasize concepts and principles. During the course of the semester a wide variety of subjects are covered; these include taxonomy, morphology, evolution, physiology, immunology, pathology, and epidemiology of nematodes, cestodes, and trematodes. One should note, however, that very little is said about the many free-living and plant-parasitic nematodes. This bias towards animal parasites is a result of the interests of the instructor as well as the interests of most of the students at Notre Dame.

LAB: The laboratory sessions are an important and very enjoyable part of the course. Rather than concentrating on dead, prepared material, Dr. Weinstein has chosen to use living specimens most of the time. It is a real treat for someone who is interested in helminths to observe living specimens rather than having to be content with just reading about them or studying dead organisms. It should be mentioned though that lab sessions using living specimens generally require more time and patience than do lab sessions in which prepared material is used.

ORGANIZATION: Grading is based on a midterm and final examination as well as a lab notebook and the very important personal evaluation by the instructor.

READINGS: Students taking this course can expect to do a lot of reading not only in specialized texts but also in the original literature.

COMMENTS: This course is a must for anyone with more than just a casual interest in parasites.

Roger Bretthauer Chemistry 420 Principles of Biochemistry

Biochemistry is a major's course involving lectures but no lab work.

CONTENT: The subject of biochemistry is quite broad and the course time in one semester severely limits the amount of material which can be covered in depth. However, Professor Bretthauer does move rapidly and covers a great number of topics.

PRESENTATION: The course is primarily lecture oriented with side readings in the textbook paralleling the lecture. Proteins, enzymes, nucleic acids, biological oxidations, photosynthesis and metabolism are some of the topics discussed. Metabolism was by far the most interesting.

ORGANIZATION: The grades are determined through weekly quizzes (usually given every two weeks) counted collectively as much as the two or three hourly exams. These tests plus the final are used in grade determinations. Problem sets are also distributed to the students as a means of study. Workshops are

made available to aid those students who encounter difficulty with the sets.

READINGS: Professor Bretthauer used the *Textbook of Biochemistry* by Harrow and Mazur, although there is some speculation that the book may be changed this year.

COMMENTS: The student in this course must possess a good chemical and biological background, be able to take copious notes, work problems and should have some interest in the chemistry of the body. If these criteria are met, he will truly enjoy Biochemistry 420.

Francis Castellino Chemistry 337 Physical Chemistry

CONTENT: This course is for the serious student who wishes to understand the physical-chemical aspects of biology. The course includes the Gas Laws, Thermodynamics, Chemical Equilibrium, Electrolytes, Kinetics, and Nuclear Chemistry.

PRESENTATION: The basis of Dr. Castellino's lectures is the text. He adds the biological concepts related to physical chemistry. His intent is a very thorough course with, at times, great stress on details.

READINGS: The text, *Basic Physical Chemistry for the Life Sciences*, is written by Williams & Williams. The course may also include supplementary paper readings. The text is a rip-off at \$11.50. Of course, it comes in a brown-paper wrapper which may reflect something more worthwhile in the content.

ORGANIZATION: Dr. Castellino's class tends to be difficult at times. It includes two exams, no quizzes, and a large set of mandatory problems. Both the tests and the problems are very difficult.

COMMENTS: Unlike the present teacher's lectures which are a sure cure for the raging insomniac, Dr. Castellino's lectures promise to hold the students' interest. The course is intended for pre-professional majors. Dr. Castellino as teacher will make the course very worthwhile.

Thomas Fehlner Chemistry 329 Quantitative Analysis

ORGANIZATION: This is a one-semester course, taught last semester by Fr. Walters and the spring semester by Dr. Fehlner, consisting of lecture and lab. Lab meets for three hours twice a week, but sometimes runs till near five. There are tests in the lecture course, but in lab, the grade is assigned only on the basis of the accuracy of one's determinations.

CONTENT: The course consists of a survey of the different methods of analytical chemistry. In other words, you're trying to find out just how much of a specific substance is present in a given sample. The lecture attempts to provide the basis for these techniques; the lab attempts to acquaint the student with the actual doing of these techniques. One cannot approach the lab with the free-wheeling, "get-it-done-quickly-attitude" that is sometimes found in other chem labs. Quant lab is like throwing darts, the only problem is that you are expected to score a bull's eye on each throw. The lab write-ups are merely reporting the percentage of a given element present (usually). In general, calculations are simple and the heart of the course lies in good, precise, lab technique.

This course applies chemistry that the student has learned in previous courses. It involves a good deal of time devoted to the lab and to problem solving. However, these two activities constitute the major preparation for the tests.

COMMENTS: Students in Quant are mainly senior premed people and senior biology majors. For the student interested in chemistry, who has memorized hours of formulae, there is a degree of relief and satisfaction in the actual doing of chemistry. The feeling is new for some of us. The main drawback with Quant is that the material itself is not that interesting. There seems to be not that much inherently interesting about pH, volumetric analysis and the like. Some students, and not necessarily poor students at that, feel that it would have been better for them to have taken another biology course (cell bio, biostats, etc.) in place of Quant.

Ronald Goldstein Mathematics 212 Computer Programming and Problem Solving

CONTENT: In general, the course will consist of consideration of several different ways in which mathematical thinking and ideas, and the high-speed digital computer have been and can be brought to bear on analyzing situations, and solving problems in the "real world." The theme, if any, will be how to see what is going on around you in terms of things called "multi-stage processes." According to Goldstein, the only formal prerequisite for the course is "familiarity with some programming language."

PRESENTATION: Professor Goldstein will teach PL1 at some time in the course. Also each student will give a presentation on some problem. Thus the format will approximate that of a seminar.

READING: None are really "required" but students will be urged strongly to read "Introduction to Operations Research" by Kaufman and Faure. Other references will be "A Guide to PL-1" by Pollack and Sterling and "Non-Linear and Dynamic Programming" by Hadley.

ORGANIZATION: Professor Goldstein does not intend to have tests unless he feels that a large part of the class is not taking the subject matter seriously. When asked about his grading system, he said that it was "easy," and then that he wanted to be deliberately "vague" about describing it until he got to know his students. My own experience is that he is very hesitant to give any other grade but "A" but, on the other hand, he wants mature people and does not put up with non-achievement.

COMMENTS: Such a course has never been taught at ND before, and it has tremendous potential. The ideas to be presented are literally "as new as today." Professor Goldstein hopes for a class of talented and enthusiastic people. He would prefer to act more as an advisor than to "tell people how to do it." He is distinctly reluctant, and at times seemingly unable to work out "the details" of his lectures, or answers questions about the "grammar" of the languages he discusses. This is bad news in a course like Math 211 where the basic activity turned out to be the teaching of programming languages it probably will not be that serious in a course like 212.

Professor Goldstein practically cries for people to come and see him outside of class. Besides that he can make the worst jokes in the world sound funny. Frankly, the organization of this course is still rather undecided and if you want more information, or just want to rap about multi-stage processes, go see him in Room 207 CCMB.

Norman Haaser Mathematics 517 Numerical Methods

CONTENT: Prerequisites are two years of Calculus through differential equations and an ability to program problems for computer solutions.

This course, which is comprised of seniors and graduate students, but is also open to juniors, deals with basic numerical methods which are analyzed to promote understanding of how they work as well as why they may fail to work, so that the student can go on to devise and experiment intellectually with other methods. Relations between various methods are pointed out and the applicability to modern computing equipment is stressed. Topics include iterative solutions of non-linear equations, theory of polynomial approximations, divided differences, interpolation, numerical integration and initial value problems for ordinary differential equations.

PRESENTATION: Dr. Haaser's lectures cover material which is basic in the text. These lectures are well prepared and are supplemented by handouts which elaborate on proofs not covered in the book. Also these handouts give much needed examples that clarify the distinctions between various numerical methods. Discussion and questions are highly encouraged and Dr. Haaser is very receptive to them.

READINGS: The text, *Analysis of Numerical Methods*, by E. Isaacson and H. B. Keller. The books are quite complicated with a high degree of theory throughout. Dr. Haaser tries to alleviate this by the handouts and by making the book's content much clearer in his class notes. There is not an extreme amount of reading in the course due to Dr. Haaser's need and desire to

spend enough time on each of the methods to get a thorough grasp of them.

ORGANIZATION: The student is assigned a problem or two every two weeks, on the average. He is allowed sufficient time to work on them. These problems involve the use of different numerical methods such as Bairstow's Process, Newton's Method or La Grange's interpolating polynomials and also need some knowledge of computer language such as APL, BASIC or FORTRAN. Throughout the semester, no tests were given. The final grade will be comprised of possibly three things: accuracy and promptness of assignment completions, individual student interest, and a final exam, which may be a take-home or an oral test.

COMMENTS: This course is recommended to math majors and engineering students who have had a thorough background in Calculus and Linear Algebra and who are interested in computer programming applications in solving mathematical problems to a high degree of accuracy. The educational experience received from this course comes from the realization that Calculus can only be used to a certain extent in computations. In real life situations, numerical methods and error estimates are used more frequently to solve equations.

Patrick Ryan
Mathematics 211
Computer Programming and Problem Solving

CONTENT: The course will deal mainly with learning how to use the computer as a tool in problem solving. The student will become acquainted with the writing and use of algorithms as well as several programming languages (basic PL-1, and fortran), and will be given ample opportunity (in the form of homework and assignments) to display both his knowledge and his potential in the programming field. Dr. Ryan prefers that the student have a general background in Calculus, or some other form of Mathematical thought.

PRESENTATION: The lectures will most probably be fast-paced and rigorous; they will always be well-prepared. Questions are both welcomed and expected.

TEXT: Only one text has been decided upon as of now, that being *Elementary Computer Applications*, by Barrodale, Roberts and Ehle. There also will be at least one reference text for one of the languages. In general, homeworks are challenging, but

interested students will find them to be a great help throughout the course.

William McGlinn
Physics 206
Concepts of Relativity

PREREQUISITE: A one-year introductory course in physical science.

CONTENT: A discussion of the historical and experimental background to the special theory of relativity: Einstein's postulates and thought experiments; Lorentz transformations; time dilation and length contraction; four-dimensional space-time causality. The course will include detailed discussion of relativity paradoxes and examples of the theory's deductive power. The course is intended mainly for non-science majors.

James Shilts, C.S.C.
Physics 210
Descriptive Astronomy

PREREQUISITES: A one-year introductory course including at least one semester of physical science.

DESCRIPTION: The course is intended primarily for non-majors. It roughly divides into two parts: the solar system and the universe. The course will explore motions, distribution and structure of the planets and the stars. The familiar will be used to compare with the unfamiliar: the geology of the earth to that of the other planets, the physics of sun to that of the other stars. The emphasis will be on the descriptive, rather than the mathematical.

ORGANIZATION: Father Shilts plans a monthly exam, an assigned paper, and some use of the stellar observatory.

TEXT: *Exploration of the Universe*.

EVALUATION: Father Shilts has previously taught Unified Science. Since he has not taught this present course for several years, one should look into his teaching reputation in Unified Science for evaluation there. The course itself looks interesting for the novice. The work load should not be that heavy.

epilogue

The Course Evaluation Booklet has been a difficult thing for all involved. The one thing that must be made clear is that these evaluations are individual opinions of, primarily, single students. Things have changed at Notre Dame. No longer is a good teacher necessarily kept on. Our administration last year embarked upon a policy of high turnover in untenured faculty. The Course Evaluation has felt the pressure of this move. No longer do we feel entirely free to provide or attempt to provide this evaluation booklet. The honest work and livelihoods of many very good men and women are on the line.

These evaluations have, perhaps, negligible effect upon the lives of these men and women, yet we can never be sure. At times, in discussing the necessity of this booklet we seem to be faced with a choice between silence or destruction. The administration and their policy has left us little chance to participate in a constructive act. We possess the great fear that our criticisms of an excellent man and teacher will not act as part of an on-going re-construction and constructive discussion of our immediate educational situation, but instead will help only to cause his dismissal.

We have, however, chosen not to be silent, and we hope, subsequently, not to participate in the administrations destruction. So we speak of our teachers, honestly we hope; and we speak, in these final paragraphs, of how our administration has hampered this honest discussion.

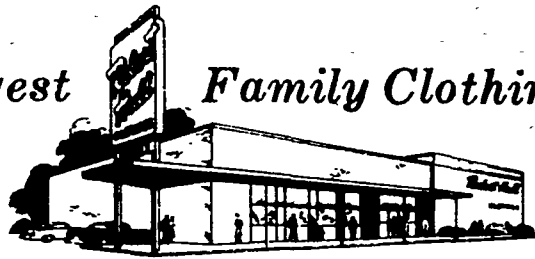
—Rick Fitzgerald
and Joan Deegan

Scholastic is concerned with the efficacy and usefulness of its course evaluation. We wish to make it better, more complete and more objective. There are improvements to be made. We need your comments and criticisms — faculty, students, and administrators.

Address all replies:

Jim Palenchar
Scholastic Course Evaluation
LaFortune Student Center
Notre Dame, Indiana 46556

America's Largest Family Clothing Chain



ROBERT HALL CLOTHES

404 WEST WESTERN AVENUE • SOUTH BEND, INDIANA

*Open every night
'til 9:30*

PHONE: 287-6722

the
wars
continue

over
54,000
Americans are dead

over
124,000
South Vietnamese are dead

over
704,000
N.I.F. and North Vietnamese
are dead

Help with your actions
and prayers

Louie's

the fastest, the friendliest service
the best, the most delicious pizza
we would not kid you

744 N. Notre Dame Ave.
233-0380



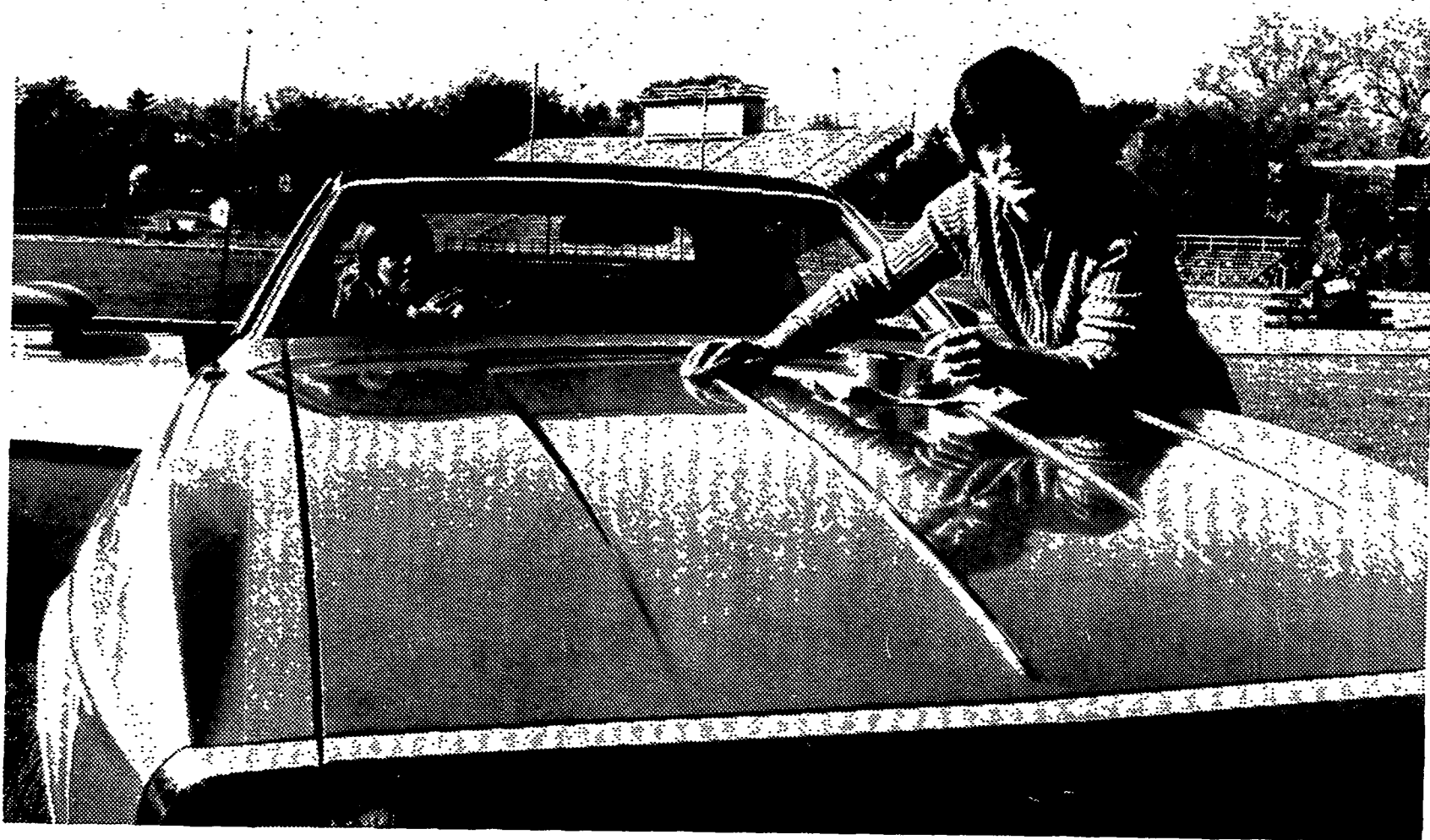
Make Christmas Really Sparkle This Year

Give the extra-special, perfect gift . . . a Keepsake diamond ring. Flawlessly clear, beautifully styled, Keepsake will be a joy forever. Visit our diamond counter and see that special "Keepsake sparkle."

R. K. MUELLER, INC.
233-4200
218 S. Michigan St.

WHY R.O.T.C. ?

"I put a lot of bread
into a down payment on my new car.
And I'm not going to blow it."



You worked hard for that new car of yours. Now all you have to do is take care of it. Part of it's using the right gasoline. Amoco®. The type most new car owner manuals recommend.

Amoco is specially formulated for your new car's anti-pollution engine. Made to help it run better, longer. And Amoco can *double* the life of your tail pipe and muffler compared to fully leaded gasolines; spark plugs last longer, too.

That's why more new car buyers use Standard gasolines than any other brand. When it comes to high-quality gasolines, you can depend on Amoco and the other gasolines at Standard. *All* the time.

So now that you've got that new car, use the gasoline you can count on.

You've got a new car. We've got a new car gasoline.



You expect more from Standard and you get it...

© Standard Oil Division of American Oil Company

What is life without love?



From one beer lover to another.

THE STROH BREWERY COMPANY, DETROIT, MICHIGAN 48226

Coming Distractions: EXAMS

HEY BROTHER, YOU DONT
WANT TO RIP ME OFF...



FREE HUEY...



FREE ANGELA...



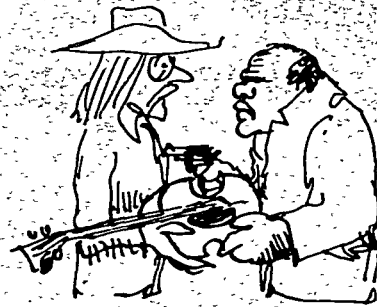
FREE ATTICA ...



FREE ALL POLITICAL
PRISONERS ...



RIGHT ON!



ALL POWER
TO THE —



POLICE!



©1971 JIM FOSTER

Dist. Publishers-Hall Syndicate

11-28

Meanwhile Back In The Sandbox . . .

A moment of reflection, now, on the Student Senate, despite whose efforts in debate and manifestations of peculiar prejudices this Course Evaluation has been produced. If the Senate ever kept quiet, they would disappear.



Photographs by Harvey Shamon

*Some men live in the cages of routine,
others fly in the open skies of the spirit. Puzzled by
the contrasts we see in our lives, we ask the question "Why?"
Why poverty in a land of plenty? Why loneliness
in a world that would join hands? Why war when
the impulse of the heart is to love?
The aching chasm between the real and the ideal
everywhere provokes the question . . .*

WHY?

*In a world looking for answers maybe God is the place to start.
God is hope. God is now.*

THE SCHOLASTIC



Juggler

First Issue Soon!

—Poetry by
John O'Brien
Gary Robinson
Dan O'Donnell
Rick Fitzgerald and others
—Prose by
Rob Barteletti and
Jim Palenchar

Subscription: 3 issues only \$2.00
mailed off campus and out of town
delivered on campus.

Make check payable to:

Juggler
Box 583
Notre Dame, Ind.

Name

Address

.....

