

APRIL 25, 1972



course evaluation booklet/fall 1972

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VOLUME 113, NO. 12

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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, N.Y. 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 and back numbers are available from the SCHOLASTIC. Please address all manuscripts to the SCHOLASTIC, Notre Dame, Ind. 46556. All unsolicited material becomes the property of the SCHOLASTIC.

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the following five-part outline was the key used by notre dame evaluators in reviewing courses offered in the fall semester

Content

This section focuses on the professor's statement about his course. What we want here is a general description of the course—its subject matter (authors, periods of history, theories, etc.), the approach the professor plans to follow concerning the subject matter, the insights and skills that he expects to convey to the students. We can't escape the inherent philosophical nature of this section, but you, as the evaluator, can help the professor clarify his description by asking certain pointed questions. Above all, remember that this section is informational and should not include any of your own comments. Enumerate also prerequisites for the particular course.

Presentation

Here describe briefly how the course is taught. Tell whether the course is lecture, discussion, or a mixture of both. Again, ask the professor for this information. Don't rely on your past experience with the course—he may have changed its format in the course of the year. Note also his use of audio-visual materials.

Readings

List the texts (including authors), readings, materials, records, and maps that a student is required to purchase for the course. List the prices of these books. Describe the number of handouts (major), magazines, and books in the reserved bookroom that a student is expected to read. How many books does the student have to read in this course per week?

Organization

List what is expected of a student in a particular course—papers, projects, quizzes, exams. Give the number of papers and their average length in typewritten pages. Give the number of tests and whether they are take-home or in-class. Describe the nature of the tests—are they a review of text information and notes, or do they give a student the opportunity to express his thoughts based on course material. Ask the professor how he integrates the student's work into the course grade—e.g., 20% final, 40% papers. Do not mention the average grade in the course.

Comments

This section makes or breaks our course evaluation booklet and your own evaluation of a particular course. In the past, this section has become a forum for extravagant praise and biting criticisms of a professor and his course (many of which were not supported by evidence). We want neither of these two extremes nor a mild wishy-washy comment about the course. We don't mean to be overly restrictive concerning your comments, and we want to give just praise and criticism its due. But, if you have something to say, back it up with specific examples and reasons or don't say it at all. Also, speak with two or three other students who have taken the course and question them as to their comments about the course. Use their ideas to either substantiate and expand your critique or to point out the weaknesses in your criticism.

Try to answer this question in making your comments: was the course successful in regards to the expectations the professor had (which you have listed clearly in your Content section)? If not, why not? If so, why? Did other insights or skills emerge from the course which were not expected? Make use of all the variables—presentation, readings, organization—to justify your comments. Was the professor's presentation effective—did his lecture style transmit course information, were his discussions adequately moderated? Think of this section as a conclusion to an essay in that your comments refer to information cited in the other sections, and don't suddenly appear from the heavens.

American Studies

Edward Fischer American Studies 343 Visual Communication

CONTENT: This is an experience in basic design—line, shape, form, color, harmony, balance, etc.—in both theory and practice. The course provides an understanding of the principles that underlie advertising, film, television, magazines, and even writing. There are no prerequisites for the course; indeed, Mr. Fischer prefers students who swear that they can't design. He proves that they can. Restricted to 25 students. Required of all American Studies majors with a communications emphasis—open to non-majors if places remain.

PRESENTATION: This is primarily a "learn-by-doing" course. After about two weeks of lectures and slide presentations on design theory, the students spend the remainder of the semester putting theory into practice through design projects.

READINGS: No text books. No readings. The student is expected to "create" his own textbook as the course progresses.

ORGANIZATION: The course consists of 13 to 15 assigned design projects. These progress from simple non-representational "cut and paste" projects to more complex designs of ads, book jackets, record covers, brochures, magazines, and three-dimensional packaging. Ample time and instructions are given before each project, thus late projects are frowned upon. Because the in-class work and patient, soft-spoken guidance of Mr. Fischer are the essence of the course, cuts are limited. Grades are based on the projects and one or two multiple-choice tests of the Famous-Artists-School genre.

COMMENTS: If you think cutting and pasting is juvenile, stay out of the course. But if you want to be guided by a competent, sensitive man and explore the secrets of design—and have good creative fun to boot—take the course. You will surprise yourself.

Thomas Stritch American Studies 357 The Arts of America

CONTENT: This course, being offered for the first time, is an American Studies elective open to all students. It is a survey of all the arts of the U.S., including painting, architecture, music, film, sculpture, some crafts, and enough literature for useful comparisons. The course sets out to investigate the relations between art and society in the U.S. throughout its history, but with emphasis on the twentieth century.

PRESENTATION: This is primarily a lecture course with slides, records, films, and other audio and visual materials used to illustrate the points.

READINGS: Selections from various sources will be used, including: Kouwenhoven, *The Arts in American Civilization*; Harris, *The Artist in American Society*; Larkin, *Art and Life in America*; Flexner, *American Painting*; Mast, *Short History of the Movies*; Andrews, *Architecture, Ambition and Americans*.

ORGANIZATION: Class attendance is obligatory. There will be five to eight short papers (2-3 pages), a mid-term and a final.

COMMENT: Although the course is new, it is safe to say it will be a good one. Mr. Stritch has a deep interest in the arts of America and has been working on the course for a long time. His lectures are well-organized and insightful; his style quite witty and entertaining.

Thomas Schlereth American Studies 359 Turning Points in American Culture

CONTENT: This American Studies elective, a new offering in the program, will be a comparative inquiry into the origins, characteristics, and ramifications of cultural and intellectual change in American history. The course will explore the style, methods, and aims of an interdisciplinary approach involving the arts, humanities, and social sciences in an examination of three historical periods of acute cultural change: 1830-1870; 1890-1920; 1960 to the present. The course will examine such questions as: "What causes cultural change?" "Do all facets of a complex culture—its politics, social organization, science, philosophy, theology, arts and media—change simultaneously, or are there cultural lags?"

PRESENTATION: The course will begin by asking such questions of the current cultural scene in order to formulate hypotheses about the possible sources, content and consequences of the cultural crises that Americans may or may not be experiencing at present. Then the investigation will turn to an inquiry of identifiable transition periods of American cultural and intellectual history, with the hope of a better understanding of the nature of cultural change. The course combines lectures by Mr. Schlereth with student discussion sessions.

READINGS: A partial list for the course includes: Cooper, *The Notions of Americans* and *The American Democrat*; Emerson, *The American Scholar*; Leyda, *The Portable Herman Melville*; Aaron, *Impact of the Civil War Upon American Culture*; Whitman, *Democratic Vistas*; Pizer (ed.), *American Thought and Writing: The 1890's*; Zabel (ed.), *The Portable Henry James*; May, *The End of American Innocence*; O'Neill, *Coming Apart: An Informal History of America in the 1960's*; and Hayes (ed.), *Smiling Through the Apocalypse: Esquire's History of the Sixties*.

ORGANIZATION: Requirements for the course include class projects, a mid-term and a final exam.

Ronald Weber
American Studies 381
The American Character

CONTENT: "The American Character" is the required junior seminar for all American Studies majors. Since American Studies is an interdisciplinary major, this course is used as an introduction to such study. Mr. Weber calls it a "model for integrated perspective." Readings and lectures will span American history, focusing on the cultural dialectic created by the forces of primitivism and civilization.

PRESENTATION: Mr. Weber prefers lecturing to open discussion. His reason for this is the student's lack of background in the field, and the amount of material he wishes to cover. Questions are entertained, however, and one thing Mr. Weber repeatedly asks is, "Does this make any sense?" This fall, the course will have more audio-visual lectures using the facilities which the department has collected during the past year. The course is concluded with a full length movie. This year's movie was *Lonely Are the Brave*.

READINGS: While the reading list for "The American Character" is quite lengthy, the student should not be scared away. Many times only a few chapters will be assigned and often a book will be discussed without its being required reading. The list includes: Crevecoeur, *Letters From An American Farmer*; Franklin, *Autobiography*; Jefferson, *Notes On the State of Virginia*; Cooper, *The Pioneers*; de Tocqueville, *Democracy in America*; Thoreau, *Walden*; Twain, *Adventures of Huckleberry Finn*; Garland, *Main Traveled Roads*; Hofstadter, *Age of Reform*; Lewis, *Babbitt*; possibly an Horatio Alger book; writings by Jack Kerouac, Ken Kesey, and Tom Wolfe; and a book still to be chosen, maybe still to be written, concerning a contemporary American issue.

ORGANIZATION: Mr. Weber's work load is not burdensome. There are only four or five one to two page papers, each on a book read in class. In addition, a seminar paper will be required at the conclusion of the course. Here, the student is offered a chance to use the tools, not necessarily the information, of the course to show the dialectic between primitivism and civilization on a current topic. The reading for this year's paper was Charles Reich's *Greening of America*. This paper can be anywhere from 7 to 15 pages in length. The only test is a final, which offers the student an excellent chance to show what he has learned.

COMMENTS: "The American Character" is a stimulating course. There is no other way to describe it. For years, before a major in American Studies existed, this course, as part of the Communication Arts Department was always one of the first courses to close on registration day. Mr. Weber is a very good lecturer, and the material is interesting.

John Meaney
American Studies 453
The American Cinema

CONTENT: The presentation of American civilization and society as portrayed in its film of the twentieth century, and the study of American national character through readings followed by discussions, which are samplings of observations, conjectures and interpretations of writers and scholars.

PRESENTATION: A film is viewed very Tuesday and a reading assignment given. On Thursdays, a discussion of the film and the assigned readings is led by Professor Meaney.

READINGS: The textbook for the course is *The Character of Americans*, edited by Michael McGiffert. Additional recommended readings include: D. W. Brogan, *The American Character*; Hortense Powdermaker, *Hollywood, the Dream Factory*; and Jacques Maritain, *Reflections on America*.

ORGANIZATION: Each student is expected to view the films, complete the readings (10 to 25 pages per week), and participate in the class discussions on Thursdays. In addition, a term paper of ten pages or more, completely documented and annotated, or some equivalent project (a debate, film, etc.) is required. Both a mid-term and a final exam are given, in which the student is able to integrate the material learned through the films and the readings, and express his own ideas on them. The grading policy: 1/3 based on mid-term exam and participation

in discussion; 1/3 based on assigned topical report, debate, film, etc.; and 1/3 based on final exam.

COMMENT: Professor Meaney's course is well-organized to achieve the objectives stated. He brings to the class a wealth of knowledge, insight, and experience. He also has a deep appreciation for each student's contribution. He has a unique ability to lead and guide a discussion, drawing the best from the students and yet not monopolizing the floor himself.

John Meaney
American Studies 451
The Frontier in American Development

CONTENT: This is a seminar course designed to trace the growth and persistence of American characteristics associated with the frontier experience.

PRESENTATION: The course is taught as a seminar with 15-20 students. It is limited to American Studies seniors.

READINGS: R. A. Billington, *America's Frontier Heritage*; Daniel Boorstin, *The Americans, The National Experience*; Fredrick J. Turner, "The Significance of the Frontier in American History"; Billington, *The Far Western Frontier, 1830-1860*; Thoreau, *Walden*; Charles Reich, *The Greening of America*; W. R. Jacobs, *Dispossessing the American Indian*.

ORGANIZATION: There is a midterm and a final. A report for class presentation is also required. This report can be of a very flexible nature. Personal contact with the effects of the frontier concept in one's own life may be used for the project. For example, one person in the seminar had lived in Brazil and related his experiences with its frontier as a comparative study.

Thomas Stritch
American Studies 471
The Culture of the South Since 1865

CONTENT: This is a reading course of fiction, nonfiction and poetry aimed at investigating aspects of southern culture, omitting the race question and omitting Faulkner.

PRESENTATION: This reading course is a new concept in courses for the Program in American Studies. It is a mid-way point between regular classes and directed readings. The class, which is limited to 6-8 students, meets at the pleasure of the instructor—steadily at the outset to lay the groundwork for the course, less so later on. The focus of the course, however, is a self-contained syllabus which carefully guides the student through the specialized course material. The aim of the reading course is to give student and teacher alike greater flexibility and independence within a specialized area.

READINGS: Some of the reading topics are: "The Legend"; "The New South"; "The People"; "Demagogery and Reform"; "God"; "Agrarians, Old and New"; and "Today." Authors include: Bishop, Davidson, Lanier, Page, Potter, Woodward, Warren, Welty, Cash, Key, Tate and O'Connor.

ORGANIZATION: Although there will not be regular class meetings throughout the semester, Mr. Stritch will hold individual conferences with each student. No papers are required; only a 3-hour examination at the end.

COMMENT: A special kind of course for a few people really interested in the culture of the South. Professor Stritch most definitely is, and he's a delight to work with and to talk to. It promises the student a unique experience in learning.

John Meaney
American Studies 473
The Americanization Process in Education

CONTENT: This is a new course in the American Studies Department which will be concerned with the absorbance of Americans into our country's culture through the school system. It will cover such areas as colonial education, land grant colleges, the Progressive Education movement, the Amish education problem, bussing, and free school and alternative education in contemporary America.

PRESENTATION: This is listed as a reading course. There will be a tutorial type meeting approximately once a week but no

formal lecture at all. There will also be two films—*Blackboard Jungle* and *Up the Down Staircase*.

READINGS: Ben Franklin, *On Education*; Jefferson, *Correspondence, 1802-17*; two essays by Horace Mann; Edward Eddy, *Colleges for Our Land and Time*; Charles Eliot, *Popular Education*; D. W. Brogan, *The American Character*; Charles S. Peirce, essay on "The Function of the University"; Nicholas Butler, *The Meaning of Education*; John Dewey, *Democracy and Education*; W. H. Kilpatrick, *Philosophy of Education*; J. B. Conant, *The American High School Today*; Henry Adams, *The Education*; E. L. Thorndike, *Psychology and the Science of Education*; J. Kozol, *Free Schools*; H. G. Rickover, *Education and Freedom*; Beggs and McQuigg (ed.), *American Schools and Churches. Partners in Conflict*; Jencks and Riesman, *The Academic Revolution*; and several articles in *Time* and *Saturday Review* on the Amish, Bussing and Education.

ORGANIZATION: There will be a comprehensive final exam, but much of the grade will also depend on the student's participation throughout the semester in the tutorial sessions. The tutorials will be for the students to raise questions and draw themes from the readings together. This course is geared to a very specific subject and will probably be quite small (6-10 students).

Thomas Schlereth American Studies 483 The Intellectual in America

CONTENT: "The Intellectual in America" will be an individual and corporate inquiry into a particular problem in the modern historical experience of complex cultures, namely, the intellectual vocation in American life. Major emphasis will be on nineteenth and twentieth century sources, as the course seeks to provide students with the opportunity to explore the style, methods and aims of an interdisciplinary inquiry involving the arts, humanities and the social sciences.

PRESENTATION: This course is a new one taught by a new professor in the department. It is one of three American Studies seminars being offered (and limited) to the seniors in the program. The seminar's investigation and discussion will revolve around such questions as: Who are intellectuals and how have they been defined in America? In what ways have intellectuals related to: reform and humanitarian movements; politics and governmental service; industrialism and mass culture; the ideologies of socialism and communism; the life-styles of Bohemianism, alienation and expatriation; as well as the frequent manifestations of anti-intellectualism in American life?

READINGS: General texts for the course are Hofstadter's *Anti-*

Intellectualism in American Life, Rieff's *On Intellectuals*, *Theoretical Studies: Case Studies*, and Coser's *Men of Ideas, A Sociologist's View*. Some of the readings in specific areas will be drawn from the following: Emerson, *The American Scholar*; Whitman, *Democratic Vistas*; Holmes, *The Autocrat at the Breakfast Table*; Adams, *The Education of Henry Adams*; Bourne, *War and the Intellectuals*; Cowley, *The Exile's Return*; Bellow, *Herzog*; Podhoretz, *Making It*; and Solotaroff, *Writers and Issues*.

ORGANIZATION: There will be various class projects for the course and a major seminar paper.

Thomas Stritch American Studies 485 The Mass Media

CONTENT: This course raises questions. Does television change strongly held opinions? Do newspapers suppress news? Do any or all of the media promote violence? Does advertising create wants? In sum, what are the processes and effects of the mass media?

PRESENTATION: This is a seminar class offered to the seniors in the program (enrollment: 15-20). Mr. Stritch teaches it in a very easy-going manner, beginning with a series of lectures on the mass media which allow for much discussion. After the first few weeks, group projects are presented, which take up half of a class period. These presentations continue throughout the year. During both discussion sessions and projects, Professor Stritch says very little. He is there mainly for consultation when problems may arise.

READINGS: The list includes selections from Casty, *Mass Media and Mass Man*; Jacobs, *Culture for the Millions*; the reports of the Violence and Obscenity commissions; McLuhan, *Understanding Media*; Ellul, *Propaganda*, and a choice of readings in an individual medium.

ORGANIZATION: Student presentations utilizing audio and video tapes, recordings, etc., are a main part of the course. Each student works on one either in a group or on his own. There are also a few short papers required, but no tests.

COMMENT: This course depends greatly on the attitude of the student. You get out of it what you put into it. Mr. Stritch is very helpful and always seems to be around when you need him, without interfering, which allows for a lot of freedom in the class. He takes a personal interest in all of his students. His lectures in the beginning of the course serve as a sound basis on which to begin the projects, which cover many aspects of the mass media and are entertaining as well as interesting.

Art

Robert Leader Art 151 Art Traditions

CONTENT: This is an introductory course intended for all students who want to learn something about Western art. The first semester begins looking at the art and architecture of Egypt, prehistoric caves, Crete, ancient Greece and Rome, and ends in the Byzantine era. Mr. Leader calls the course a "comparative study of style," and he tries to communicate to his students a feeling for each cultural period and a sense of the historical continuity in which these periods arise and evolve. There are no prerequisites, and all years and colleges are represented.

PRESENTATION: The course has a slide/lecture format. Representative pieces and notable exceptions are shown from each period, and many works such as Stonehenge and the Colosseum receive detailed study.

READINGS: There are two paperback texts: *Readings in Art History*, Volume I, (ed. Harold Spencer) (\$4.95); and *Art, Style, and History* (Jon Longaker) (\$4.50). These texts are interesting and provide background material for the lectures.

ORGANIZATION: There are three exams, including the final. They are objective, drawn from the readings and the lectures, and sometimes involve specific slide identification. There are review sessions before each test. A research paper is optional.

COMMENTS: Art Tradition is a very fine course, especially if you can afford to take only one art course. Mr. Leader has travelled extensively in Europe, and many of the slides shown are his own. His enthusiasm, first-hand knowledge, and personal

anecdotes make the classes very enjoyable. It would be a good course to sit in on. Some complaints are heard about the exams. They tend to be difficult, sometimes requiring memorization of facts. Little time is given to the readings in class, but they are important on the tests. Nevertheless, the students generally agree that exams are fair.

Staff

Art 210

Studio Art Introduction

CONTENT: This course entails a mixture of both lecture and discussion, however a great deal of emphasis is placed on individual observations and creativity.

PRESENTATIONS: The staff does a fine job of relaying aesthetic principles to the students and help them develop personal styles and techniques.

READINGS: There are no formal readings or texts required for the course (outside reading and study are encouraged). Certain art materials are needed. The average cost of the necessary materials is about \$12.

ORGANIZATION: There are a series of short papers concerning art exhibits and other aspects of art required during the semester. Two brief, informal exams, which may be considered more as quizzes, are given. The material on the exams is usually reviewed immediately before they are given.

A great deal of emphasis is placed on the individual's independent work in drawing, painting, sketching, etc. This makes up the bulk of the course and receives heavy consideration when grades are evaluated. I might add that no great amount of art dexterity is necessary to do well in the course.

COMMENT: The course allows the student to express himself and think abstractly. It gives him an opportunity to get away from the rigorous pressure characteristic of courses that require a person to think concretely. The course requires enthusiasm and intent. It allows one to be intellectually stimulated, to mold the course material to fit his own needs and have fun at the same time.

Staff

Art 240

Basic Sculpture Techniques

CONTENT: This is an introductory art course which seeks to give the student a basic understanding of the techniques used in clay and plaster sculpture. Though this course may be slightly restructured next term, the areas to be dealt with will, in general, include clay modeling, plaster casting, and plaster modeling. Both human-derived and abstract forms of sculpture will be explored. The class consists mainly of non-art majors, therefore previous experience in art is not a necessary prerequisite. The desire and willingness to express oneself in a new medium is all that is required.

PRESENTATION: Presentation is very loose. It consists mainly of short lectures on techniques used when approaching sculpture, in terms of modeling and casting. After these introductions, the student is pretty much on his own, with guidance provided through the help and suggestions offered by the instructor.

ORGANIZATION: As stated before, this course may change next term, but students have in the past been required to complete three projects involving the three areas previously listed. Student work consisted of (a) the modeling in clay of the human figure from a live model, (b) the modeling in clay of a bust in the individual student's likeness, and the subsequent plaster casting of that bust; and (c) the modeling, in plaster, of a student-designed abstract piece. Grading, though subject to interpretation of the instructor, will no doubt take into account the thinking and perception the student has shown in approaching the sculpture, as well as the finished product.

COMMENTS: A very good course for all of those students desiring to explore their possibilities of expression in the three-dimensional form. Most members of the class have had little art background, therefore, the only prerequisite is an eagerness to learn. Though most students will spend some time out of

class on their projects, the work load, in general, is not overwhelming. In all, the atmosphere is congenial towards making the class a worthwhile experience.

Anthony Lauck, C.S.C.

Art 341

Sculpture Carving

CONTENTS: Fr. Lauck views his course as a formal introduction to the long-neglected medium of wood carving. He hopes that the student will be able to control the medium for the expression of his creativity. Essential to that expression is the necessity for an artistic design which will produce an aesthetically good piece of sculpture. This requires a combination of good designs in the sculpture which the course aims at achieving. He hopes his course will lay the groundwork for continued involvement in this medium after the student completes the semester.

PRESENTATION: Fr. Lauck views his function as a teacher to channel the student's creativity, and the course presentation reflects this attitude. He is open to anything the student wishes to carve, even a six-foot statue, although he discourages very small pieces since these are not best suited for the medium. It is impossible for Fr. Lauck to teach the skill of wood carving, and thus he can only help the student to acquire it through the efficient use of his tools. The student works on his own under the direction of an experienced carver who is receptive to any and all ideas and techniques.

READINGS: The materials needed for the course are a wooden carving mallet and several large gouges, all of which are available in the bookstore or art stores in downtown South Bend. The mallet costs \$4 and the gouges, depending on the size, \$6-9. At least one large gouge and a smaller one are necessary. A slip stone for sharpening the gouges is desirable, plus several extra wooden handles for the gouges which periodically need to be replaced. Expect at a bare minimum to spend \$25 for materials.

ORGANIZATION: Progress is slow due to the nature of wood sculpture and the sense of accomplishment will be dissatisfying to any student expecting to turn out several pieces of sculpture. There is no specified number of pieces required for the course, and one piece alone is adequate. No pressure is exerted on the student provided he works continuously. Fr. Lauck suggests any non-art major take the course on a pass-fail basis since any letter grade evaluation is made on the strengths and abilities of the art student as known to Fr. Lauck, who evaluates him accordingly in light of his sculpture.

Dean Porter

Art 356

Early Christian Art

CONTENT: This is a new art history course to be offered in the Fall semester. Mr. Porter says this course will consist of a study of the development of early Christian art through the Early Byzantine Period and the Golden Age of Justinian (1-6 Centuries A.D.). Areas to be investigated will include: sculpture and painting of late Roman antiquity; early Christian catacomb painting; the origin of the Constantinian T-basilica; early Byzantine art; manuscript illumination; the Golden Age of Justinian; pre-Carolingian art. There are no prerequisites for the course although it may be helpful for the student to have had a basic survey of art history, such as Prof. Leader's *Art Traditions* course.

PRESENTATION: Mr. Porter will continue his policy of delivering his lectures with accompanying slide presentations.

READINGS: Beckwith's *Byzantine Art* will be one of the required books for the course. Mr. Porter says he is undecided about other texts to be used.

ORGANIZATION: There will be two tests, one mid-term and a final exam. He refers to his tests as "thought organizers" in the sense that they are open-book. Also, there will probably be two papers required, one short and one term paper. Mr. Porter is very helpful and assists his students in clues to the research and development of these papers.

COMMENTS: The most important aspect of Mr. Porter's approach to his teaching is his interest in the students as indi-

viduals. He is generally available for student consultations. Mr. Porter is primarily interested in the students' understanding of the material and the development of each individual student's insight. His classes are usually small and permit an informal relationship with his students. However, it should be noted that the student gets out of the course only what he puts into it.

Richard Stevens

Art 385

Photography I

CONTENT: The purpose of this class is twofold: first, teaching basic darkroom skills (developing film, making prints) in order to make a technically good, black and white photograph; second, developing the student's visual and emotional sensitivities, stressing the artistic and creative aspects of photography. In addition, some history of photographers past and present is given.

The students are generally beginners, though a few may have had previous darkroom experience. Students must own a flexible camera (35mm is the most popular.)

PRESENTATION: The course consists of both lecture-discussion classes and independent darkroom work. Student participation is essential in class. There are frequent slide presentations and sometimes student work from previous semesters is shown. Basic darkroom techniques are taught early in the semester.

READINGS: There are no required books. Costs of film, paper and other supplies (aside from the camera) average between \$35 to \$40, and one may easily spend more.

ORGANIZATION: There are no written tests, quizzes or papers. There are four critiques of student work during the semester, and four prints are to be shown at each. Mr. Stevens strongly encourages student participation in the critiques. The final grade is based on a portfolio of twenty prints.

COMMENTS: Mr. Stevens is well versed in many aspects of photography and complements the interests in photography of his students. Students choose their own subjects, and experimentation within the medium is encouraged. This course will not make one a great photographer overnight, nor will one solve all of his technical and aesthetic problems in a semester. However, Mr. Stevens' often challenging opinions offer students the opportunity to expand their knowledge of photography as an art.

Douglas Kinsey

Art 491

Printmaking: Etching-Woodcut

CONTENT: This course offers new possibilities of self-expression. Intaglio is a printing process of etching done on a metal plate; woodcut relief is etching from the woodcut board. While Mr. Kinsey emphasizes intaglio over relief, he nevertheless teaches both processes in this course. He offers demonstrations of his techniques, as well as those of Don Vogl and Dean Porter. The class learns the intaglio process in the first few weeks of the semester, and later learns the woodcut process. While Mr.

Kinsey wants technical ability, he is also interested in artistic content—composition, shading, lighting, and texture.

PRESENTATION: There are no lectures *per se*. However, Kinsey does give demonstrations of the printing process and of the various techniques of etching. He frequently converses with students on an individual basis. Since intaglio involves several adjustments between proofs, it is necessary to plan your next phase of etching, such as aquatint or soft ground texture. Here, Mr. Kinsey helps you decide what technique to use to achieve the desired effect. He also discusses the technique of woodcutting.

READINGS: There are no readings. However, in the beginning of the semester, Mr. Kinsey introduces several books on printmaking for recommended reading. These can be obtained from the library and from the architecture library.

You buy tools and plates from Mr. Kinsey (you can charge them and pay later). The studio furnishes the printing process materials and supplies. Since printmaking is a messy job, one is advised to wear something to protect his clothes.

ORGANIZATION: A student must produce at least two editions, each consisting of five prints per credit hour. For new students, at least three of the editions should be intaglio and one should be relief. Various intaglio techniques should also be included in the student's portfolio of prints. Attendance is required. Since a student is expected to work at least three hours a week per credit hour, he must often work outside class hours. At the midterm, a portfolio of two editions must be presented by the student, and the portfolio must include a matted print for each edition. At the end of the semester, the portfolio of the semester's work is due. Grades depend upon the quality of the portfolio.

Staff

Art 100, 200, 300, 400

Art Units I-IV

CONTENT: This is a special series of courses designed by the art department primarily for majors. The student elects a certain number of credit hours and he also elects the medium and the professor that he wants to work under. The philosophy behind this system holds that the artist works best on his own time and on his own initiative. The various mediums for the artist's expression are also subject to change. Thus, he may study many different fields all in the same semester.

PRESENTATION: The student works on his own time. He has a weekly meeting with his instructor in which the student's work is discussed and analyzed. At the end of each semester, the student presents his semester's work to a reviewing board consisting of all the members of the art department teaching in the unit system. This group decides upon the student's final grade.

READINGS: If professors assign readings, it is rare. The amount of work expected is dependent on the type of art form (painting, sculpture, etching, etc.) that one has chosen. Both quality and quantity are emphasized.

COMMENTS: This is a fine system for an artist to work under. The structure of the unit is up to the professor and student. There is one drawback: many students select the same instructor. Thus, several professors are overloaded with many student meetings.

Economics

H. R. Carby-Samuels Economics 220 Economic Analysis I

CONTENT: This course is basically intended for second and third year Economics majors (although students from other disciplines are more than welcome) who have taken or are taking the Principles course. Basically the course will consider economic decision-making, i.e. the rationing and allocating activity which is guided by economic analysis. Economics is seen as a way of structuring an economic perception of reality. Given this understanding, Mr. Carby-Samuels will examine the technical component of economic analysis, and he will also attempt to explore the way in which this economic structuring is formulated and determined.

PRESENTATION: Mr. Carby-Samuels runs a very different type of course. He combines some basic lecturing with sticky questions which he throws out in class. His approach is an attempt to force people to deal with the material rather than simply presenting it to them himself.

READINGS: There are several basic textbooks which Mr. Carby-Samuels hopes to use next year. The two core texts will most probably be *Economics* (2nd edition) by Lipsey and Steiner and *Microeconomics* by Glower and Due. He will also use *Concepts and Cases in Economic Analysis* by Warner and Fuchs; *The Capitalist System* by Edwards and Weisskopf; and *Readings in Contemporary Economics* by Silk as readings books. The above books should be purchased by students. *The New Industrial State* by Galbraith; *Scholasticism and Welfare Economics* by Worland, and *Symbols and Civilization* by Ross will be supplementary sources which are germane to the course.

ORGANIZATION: Mr. Carby-Samuels will probably have two exams, a final and a paper. The exams are very different than a normal essay-type exam. He gives three or four statements which a student must answer with a true, false, or uncertain, and the student must offer his reasoning for such answers. What is sought in these exams is a logically consistent answer which deals with the realities contained in the statement. The paper must be consistent with the subject matter of the course, and is not intended to merely be an exercise in research alone but rather it is meant to involve a thinking process on the part of the student.

Frank Bonello Economics 223 Principles of Economics

CONTENT: The Principles course is a prerequisite for Econ majors and sophomores in Business Administration. It is an introduction to macroeconomics that studies economic growth, monetary and fiscal policy, money and credit, national income, with a special emphasis on the changes in macroeconomic policy. An examination of Nixon's wage and price controls will be related to the material to reveal and study macro policy in action today.

PRESENTATION: The course is divided into a lecture twice a week, with small tutorial sections meeting once a week. Mr. Bonello's lectures are generally clear and complete for the emphasis that he places on macroeconomics. Because of the large size of the class, some lectures may at times appear dry to the student who is not a real econ nut, but Mr. Bonello maintains a good rapport with his students. The tutorial sections are handled by the Econ staff and are set up to allow for discussion of the principles presented in the lectures, and to discuss an

assigned related readings book. There are no prerequisites for the course.

READINGS: In the recent past, Samuelson's *Economics*, priced at \$10.95, has been the required text, and will probably be retained because of the good macro section by the recognized "Superman" of Economics. Last semester's readings book was *The New Economics of Richard Nixon*, and may be retained.

ORGANIZATION: There are two tests and a final which total 80% of the grade. The other 20% comes from the tutorial sections. All tests are in-class and are derived from lectures and Samuelson readings, along with skills gained from worksheets handed out in class. Tutorial exams are usually short quizzes based on the extra readings book.

COMMENTS: A basic background to Macroeconomics can be gained in this course if the student keeps up in his Samuelson readings and relates them to the lectures. Mr. Bonello presents the material in the most effective way that is possible in a large, lecture class. He is a good lecturer that tries to keep the student interested by relating the relevancies of economics today to economic theory that may appear dry at times. The skills that a student can receive from his course are highly dependent on his or her attitude toward economics and large lectures.

Stephen Worland Economics 225 Introduction to Economics

CONTENT: This is a one-semester survey course, designed to introduce students to the tools of economic analysis. Topics covered are price theory, national income analysis, and balance of payments. It is intended to give students in other disciplines enough basis in economics to take more advanced courses later. It should be emphasized that Mr. Worland considers this to be a "tools" course emphasizing methods and analysis and not a "relevant" course in the sense that it does not concentrate on contemporary policy problems.

PRESENTATION: This course is taught as a lecture. Mr. Worland makes extensive use of graphs to explain the material. The lectures move along at a rapid pace, and one must pay close attention in class to get adequate notes. Mr. Worland generally welcomes questions in his lectures, even though he likes to keep a good pace.

READINGS: Mr. Worland has had trouble finding a text which gives a good presentation of the subject matter but one which is not too advanced for those taking the course. He has found *Contemporary Economics* by Spenser to be fairly adequate and will use it next semester.

ORGANIZATION: There will be three hour exams in the course and a homework set due each week. The exams are very comprehensive in nature and are generally thought to be too long to adequately answer in an hour's time. Mr. Worland is aware of this latter criticism, but he wants to give the student enough of a variety so that the student will not be hurt by a section which he does not understand as well as others. Also, Mr. Worland grades the exams with limitation of time in mind.

William Davisson Economics 301 Microeconomics

CONTENT: Microeconomics is a required course for majors designed to provide a working knowledge of the price system and resource allocation. Three major topics are covered: 1) consumer demand, including utility and indifference analysis; 2)

the production function and related supply concepts isoquant, isocost analysis; and 3) equilibrium in the product market for perfect competition, monopoly and imperfect competition. Some coverage of factor markets and general equilibrium is also included. The course concentrates on the market model of economics and de-emphasizes mathematical approaches.

In past years Economics 224, Principles of Economic, has been a prerequisite but the department no longer requires majors to take 224 before 301.

PRESENTATION: Mr. Davisson's course is primarily lecture and discussion. One or two topics are covered each lecture for about 30 minutes. Normally, questions from the class fill the other 20 minutes. Davisson makes use of computer assisted instructions in which the student uses prepared programs to investigate elasticity and the production function. In addition, the final project in the course is computer oligopoly simulation.

READINGS: One textbook, *Microeconomics* by E. Warren Shows and Robert H. Burton, will be used. This is a new text costing approximately \$10.00. In addition, Mr. Davisson provides alternate, non-required readings in any microeconomics text which a student may have. Students who request readings in any basis text will be provided with the appropriate chapters. Most people who take advantage of these readings use either Davisson's *Introduction to Microeconomic Theory* (\$2.50) or Paul Samuelson's *Economics* (about \$10.00).

ORGANIZATION: Students are graded on a 430 point scale. 200 points come from 2 in-class tests. These are essay test which consist of two or three very broad questions. Answers require a detailed exposition of the text material, including graphs. 200 points come from two take home tests. One take-home is a typewritten essay five to eight pages long on some aspect of consumer demand or production. The other take-home is the write-up of the computer oligopoly game. This is a team project with three students on a team. The average length of the report is 25 to 30 pages. The work, however, is necessarily done over a three week period and need only be typed before submission. The final 30 points come from one computer assisted project assigned in the middle of the semester. The final is not cumulative and the grade is not curved.

COMMENTS: The most widespread criticism of Prof. Davisson's course is that he puts the students too much on their own. Microeconomic theory is one of the driest topics in economics. If it is not related to specific examples, students lose sight of the real aspects of the market model. The criticism stems from the fact that in the past the text, which Davisson paralleled in his lectures, was highly theoretical. The new text provides a case study with each chapter. These case studies, if they are discussed in class, should make the theoretical aspects of the course more palatable.

The course is designed to make economics majors thoroughly familiar with the tools of microeconomic analysis namely: marginal analysis and market structure. Davisson assumes that students are not well acquainted with those tools. From this viewpoint, the course is primarily a rehashing of the principles course (Econ. 224). Only two new concepts are introduced. This is unfortunate for students who are interested in graduate economics or related fields but since these students comprise a relatively small portion of the class, the approach is probably justified.

The basic asset of the course is that it provides an introduction to the economic use of computer techniques. This is Davisson's specialty and many students have complained that he over-emphasizes the computed approach. The computer assignments have been reduced and are more thoroughly explained. Also, the applications of the techniques are discussed.

Stanley Masters Economics 302 Intermediate Macro Theory

CONTENT: This is a required course for all Economics majors and is usually taken after Microeconomics. Mr. Masters believes the primary objective of the course should be for the student to acquire a basic knowledge and familiarity with the economic structure as a whole and the effects produced by changes in any of its components. A secondary purpose is for

the student to relate the various models of Microeconomics to the U.S. economy and be able to analyze developments with the aid of these models. Mr. Masters plans to devote several lectures at the beginning of the course to tracing the development of Macroeconomics and the various economic views of man. Following these lectures the remainder of the course will be devoted to developing the various macro models. Principles of Economics is not a pre-requisite, however it is strongly recommended by Mr. Masters as well as students currently in the course.

PRESENTATION: The course will consist of lectures and discussions based on questions asked by the students. For each class a seventy-five minute lecture is planned, however questions may be asked at any time. To aid the student in following the material, an outline of each lecture is distributed before class as well as the algebraic proofs of the models being presented.

READINGS: The required texts are tentative, but the ones in use this semester are expected to be retained. These are: *Macroeconomics*, Dernburg and McDougall; *Macroeconomics: Selected Readings* Shapiro, and *Monetary vs. Fiscal Policy* Friedman and Heller. Cost for the three books is approximately \$16.00. Besides the required texts there will be twenty publications on reserve from which one or two segments are assigned for the purpose of supplementing the lecture material. The reading load is heavy with several of the articles being highly mathematical, however these are expected to be dropped.

ORGANIZATION: Grades are determined from the results of two tests and a final examination. The student is expected to be able to discuss comprehensively the material as well as a specific model or analysis. In answering the questions the student is allowed to use an intuitive discussion, an algebraic discussion, or a geometric, depending upon his preference.

COMMENTS: This is Mr. Masters' first semester at Notre Dame, therefore he will probably make changes in this course for next semester. The material is dry and it becomes difficult to take adequate notes over a seventy-five minute presentation, however the handouts aid the student in following the lecture and recognizing the ideas that are important. Because the tests consist mainly of material from the lectures, good notes are essential as well as is class attendance. Throughout the course different Macro models are constructed and the student learns that there exists no standard model, but many that can be used in economic analysis. The tests are difficult because of the comprehensiveness with which the questions are expected to be answered and the lectures are tedious and slow moving. Mr. Masters is certainly an accomplished man in his field (he has written many articles in the field of poverty), but many students have found his classroom performance somewhat lacking.

Clarence Durbin, C.S.C. Economics 310 Economics of Consumption

CONTENT: This course is open to all Juniors and Seniors with an AL or BA intent. It deals with Economic principles and practices in the U.S. directly related to the consumer and his viewpoint. It provides an analysis of advertising, fraud, financing, insurance investment and other factors relating to consumer demand. There are no prerequisites for the course.

PRESENTATION: The class is designed to include a mixture of both lecture and discussion, depending on the size of the class. Fr. Durbin favors student discussions and uses the lectures to introduce the student to the material and to give him a basic understanding of the subject matter.

READINGS: The basic text used for the course is *Economic for Consumers*, by Gordon and Lee, and priced at \$8.95. A number of handouts is also distributed to aid the student in his study.

ORGANIZATION: There are usually four exams given, based largely on the material given in lecture. A student is given an opportunity to express his thoughts on the problems facing consumers today on these tests of equal weight. An optional paper assignment has been offered in the past.

COMMENTS: For the student seriously interested in the analysis of consumer problems, this course provides the opportunity to compare his line of thinking with the facts available on the subject. The lectures provide an outline of the essentials of the

economics of consumption. Fr. Durbin likes to give the student the opportunity to think by encouraging discussion in class and allowing the student to integrate his own thoughts on the subject matter with knowledge obtained from the lectures and reading materials on tests. Lectures are easy to understand and are centered around relevant topics. Fr. Durbin is a fair grader who will do anything he can to help the student. Though the course is not technically rigorous, it can be worthwhile for those who want an introduction to consumer economics.

Clarence Durbin, C.S.C.

Economics 367

Public Policy—Economics of Water
and Air Pollution Control

CONTENT: This course offers a systems analysis approach to the causes, extent, and technical feasibility of controlling pollution. Appropriate policies that should be considered, and the economics and social costs of pollution are also examined. There are no prerequisites for the course, which is open to all Juniors and Seniors.

PRESENTATIONS: Initial plans for the course would have a lecture take up approximately 3/5 of the class, with the remaining part of the class being devoted to discussion of the material, depending of course on the size of the class and the student's willingness to participate.

READINGS: Because of the fact that this is a new field, there is no text for the course. Fr. Durbin is in the process of writing a text for the subject. There are numerous handouts and many books on reserve for the student so that he can examine the technical information not gone over in class lecture.

ORGANIZATION: The student will have the option of taking 4 tests of equal weight, or substituting a paper for one of the tests. The university policy is generally followed by Fr. Durbin on grading his exams, which are essay in nature, and provide the opportunity to integrate lecture material facts with the students' own feelings on the subject of pollution policy.

COMMENTS: Student expression carries much weight in aiding the student himself and in determining the success of this class, which is one of few courses of this kind offered in the U.S. The student is given the opportunity to study and learn the intricacies of public policy regarding pollution, all he has to do is have a mature outlook toward its study. Fr. Durbin does not place the student under extreme duress as far as the determination of grades is concerned. He wants to honestly acknowledge a student's achievements and does so. Fr. Durbin enjoys the course and expects the student to do likewise, while approaching its study with the same energetic desire to analyze it as he does. This course is a good prelude for Economics of Natural Resources, another Fr. Durbin course.

Gregory Curme

Economics 393

Statistical Inference I

CONTENT: No prerequisite of any kind. The course begins with elementary probability which includes discussions on the classical distributions. Time will be spent studying discrete random variables. One of the largest sections deals with the construction of confidence intervals using both Tchbysheff's Theorem and the Central Limit Theorem. The last part of the course is spent testing hypotheses on means using one and two sample tests. The course concludes with a discussion of the Chi-Square analysis. All of the inferences are illustrated by simple applications.

PRESENTATION: The course is entirely lecture, but Mr. Curme encourages questions at all times. Almost all the material is presented in class (there are occasional handouts) as Mr. Curme has found no textbook which is adequate.

READINGS: There is one book, an introductory text by Huntsberger, which Mr. Curme refers to occasionally in his lectures. The text is not required nor is it terribly helpful. If one does want to purchase the book, one ought to be able to buy or borrow it from someone who has had the course before.

ORGANIZATION: The work load is not very heavy. During the semester there are approximately four take-home problem sets, one for each new section of study. They are good practice problems as similar problems will appear on the tests. By doing the homework and coming to class, the student will be well-prepared for the straightforward exams. The final grade is based almost entirely on the student's text average with some more weight on the final exam and more weight placed on the second hourly than on the first.

COMMENTS: This course is very worthwhile. Mr. Curme makes sure the student understands just why the material he is studying is important. The student quickly realizes how much Mr. Curme dislikes the "cookbook" method of teaching statistics because such a method does not allow the student to see how an inference is developed. Mr. Curme is very aware of student interests. On a "long" day he may end a class early with "It's over to the ACC for me; I'll see you on Monday." Or, during football season, he may spend a class computing the probability of an undefeated season. Seemingly dry material is made interesting by Mr. Curme because of his rather loose manner of presenting it. No formal, required pace is kept; he adjusts to each class and takes into account the difficulty of the material. But, at the end of the semester, you will be surprised how much you have covered and learned. He grades very fairly and from the start makes it known that grade pressure is not part of the course.

Stephan Worland

Economics 405

History of Economic Thought I

CONTENT: The format of this course has been changed for the next semester. The course will start with the 16th Century Mercantilists and terminate with a discussion of Marx including a consideration of Smith, Ricardo, and the Classical Economists. It is somewhat regretful that Mr. Worland has dropped his consideration of Aristotle and Aquinas because these two writers offered some interesting and germane insights into economics, but Mr. Worland is hopeful of offering a separate course on this deleted area. The course is aimed at the liberal arts student interested in the study of economics from a viewpoint of intellectual history, and the economics student who wants a better understanding of the history of his discipline and the evolution of the theory that he has studied in other economics courses.

PRESENTATION: Two of the weekly sessions will be lectures devoted to the material under consideration. The Friday session is generally a seminar which concentrates on a discussion of a short reading germane to the topic considered in the lectures.

READINGS: There is no textbook in this course, although Mr. Worland may select a few short paperbacks, dealing with several of the topics, which the student will be asked to buy. The rest of the readings will be from books and articles found in the Reserve Book Room. The readings are generally not too long, and they are good supplements to the lecture material, although one should not depend on them totally.

ORGANIZATION: There are three exams and a final. For those students who receive a B or above on the first exam, Mr. Worland offers the option of writing a paper in lieu of the third exam. The exams generally involve a few short identifications of key terms or ideas which come up in the lectures and/or in the readings, and a choice of several longer essays in which a student must discuss ideas which are important to the topic under consideration. The exams are demanding as a student must have a firm grasp of the material and must be able to synthesize the lecture and reading material.

COMMENTS: Mr. Worland is an exciting and demanding teacher. He is highly successful in conveying his enthusiasm for and knowledge of economics to his students. The vigor of his approach and lectures may sometimes overwhelm a class, but few students complain. He is very receptive to questions and plans for them in his lectures. The readings that he assigns are not demanding, but have to be carefully prepared—especially for the History of Economic Thought seminar classes. The Introduction to Economics course should prove useful for students outside economics who need a view of economic methods for

later work in their own fields, such as a government major studying international relations or the problems of poverty. The History of Economic Thought course will be useful to the majors and non-majors who have a background in economics. Concepts taken for granted in theory courses are not taken for granted here—they are studied as have evolved from the classical economists to the present time (covered in the second semester of the course). The courses are not easy, by any means, but they are not impossible. Mr. Worland brings an incredible talent for teaching and an appreciation of economics to the courses which makes the course very worthwhile for students who want more than a superficial treatment of the discipline of economics.

William Davisson

Economics 417

Economics of Pollution

CONTENT: Economics of Pollution is a new course for majors. Mr. Davisson will attempt to develop a microeconomic approach to pollution control which assumes that solutions can be found in the capitalist market-centered United States economy. There are three major content areas: 1) a two week introduction to the problem of pollution control; 2) a five to six week presentation of the cost-benefit techniques used by various government agencies for determining the environmental effects of their projects, the development of a microeconomic model for pollution control and the evaluation of one federal project in environmental economic terms; and 3) a five week presentation of case studies of pollution problem areas including Gary, Indiana and Pittsburgh, Pa.

One course in microeconomics is a prerequisite (either Econ. 224 or Econ. 301).

READINGS: The textbooks for the course have not been selected, although Mr. Davisson promises that they will run no more than \$15.000. One text will be a collection of general essays on pollution for the introduction section. Most of the other readings will be on reserve in the library.

ORGANIZATION: The exact organization has not yet been determined. At least half of the final grade will be determined on the basis of a term paper on one research problem in environmental economics. Mr. Davisson suggests that the topic of this paper come from the student's home town. There may be one or two additional tests.

William Leahy

Economics 454

Collective Bargaining

CONTENT: This course is designed to not only convey an understanding of the technique and procedure involved in the collective bargaining process, but also to give students an appreciation for the work place and the uniqueness of the labor-management relationship. This is accomplished through the game theory approach in which the class participates in an actual bargaining situation by negotiating a labor contract. Class members are divided into two groups representing a fictitious company and union, and they proceed as in a real world situation with both sides making demands and obtaining concessions to bolster their positions. Major emphasis of the course is on the development of a working relationship among the members on each side of the bargaining table. It will be taught only this fall, and Mr. Leahy's consent is required for registration.

PRESENTATION: The first three weeks of the course are devoted to lectures concerning the basis of collective bargaining and its various strategies. It is during this time that students learn how to negotiate the contract. The rest of the semester is spent in bargaining sessions which meet at night in Mr. Leahy's home. A night and time suitable to all members of the class will be worked out after the course begins.

READINGS: There will be one text, *The Impact of Collective Bargaining on Management* by Slichter, and a paperback concerning negotiations in the public sector, *Collective Bargaining in Public Employment* by Moskow.

ORGANIZATION: A 10-15 page paper is required at the end

of the semester, but there are no tests or quizzes. Mr. Leahy emphasized that final grades will be mainly dependent on the student's performance in the game theory portion of the course.

COMMENTS: Because of Mr. Leahy's personal activity and experience in the field of labor-management arbitration, this course can prove invaluable to anyone interested in the study of labor law. The learning atmosphere is relaxed and a lot can be garnered by anyone willing to put some time and effort into his work. Mr. Leahy does not unduly pressure his students realizing that a person will get something out of his course only if he wants go. His main concern is with his students' growth both in and outside the classroom. He takes a personal interest in everyone in his class and will go out of his way to help a student if necessary. Due to these personal characteristics of Mr. Leahy and his extensive practical knowledge in the field of labor relations, this course should be very worthwhile.

H.R. Carby-Samuels

Economics 481

Aspects of Economic Change

CONTENT: This course is recommended for senior social science majors, though juniors can take the course with the permission of the instructor. The course attempts to explore the meaning and phenomena of economic change. This course is not simply a course in economic development, as the attempt is made to look at change in a broader context. The aspects which are considered are: what is an economy, what is economic change, what are the components of such change (those economic as well as non-economic factors), what are the goals implicit in such change, and what are the instruments which can be used to effect such change?

PRESENTATION: The course will be taught in the same manner as Economic Analysis I. Much time will be spent in a close textual analysis of the readings in order to develop components essential to the subject matter.

READINGS: The basic text will be *Economic Policy and Planning in Developing Countries* by Boggar. This semester the book could only be obtained from the Reserve Book Room, but Mr. Carby-Samuels hopes to order copies for everyone next semester. The book is an excellent discussion of the components which go into economic development and change, including both the non-economic and economic aspects. The other texts for the course are: *Development and Society* by Novack and Lekachman; *Politics, Economics, and Welfare* by Dahl and Lindblom; *The Dark Side of the Marketplace* by Magnuson and Carper; and *Symbols and Civilization* by Ross, all of which should be purchased. There also will be a couple of articles which will be put in the Reserve Book Room.

ORGANIZATION: The course will be organized in the same way as Economic Analysis I in terms of exams and papers. Students will also be expected to give a couple of class presentations on some of the articles from *Development and Society*.

COMMENTS: Both Economic Analysis I and Aspects of Economic Change ought to be interesting courses because Mr. Carby-Samuels is interesting as a teacher and as a man. He is in the classroom to challenge students and to force students to think about the subject matter in more than doctrinaire terms. The contents of his courses are much different than any other economics course offered at this University. He views economics as a science in which reality is structured in a certain way, and attempts to lead students to an understanding of that structuring and perceptions which are entailed. He also brings in the realities of existence which shape and impinge upon the analytical framework of economics. At times he can be a very aggravating person because he will not allow students to be loose in their thinking or get away with pat answers to his questions. For this reason, and because of his seemingly disorganized style of teaching, some people do not think that he is a good teacher. Yet, such a judgment, to this evaluator, seems to miss the point of his teaching. He is in the classroom precisely to challenge students to really think about aspects of economics which many students have come to believe are invariable truths. Thus, for those who really want to explore the discipline of economics in more than a merely technical way (although Mr. Carby-Samuels does not ignore this approach), these two courses are highly suggested.

William Leahy
Economics 487
Urban Economics

CONTENT: This course is basically concerned with economic growth in our nation's cities. Realizing that there are a number of factors affecting such growth, the topics of urban manpower, firm location, minority group problems, and poverty are delved into. The form and shape of cities are playing an increasingly important role in determining all of these factors and are especially discussed at length. The Model Cities Program is also an integral part of the course. At times, Mr. Leahy's lectures will be supplemented by outside speakers who have extensive personal experience in this area.

PRESENTATION: Mr. Leahy's lectures are informative and well prepared, relating extremely well to the readings. He stimulates discussion at many points during the class and is very open to contrary opinions which he especially welcomes since

one of his main objectives is to get students thinking for themselves. Mr. Leahy hopes to break the class into seminar groups about every fourth meeting if interest in particular subject matter warrants this.

READINGS: There are two books required for this course: *Urban Economics* by Leahy and *Spatial Economic Theory* by Leahy. It is important that you purchase both of these books.

ORGANIZATION: There are no tests or quizzes, but a major paper due at the end of the semester which is "worth a considerable part of the grade." Classroom participation is just as heavily emphasized.

COMMENTS: Mr. Leahy has a very easy-going personality and makes the classroom atmosphere as enjoyable as possible. The subject matter is at times dry, but he is more than able to make up for this through his knack for stimulating an interesting discussion. He is genuinely interested in each one of his students and is always available for assistance. Mr. Leahy has done a good deal of research in this area (which resulted in his books) so he should be very competent in his field.

English

Eugene Brzenk
English 301
Writing Short Fiction

CONTENT AND ORGANIZATION: Ideally, this course will be a writer's workshop in which interested writers will read and discuss each other's fiction (*NOT* to be submitted anonymously) and learn more about the craft. Either ditto copies or oral presentation will begin a discussion that is expected to be conducted by the writer-student. Also, the various issues in narrative writing (point of view, handling of dialogue, characterization, etc.) will be introduced as well as critical bases for judging fiction. Each student will write three short pieces or their substantial equivalent.

John Matthias
English 307
Writing Poetry

CONTENT: The focus is on fundamental matters of craftsmanship and might well find its Art Department analogue in a basic drawing class. The assumptions of the course are three: 1) that by trying to write poems one learns by the best method possible how it is that poems come to be written; 2) that by trying to write poems (by trying and trying and trying) one might, with luck and good weather, actually, once or twice, pull it off; 3) that writing poems is a unique and extraordinary pleasure. The class is limited to 20 students.

PRESENTATION: Classroom time will be spent on the reading of students' poetry and criticism thereof.

READINGS: Pound, *ABC of Reading*; Richard, *Practical Criticism*; Gross, *Sound and Form in Modern Poetry*; Scully, *Modern Poetics*; Martin, *The Distinctive Voice*; Allen, *The New American Poetry*; possibly Skelton's *Practice of Poetry*.

ORGANIZATION: Prerequisite: submission of a manuscript to Mr. Matthias. A manuscript must also be submitted at the beginning of the course (this, however, may be the same as the manuscript submitted as a prerequisite.) The student is free to add to his manuscript at any time. A final manuscript of no more than ten poems must also be submitted at the end of the

semester. Students are also required to keep a journal of reactions to the readings and submit written criticisms of the work of fellow-students.

COMMENT: Don't expect this to be a mutual admiration class. It's expected that you are a beginning poet (?). Mr. Matthias is a man who says exactly what he thinks. Soon the rest of the class gets into the spirit of things, and you discover how far you have to go to produce anything really worthwhile. It's the constant discovery that makes this an excellent class for anyone serious about the *craft* of poetry.

James Walton
English 460
The English Novel to 1845

CONTENT: This course confines itself to the study of the English novel tradition, offering a wide range of examples of critical method.

PRESENTATION: As in his Novel course, Mr. Walton uses the lectures on the first two novels as a period of acclimation and an introduction to archetypal themes. Class consists of his critical analysis of the various novels, and is wholly a lecture course.

READINGS: The reading list is: Bunyan, *The Pilgrim's Progress*; Defoe, *Robinson Crusoe*; Richardson, *Clarissa*; Fielding, *Tom Jones*; Sterne, *Tristram Shandy*; Godwin, *Caleb Williams*; Austen, *Mansfield Park*; Scott, *The Heart of Mid-Lothian*; Dickens, *Oliver Twist*. Weekly reading load is proportionate to the speed with which Mr. Walton covers the novels; that is, variable.

ORGANIZATION: Three short critical papers on novels of the student's choice are required, as well as a take-home final covering all the semester's material. Mr. Walton expects well-written, highly concentrated papers on themes not covered by himself in class. The creative freedom this provides places a burden on the student to produce high-quality work.

COMMENTS: Mr. Walton's degree of personal involvement in the course is a decided asset. His lectures are well organized into a unified whole, and his frequent digressions provide diverse perspectives on the novels. He is a demanding teacher as his standards of quality are high. But he is a fair marker and is readily available for consultation. For those pursuing a serious study of the novel, Mr. Walton's courses are challenging, stimulating, and rewarding. As a teacher, he has a considerable

wealth of knowledge to offer, and the student is expected to return imaginative work of good quality. If the student applies himself he will indeed have received an excellent introduction to the critical study of the novel.

Edward Kline English 308 Linguistics for Teachers

CONTENT: This is a course designed for potential elementary and secondary school teachers. Students will be introduced to structural and transformational generative grammar, with attention to both theory and methodology of teaching. There will be a review of current "English books," i.e., primary and secondary English textbooks. The course is designed to equip the prospective teacher to be able to teach from current, linguistically-oriented textbooks. There are no prerequisites for the course.

PRESENTATION: The course is basically lecture. There will be some use of an overhead projector.

READINGS: Readings are: Jeanne H. Herndon, *A Survey of Modern Grammar*; Harold B. Allen, *Applied English Linguistics*; R. G. Geist, *An Introduction to Linguistics*. These books are moderately priced paperbacks. There will be readings available in the reserve book room on language as language. The student will be asked to select and read some of this material during the semester.

ORGANIZATION: There will be one oral report to the class, group projects presented in class, and three papers, three to four pages each. There will be two exams in class. The exams will be a mixture of objective and subjective questions. All tests and papers count equally toward the final grade.

Edward Vasta English 313 Intro. Engl. Lit. I

CONTENT: As the title implies, the studies of this course will be confined to English literature with an emphasis on interpretation and understanding of the material presented. The study will present the classics of all periods and genres. Due to the limitation of time, entire selections and works will not (cannot) be read and studied in great depth. Therefore, many representative sections, parts, and units will be used.

It is Mr. Vasta's wish that the student, with the guidance of the teacher, fill the goal of the title of the course—that of being introduced to the wide field of English literature and profiting from a direct acquaintance and experience with it. As the course develops, the student should gain a sense of the craft, an appreciation of the literary attempt, and some knowledge of the historical development of the literature. In Mr. Vasta's words, the primary goal would be that the students gain in their ability to read well, cope with, and understand literature.

There are no pre-requisites for this course, nor is it necessary for the student to take the second part of the course which is offered during the second semester.

PRESENTATION: The course is based on informal discussions of the readings. Lectures will be given as they are needed on factual material such as prosody, historical and cultural background, and so on. Audio-visual aids will be used if available and applicable at the time.

READINGS: Only one text is required for this course. It is the *Norton Anthology of English Literature, Vol. I* and may be purchased for approximately five dollars in paperback.

ORGANIZATION: There will be five or six short (2 page) papers, the topics of which will vary and are usually chosen according to the preference of the student. There will be a mid-term and a final, both of which will be in class. These tests will be designed to be learning experiences both for student and teacher.

COMMENTS: Mr. Vasta, after a long absence from teaching this course, is returning to it at his own request and shows a definite enthusiasm for the subject.

Although, at times, it may seem that the discussion wanders, the professor has control of the ship and eventually leads it to a predetermined harbor. His preparation for his classes is always thorough and well done.

With respect to grading, three criteria are used for tests and papers: 1) the individual's intellectual level (this involves one's ability to be aware of and to grasp important consequences, relationships, etc.); 2) the amount of effort put forth by the students, and 3) the actual concrete knowledge of the subject.

According to Mr. Vasta, the course is primarily in the classroom with tests and papers being additional specifics. Faithful attendance (although absences are permitted) is recommended.

Mr. Vasta is not only honest and fair with students, but is very open to their desires and wishes. Early in the course the direction of the course is discussed and suggestions are not only urged and welcomed, but acted upon. The majority of students find this flexibility not only refreshing but very rewarding as well.

J. X. Brennan English 311 The Existential Novel

CONTENT: The course explores the complex formulations of existential visions into fiction. A prior understanding of the world view operant here, not necessarily in factual knowledge of the ontological content so much as in experience of the particular sensitivity, serves as what could be called "helpful preparation." This meaningfully reduces to the requirement (and perhaps the goal) of a vigorous human consciousness.

PRESENTATION: The lectures are at once insightful and very complex, and as such are demanding of class discussion; the extraordinary feel that the student is really needed in the searching is genuine. The most incisive content of a Brennan course is the occasional interplay, the dynamic tensions of co-searching.

READINGS: Dostoevsky, *Notes from the Underground*; Tolstoy, *The Death of Ivan Illyich*; Conrad, *Heart of Darkness*; Unamuno, *Abel Sanchez*; Kafka, *The Trial*, and *Metamorphosis*; Camus, *The Stranger*; Wright, *The Man Who Lived Underground*; Hesse, *Steppenwolf*; Malraux, *Man's Fate*; Sartre, *Nausea*; Beckett, *Molloy*; Bellow, *Herzog*.

ORGANIZATION: Required are about 20 pages of original writing, either in four papers of equal length, or in two such and one longer work. Mr. Brennan's marginalia will be extraordinarily informative, fair, and provocative; you know how you are doing. The final counts 30%. Class participation is a decisive consideration, and is encouraged and demanded by the complexity of the readings.

COMMENTS: Mr. Brennan's lectures pierce through the intricate intensity of the readings down into an unsettling depth of human consciousness. The course is, simply, a serious encounter with the existential perspective on man (on oneself, the student discovers).

Donald Guitierrez English 322 The Novel

CONTENT: This is a new course not intended as a balanced survey. The examination of representative examples of the genre is expected to disclose basic formalist continuities, testing the limits of the peculiar art. A pertinent question from this perspective might be: Has Cervantes in *Don Quixote* done everything that the novelist might accomplish? Another question might be: Can we detect any real evolution of the form? This method of inquiry implies an attempt to see novels not as mere historical documents, but as viable manifestations of a continuous literary experience. Although the English tradition and twentieth century are admittedly favored, the approach to these works should help the student to an insight into the novel at all stages of its development or non-development.

READINGS: Course readings will include ten novels and two shorter novels, to be chosen from among the following: Cervantes, *Don Quixote*; Defoe, *Robinson Crusoe*; Fielding, *Joseph Andrews*; Dickens, *Great Expectations* or Flaubert, *The Sentimental*

Education; Tolstoy, *Death of Ivan Illyich*; Lawrence, *Lady Chatterly's Lover*; Joyce, *Portrait of the Artist as a Young Man*; Roth, *Call It Sleep*; Conrad, *Heart of Darkness*; Conrad, *Lord Jim*; Mailer, *Armies of the Night*; Waugh, *Decline and Fall* or Lessing, *The Golden Notebook*. From this proposed list, at least one work will be dropped.

ORGANIZATION: Student obligations include a paper of ten to twelve pages, a midterm and the final.

James Walton English 322 The Novel

CONTENT: The goal of this lecture course is to introduce the student to a most inclusive idea of literary form, particularly that of the novel. Mr. Walton takes a variety of approaches in order to familiarize the class with a wide range of critical methods.

PRESENTATION: The lectures on the first two books serve as a long, slow orientation session. During this period, which may take up to half the semester, Mr. Walton acquaints the student with the study of the novel and introduces him to the archetypal themes to be found within. His lectures consist of his intensive critical analysis of the various novels and the comparison and correlation of their themes.

READINGS: The books to be studied are: Cervantes, *Don Quixote*; Bunyan, *The Pilgrim's Progress*; Defoe, *Robinson Crusoe*; Balzac, *Pere Goriot*; Dickens, *Oliver Twist*; Flaubert, *Madame Bovary*; Conrad, *Lord Jim*; Joyce, *A Portrait of the Artist As A Young Man*; Kafka, *The Castle*; and Borges, *Ficciones*. Reading keeps the uneven pace of the lectures.

ORGANIZATION: After the study of the first two novels a take-home examination is given. Two other short, highly concentrated critical essays are assigned on novels of the student's choice, roughly 3-5 pages each. A comprehensive take-home final is given at the end of the semester. The papers are to reflect the student's own critical thought, not that of Mr. Walton. Imagination is highly prized as well as literary style.

COMMENT: Mr. Walton is by his own admission an egotistical teacher. He derives great personal satisfaction from his teaching, and the student gains from his emotional involvement in the course. The frequent digressions add to the lectures, for Mr. Walton's tangents often provide new perspectives of the novels.

Ernest Sandeen English 327 Poetry

CONTENT: Mr. Sandeen operates this course on the premise that it takes two people to make a poem—the poet and the reader. The entire course is oriented to the response of the student to the poems discussed in class.

Throughout the semester, Mr. Sandeen looks at such topics as point of view and tone of the poem, imagery, sentence and stanza structures, meter, rhythm, blank verse, and free verse. A great deal of time is spent on the modern and contemporary poets.

PRESENTATION: The course is a discussion course. Dr. Sandeen does very little lecturing. Movies are used (around four last semester) as well as tapes.

READINGS: Readings consist of the poems discussed in class. Three anthologies are used. These texts are not definite for next semester, but there will be one dealing with the classic poets, one with the modern poets, and one with the contemporary songwriters. The reading load is by no means heavy. The cost of texts last semester was around \$10.00.

ORGANIZATION: There are between three and five papers required of the student. The length is between two and three pages. There is one take-home final. Mr. Sandeen's philosophy regarding tests is that their purpose is to continue the learning process.

COMMENTS: The course is very good for the student wanting either to become exposed to poetry, or to widen his readings and knowledge in the field. The relaxed meetings are very conducive for the very freewheeling discussions that usually take

place. Mr. Sandeen also has optional meetings at his home on various nights of the week. Students who have taken him are very enthusiastic in their praise for the course, and for the way Mr. Sandeen handles the class.

James Doubleday English 331 Age of the Hero

CONTENT: This course examines such fundamental literary problems as the character of the hero in the "heroic age," his function within his culture, the nature of the code which he embodies and serves, and the attitude of the poet and his audience toward the hero. The general student, and even the student of literature, knows the hero only in degenerate forms or in antitype; this course is an attempt to understand his original nature.

PRESENTATION: Mr. Doubleday relies on a lecture format. However, there will be as much discussion as the students desire. Audio-visual materials are not emphasized.

READINGS: Students will study works from Old Irish (the *Tain Bo Cuailnge*), Old Welsh (the *Mabinogion*, *Culhwch and Olwen*, *The Dream of Rhonabwy*), Old English (*Beowulf*, *Finnesburg*, *The Battle of Maldon*), Old French (*The Song of Roland*), and Old Norse (some of the Eddaic poems, *Njaly's Saga*, *Hrafnkel's Saga*, the *Saga of Grettir the Strong*), all in translation. The exact editions have not yet been selected.

ORGANIZATION: There will be no tests or final. Students have the choice of writing two short papers (7-10 pages) or one long one (15-20 pages). Topics are selected by the students.

COMMENT: Mr. Doubleday possesses an excellent grasp of his material, although his knowledge may occasionally be obscured by a deliberate lecture style. Mr. Doubleday is not a dynamic speaker, but a scholar who exhibits a profound respect for the opinions of his students.

Richard Sullivan English 301 Writing Fiction I

CONTENT AND ORGANIZATION: Each student submits three short stories or their larger equivalent during the semester. They are mimeographed, distributed and criticized by the class and Mr. Sullivan. Anonymity is preserved. The students' own works provide the only texts for the class.

COMMENTS: This course provides an excellent opportunity for the student who wishes to try his hand at writing, needs a deadline to motivate him, and desires criticism of his work. Mr. Sullivan has a lot of "inside" knowledge about the art of writing fiction. However, because the students are basically incompetent in their knowledge of how to criticize short stories, the discussion at times can be something less than provoking. At any rate, the experience of writing creatively, if only for one semester, certainly justifies the value of a course like this one.

John Huber English 334 Medieval Ideas Of Love

CONTENT: The course is primarily concerned with tracing the love theme through a variety of medieval perspectives, especially the courtly love tradition and the religious view of the topic. The student will begin with a few background readings in classical theories of love which were available to medieval writers, Plato; Cicero, *On Friendship*; and Ovid, but the major work of the course will be done within the reading list. Digressions, of course, will occur, and the class will investigate areas of their curiosity, ideas such as: Is the love-wish a death-wish? Is the anti-sexual attitude a part of our medieval heritage? Was Chaucer's Pardoner gay? The authors include Boethius, Von Strassburg, Chretien de Troyes, and Chaucer, and the reading list is a solid foundation for the course.

PRESENTATION: Mr. Huber is a great believer in class discussion and this becomes the central format of the course. He does give short lectures, usually of the historical nature, but oftentimes discussion will follow from that point. For the most part, Mr. Huber will introduce a problem(s) upon which the class will write a short two-page paper. The discussion evolves from the handling of the problem. Mr. Huber is respectful of the student's insight and many times the problems and questions he asks are ones he has not yet answered. Although the courtly love tradition and spiritual attitude on love are the two major topics, Mr. Huber encourages and often leads discussions into areas where, as he puts it, "we have no special competence but a great deal of curiosity." Although all the readings are in Modern English, Mr. Huber will many times read aloud sections in the Middle English so that the student will perhaps acquire a certain appreciation of the original.

READINGS: Boethius, *The Consolation of Philosophy*; Innocent III, *On the Misery of the Human Condition*; Andreas Capellanus, *The Art of Courtly Love*; Chretien de Troyes, *Arthurian Romances*; DeLorris and De Meun, *The Romance of the Rose*; Von Strassburg, *Tristan and Isolde*; Clifton Wolters, ed., *The Cloud of Unknowing*; Hellman & O'Gorman, *Fabliaux*; Brian Stone, tr., *Medieval English Verse*; Chaucer, *Canterbury Tales* (Bantam Dual-language edition). Total cost: about \$16.00.

ORGANIZATION: The course requires time, but it is not difficult to keep abreast of the work. Insights are the key to the course and this is why a careful reading of the texts is required. The problems posed in class help the student in his reading and the numerous two-page papers become an aid and not a chore. Mr. Huber will have questions for these short papers on each work read (10), but in the past he has required only five of them for grading purposes. These papers can be written as the student reads the work. There will be one short paper (6-8 pages), and a long paper (15-20 pages), of which Mr. Huber expects a scholarly effort. The long paper gives the student the opportunity to investigate a particular idea; ample time is given to prepare it. There is no midterm, and the final exam is open-book.

COMMENTS: In the past, many people have been apprehensive of this course, basing their judgment on the title. Don't be apprehensive; you will be dealing with an exciting concept, its development and use in the literature of the Age of Chaucer. The course has been changed to a 300 level course and non-English majors should feel no qualms about taking this course. Mr. Huber has a sound knowledge and scholarly appreciation of the material, and he successfully conveys this to the student. His amiable personality and openness to the student make for a positive experience. The reading list is excellent and the presentation of the material, through discussion and report, is most effective. Because of Mr. Huber, the class becomes a delight.

Paul Rathburn English 344A Early Shakespeare

CONTENT: Mr. Rathburn's *Early Shakespeare* course is to be a two-semester course, with the fall semester covering a selection of early works up to around the 17th century. There will be time spent on the life of Shakespeare, and some work on the sonnets and poetry of the writer. Mr. Rathburn's lectures, the readings, and any other media he uses, intend to provoke the student to get more involved in Shakespeare's works through outside readings, papers, discussions or the like.

PRESENTATION: Depending on its size, the class will be mostly lecture, with time for questions and sometimes discussion. Recordings of the plays are reserved several times weekly and students are encouraged to partake in these. There will be optional weekly discussion sessions for those interested. Finally, Mr. Rathburn plans to have movie versions of some of the plays shown for his class.

READINGS: At this time, it is undecided whether Mr. Rathburn will order *The Complete Works of Shakespeare*, edited by Hardin Craig (\$12.95) or the Pelican Edition of the complete works. It is encouraged to buy a hard cover complete works over the paperbacks.

ORGANIZATION: Mr. Rathburn plans to possibly have students write three papers and do three take-home tests. Each

third of the course will be noncumulative in regard to the take-homes.

COMMENTS: If you are interested in reading and digesting Shakespeare, Mr. Rathburn's course is well worth your while. The written work promises to be challenging, with dissatisfaction proceeding from a half-hearted effort. Mr. Rathburn is well prepared, yet spontaneous and at ease with a class that "wants to be there." To praise more is absurd. Only the line at registration limits the size of the class.

Paul McLane English 345 Shakespeare

CONTENT: Mr. McLane tries in this course to convey a basic appreciation for the work of William Shakespeare. Because a majority of the class are usually non-majors, an attempt is made not to go into too much detail in the individual analyses of the plays. Instead, Mr. McLane presents each play as he and other critics understand it in overview. An emphasis is placed on the major works of Shakespeare with a particularization of famous characters and quotations. He hopes that he can give significance to these works as important milestones in modern literature.

PRESENTATION: Because Mr. McLane feels that most of his class have had little or no contact with Shakespeare before, he presents the course in a lecture form with criticism and analysis of each separate play. He does field any questions asked of him, but he never initiates any class discussion.

READINGS: The only required readings for the course are the fourteen or fifteen Pelican Series plays that Mr. McLane lists. The books range in price from 65 cents to \$1.25. A reserve list of critical works is handed out at the beginning of the year for any outside interests. One to two plays are covered each week.

ORGANIZATION: Two papers and two tests are the general requirements in course work. The two papers are to be from 3-5 pages in length, and the tests are a combination of identifications and essays. The tests usually emphasize the material taught in the lectures—the quotations are always mentioned in the analysis of each play as given in class. Mr. McLane looks for the ability of his students to express themselves in an organized manner both on the papers and on his tests. The objective portions weigh far less than the written materials on the grade, and the two tests and two papers are about equal in the determination of the final grade.

COMMENTS: Mr. McLane definitely aids the student in learning to appreciate Shakespeare; unfortunately, the appreciation comes more from the power of the works than from the analysis given in class. Although Mr. McLane attempts not to over-analyze, he goes into such detail that he elicits boredom in his lectures. Even though this happens, his presentation of each play does aid the student in understanding more fully what he has read. A broader knowledge of the works of Shakespeare brings a broader knowledge of literature. Mr. McLane passes on such knowledge, but the time taken to receive it seems extremely long.

A. L. Soens English 345 Shakespeare

CONTENT: Mr. Soens describes this course as a treatment of Shakespeare and his plays as dramatic and semantic wholes, with additional emphasis given to the historical circumstances surrounding the plays as well as Shakespeare's personal development. A secondary, though minor, objective of the course is, according to Mr. Soens, "exposure to the body of works as an added item in our cultural bank accounts." The student is expected to gain an extensive knowledge of the staging techniques and iconography as well as the literary significance of the plays.

PRESENTATION: The course is composed of a mixture of lectures and discussions, the former constituting the majority of class time. The staging of productions by students also occupies a significant portion of the course.

READINGS: Hardin-Craig, ed., *The Complete Works of*

Shakespeare; Bentley, *Shakespeare and His Theatre*; Auerbach, *Mimesis*; Styron, *Shakespeare's Stagecraft*; Spurgeon, *Shakespeare's Imagery*; Partridge, *Shakespeare's Bawdy*. Required texts total about \$25—the Hardin-Craig most of that with a \$13 tag.

ORGANIZATION: The student is required to submit three 8-10-page analytical papers and to take the final. Appearance in one in-class production is also mandatory.

COMMENTS: Mr. Soens' knowledge of his subject is broad, and his lectures are well-presented. He covers the plays in a unique manner; the emphasis leans slightly more to the theatrical aspects of the material, right down to the swordfighting techniques of the 1500's. The student performances give one the opportunity to become involved, as well as adding a touch of fun. Note-taking is impossible, and not necessary at that. Discussion is minimal, and the papers are challenging but very enlightening. Mr. Soens' grading is lenient.

The course is interesting, worthwhile, and occasionally quite enjoyable. The work load is a little heavier than moderate, but the student is required only in conscience to do the reading.

A. L. Soens

English 320

Drama

CONTENT: English 320 is a historic approach to the evolution of drama from the Greeks to Becket and Pinter. The course concerns itself with the treatment of the dialectic between the audience and the stage, the establishment of models for analysis, and a look at individual dramas as theatrical icons.

READINGS: Becket, *Waiting for Godot*; Rostand, *Cyrano de Bergerac*; Barnes, ed., *Eight Great Comedies and Eight Great Tragedies*; Pinter, *The Birthday Party*; Corrigan, *Tragedy, Meaning and Form and Comedy*; Cohn, *Casebook on Godot*.

Thomas Jemielly

English 351

English Literature

English 451

Johnson-Boswell Seminar

English 528

Classical and 18th Century Satire

ENGLISH 351

CONTENT: This course acquaints the student with the English writers of the early eighteenth century. Although it is a survey course, do not be misled into thinking Mr. Jemielly will give a cursory examination of the material. He will emphasize the principal works of each author, but he always presents an in-depth analysis. His lectures on Pope and Swift should be especially interesting. He has an ability to position the works in a historical and religious context.

READINGS: The reading list will be available in Mr. Jemielly's office, G11, during preregistration. Tentatively, Mr. Jemielly will cover Dryden, Pope, Addison, Steele, Bunyon, Defoe, and Swift. The course will also cover three plays: *The Conscious Lovers*, *The London Merchant* and *The Beggars Opera*.

ORGANIZATION: This course will probably be lectures. However, Mr. Jemielly always welcomes discussion and questions by the students. His timetable depends on the students. There will be three short papers and two, possibly three, examinations during the semester. A final can also be expected.

ENGLISH 451

CONTENT: This seminar is an intensive and extensive examination of Johnson and Boswell. Mr. Jemielly is interested in contrasting and comparing the public and private images of the two men. Therefore, the student will read Johnson's diaries and letters as well as his major and minor poetry. Boswell's

public and private journals will also be read. By the time the course is over, the student should have an appreciation of Johnson's and Boswell's literary talents, as well as a deep awareness of their personal lives. Mr. Jemielly wants the student not only to understand the material: he wants the student to experience the men, their ethical attitudes and their religious experiences.

Since Johnson and Boswell were biographers, the course emphasizes the genre of biography. Mr. Jemielly spends considerable time explaining biography as a legitimate and effective art form. This seminar is the only course in the English department where biography is studied in detail. Thus, the student would be well advised to take the course—if only for that reason.

READINGS: The reading list will be available in Mr. Jemielly's office, G11, during preregistration. Mr. Jemielly plans to cover Johnson's diaries, letters, his major and minor poetry, his preface to Shakespeare, and his biographies of Savage and Pope. From Boswell, the student will read the public journals, the private journals, and the *Life of Johnson*.

ORGANIZATION: The course is a seminar. Expect to take an active part in all the classes. The student will have to give two to three class presentations, which will serve as a basis for the subsequent papers. The student presentations are important. The course depends on the students. Mr. Jemielly can provide insight and direction, but the students must show a willingness for quality discussion.

ENGLISH 528

CONTENT: This course is a thorough examination of satire. Mr. Jemielly acquaints the student with the author's viewpoint and the social forces that acted upon the author. He analyzes the mind of the satirist and the time in which the satirist wrote. He himself displays an ironic wit that highlights the material.

READINGS: The book list will be available in Mr. Jemielly's office during preregistration. The course will cover Juvenal, Horace, Aristophanes, Pope, Swift, Gibbon, Johnson, Austen, Blake, and probably Voltaire.

ORGANIZATION: This will be a lecture course, but Mr. Jemielly always welcomes discussion and questions. Undergraduates should not shy away from the course. Mr. Jemielly respects their opinions and invites them to enroll.

COMMENT: Mr. Jemielly knows the 18th century, but that is not the only reason why you should take one of his courses. Mr. Jemielly teaches you to think. His ironic wit and his probing questions cause you to react; they cause you to explain and justify what you say. Mr. Jemielly likes to explore the ramifications of your thought. His interest in students is well known. When you ask a question, he actively listens. Though he could easily intimidate you with his expertise, he allows you to search.

Leslie Martin

English 356

Restoration and Eighteenth-Century Comedy

CONTENT: The class is proposed as a study of themes, forms, and functions in comedy from 1660 through the career of Jane Austen. Plays by Dryden, Etherege, Wycherley, Congreve, Farquhar, Gay, and Sheridan; verse satires by Dryden, Swift, Pope, and Johnson; novels by Fielding, Sterne, Smollett, and Austen; essays from several periodicals; Swift's *Gulliver's Travels* and Johnson's *Rasselas*; and some bathetic, or unintentionally comic performances by Shadwell, Cibber, Ambrose Philips, and other "dunces" together with one or two awful plays and Fielding's parody, *Tom Thumb*.

PRESENTATION: The course is predominantly taught by lecture but each class session usually contains audio-visual material and a series of questions put to the students once a confident general structure of topic is set up by the lecture. The questions are comfortable for both student and teacher and usually serve as the direction for more detailed development on what comes to light.

Mr. Martin plans to continue to complement the days' work with a wide variety of Audio-Visual materials which include recordings, excerpt recordings of the material, and related pictorials,

paintings, music and song to convey the general color of the period. He would also like to plan with the students certain "days" within the scheduling to devote entirely to the presentation and exposure of this kind of related material. He claims the possibilities to be unlimited and opportunities of this kind for him are rarely passed up.

READINGS: The class will meet three times a week and readings will be selected from the general list presented in the content section. The texts, then, are "generally inexpensive" (bookstore prices) paperbacks, collections and anthologies. Total price over the course of the semester can run anywhere between \$10 and \$15. Martin does not use any secondary materials in his 300 level courses. The student then is expected to cover from one to three plays over the week.

ORGANIZATION: Three papers, probably varying between 5 and 10 pages, are planned for the course, together with two examinations, the precise nature of which are not determined until later. Once into the semester, however, such specifics tend to float in a kind of arbitrary limbo, somewhere between department requirements, class response, Mr. Martin's convenience, and everyone's enjoyment of the class. Ample time is guaranteed the student, though, to prepare for tests and papers. In the past, papers have suffered in many cases because of a lack of specific assignment of topics. However, this can provide an opportunity for exploration in expression. Mr. Martin is especially open and available for agreement, advice and criticism. The final grade is a review of whatever grades exist by the end of the semester.

COMMENTS: Martin expressed his own comment on the class in two interesting ways. First, that people should "want" to read the type of material that will be covered and that his course is "disrecommended to the sour, the saturnine, and the surly." The man has a very capable and commanding knowledge and understanding of his subject and quite a romantic view of its time. This, in the past, has been seen as an asset from the student's position. Mr. Martin becomes thoroughly immersed in a kind of "verbal ebullience" in his delivery that can efficiently and enjoyably balance the pressures of the classroom. His style, above this, provides for encountering a broad picture of the individual work—influences, relationships, interpretations, anecdotes, and personalities—and includes a specific cataloguing of theme, form, and symbol on the blackboard.

Students will encounter a noticeable amount of Mr. Martin's personal opinion during the course of a class, but he is the first to acknowledge these as only opinions which students are in no way required to "parrot." It is important to note that the section entitled content should not be viewed as "expectations" in a limited sense of title and achievement, rather as a loosely determined area in which Mr. Martin works. The reading syllabus is usually revised (pared down) during the semester. But opinion has it that the revision is adequately complemented by his use of audio-visual materials and the unique insights and skill his style affords to the subject.

Patrick Callahan

English 360

The British Romantic Movement

CONTENT: This course, divided roughly into two parts, will cover two generations of Romantic poets. The first consists of Blake, Wordsworth and Coleridge; the later poets considered will be Shelley, Byron and Keats. Besides the poetry of these authors, Mr. Callahan will devote some time to enlightening prose works as well, such as the *Preface to the Lyrical Ballads*, *Defense of Poetry* and Coleridge's *Biographia Literaria*, in order to discover the philosophical and aesthetic relationship of the author to his work.

PRESENTATION: The format will be primarily discussion with an occasional lecture to fill in details. However, the text contains enough background information about the authors and their works to reduce the necessity of these lectures.

READINGS: There is only one required text: *English Romantic Writers*, edited by David Perkins, which costs \$10.50. Also, there will be a few suggested reserve readings.

ORGANIZATION: Course requirements are three papers of six to eight pages in length which require some original thought, a midterm and a final, both of which are given in class.

COMMENTS: Mr. Callahan has taught this course on both the graduate and the undergraduate levels many times in the past, and his knowledge of the material is impressive. He treats the works of the artists in relation to the Romantic movement as well as to their personal philosophies, giving the student an excellent sense of perspective regarding the material. He provides a broad scope for the student both in choosing the most representative material and in furnishing useful information relative to the poets' lives and times.

Robert Slabey

English 381

American Literature to 1900

CONTENT: In this survey of the American literary tradition the coverage is extensive rather than intensive, with attention divided between trends and movements and representative texts. After a brief consideration of antecedents, the course will focus on the major cultural movements of the nineteenth century. American prose, poetry, and fiction will be studied as an artistic reflection of intellectual, social, and cultural forces impinging on the sensibilities of writers. There are no pre-requisites.

PRESENTATIONS: The lectures are formal, concise, and well-organized. Slabey, however, gladly accepts any questions.

READINGS: The basic text, Irving Howe's *The Literature of America: Nineteenth Century* (McGraw-Hill) will be supplemented with several paperbacks: Franklin's *Autobiography*, *The Scarlet Letter*, *Moby-Dick*, and a novel by Henry James. The total cost for these paperbacks is about \$10.00. The reading load is moderate and the students will have ample time to complete each assignment.

ORGANIZATION: Students will write two one-hour examinations, five or six short (one-page) papers, and a final comprehensive examination. The final grades are always a fair estimate of one's performance and improvement throughout the course.

COMMENT: Mr. Slabey clarifies the intent of the course from the very beginning—to give a broad yet related survey of the literary development of the nineteenth century. The classes usually range from 70 to 80 students, eliminating the possibility of intimate or detailed discussions. However, Slabey compensates for this with his extensive knowledge and enthusiasm for the course. One is immediately attracted to his dynamic and effervescent approach to lectures—an experience one will never forget. Mr. Slabey encourages and is readily available for consultation. The subjective exams are representative of the material and class notes. For those with an extensive (rather than intensive) interest in this area, Slabey should not be overlooked.

Thomas Werge

English 383

American Writers Survey

CONTENT: A study of selected works of fiction and poetry by major American authors of the nineteenth and twentieth centuries.

PRESENTATION: The format of the course is, primarily, lecture. However, Mr. Werge incorporates into his style of lecturing the technique of posing questions which stimulate thought on the part of the student. Questions and comments from the students are encouraged.

READINGS: Poe, *Selected Writings* (Riverside); Hawthorne, *House of the Seven Gables* (Norton); Melville, *Moby Dick* (Bobbs-Merrill); James, *Turn of the Screw* and *Daisy Miller* (Dell); Whitman, *Leaves of Grass: The First (1855) Edition* (Viking); Eliot, *Selected Works* (Harcourt, Brace & World); Hemingway, *Farewell to Arms* (Scribners); Steinbeck, *The Grapes of Wrath* (Viking); Salinger, *Catcher in the Rye* (Signet).

ORGANIZATION: Two three-page papers, a mid-term and a final are required. The mid-term and final are taken in class. The tests are based upon the lectures and readings.

COMMENTS: The lectures are insightful, interesting, and well-organized. Mr. Werge's lectures on *Moby Dick* are especially

excellent. His tests are very fair, and they do require the student to be well acquainted with the material. Because of their shortness of length (three page maximum), the major difficulties that a student may encounter in doing the papers are to develop a sharp focus and to be clear and concise, without exceeding the assigned limit.

John McDonald

English 385

Major American Writers I

CONTENT: This course will focus on the works of Nathaniel Hawthorne, Edgar Allen Poe, Emily Dickenson, Henry James, and Mark Twain, and how these authors envisioned their role as artists in Nineteenth-Century America. The primary concern will be the moral aesthetic and social implications of their chosen identities, with some attention given to political corollaries. A significant part of the reading consists of literature about the creativeness of literature. The remainder of the reading list deals with characteristic work on other themes by each author.

PRESENTATION: Though the format of the course is largely in lecture form, the presentation will be informal. Questions are welcomed and encouraged, and there is always room for discussion if the student takes the initiative.

READINGS: Hawthorne, *Selected Tales and Sketches* (the course will cover about ten selections), *The Scarlet Letter*, *The Marble Faun*; Poe, *Selected Prose and Poetry*; Dickenson, *Final Harvest: Emily Dickenson's Poems*; James, *Great Short Works of Henry James* (includes four selections), *Portrait of a Lady*, *The Spoils of Poynton*; Twain, *Great Short Works of Mark Twain*, *Huckleberry Finn*, *A Connecticut Yankee in Arthur's Court*. All books are in paperback and cost a little under \$20. However, one will probably be able to pick up all of them used.

ORGANIZATION: There will be a one-hour exam and a final. Also required are two short papers of about five pages and a longer one of about ten pages. The student is afforded the best opportunity to express his own ideas in the papers.

COMMENT: Students who have taken this course last fall have said that Mr. McDonald did an excellent job of presenting an overall picture of the artists in their nineteenth-century American setting, as well as rendering an informative treatment of specific individual works. Mr. McDonald is readily available for assistance and advice, and it is suggested that the student take advantage of his guidance, especially before writing a paper for him.

Robert Slabey

English 389

The Southern Literary Tradition

CONTENT: Since Southern literature is distinguished not by material alone but by tone and attitude, this course will be an excursion into a country of the imagination rather than a survey of regional writing. The cultural and aesthetic bases will be set in Cash's *The Mind of the South*, especially Book I (which students should read during the summer) and Tate's "A Southern Mode of the Imagination." The course will then make a historical progress from the Frontier and the Old South to the present day. There are no pre-requisites for this course besides a general interest in the literary development of this area.

PRESENTATION: Although there will be a few lectures, most sessions will be informal discussion. Readings beyond the required books should be expected. Exact procedures and assignments will, in part, be determined by the size of the class and the interests of its members.

READINGS: The texts will include Cash's *The Mind of the South* (Vintage); Turner's *Southern Short Stories* (Rinehart); Guilds' *19th Century Southern Fiction* (Merrill); *Narrative of the Life of Frederick Douglass* (Dolphin); Mark Twain's *Pudd'nhead Wilson* and selections from *Life on the Mississippi*; *The Portable Faulkner* (Viking) and *Absalom, Absalom!*; Prati's *The Fugitive Poets* and selections from *I'll Take My Stand*; Richard Wright's *Uncle Tom's Children* (or *Black Boy*); several

plays by Tennessee Williams (*Summer and Smoke*, *A Streetcar Named Desire*, and *The Glass Menagerie*); and a contemporary novel, probably Styron's *The Confessions of Nat Turner*. Most of these are paperbacks; the total cost—about \$15.00.

ORGANIZATION: Students will write mid-term and final examinations, one long and several short papers. The final and long paper will each count a fourth of the final grade, and the remaining half will be based on the student's performance on the mid-term, short papers and class participation.

J. D. Garvick

English 390 A

Modern British Literature I

CONTENT: The course will be an attempt at an enlightened survey of modern British literature in the period 1890-1930. It has no pretensions beyond those of a survey course, but Mr. Garvick observes that this is not inherently unsatisfactory.

PRESENTATION: Lecture. He will, of course, entertain any questions which arise during the course of the class.

READINGS: The following is a tentative reading list: Shaw, *Man and Superman*; Chesterton, *The Man Who Was Thursday*; Conrad, *The Nigger of the Narcissus* and *Nostromo*; Joyce, *Dubliners* and *Portrait of the Artist as a Young Man*; Forster, *Passage to India*; T. E. Lawrence, *Seven Pillars of Wisdom*; D. H. Lawrence, *Lady Chatterly's Lover*, *Apocalypse*, and selections from his short stories; Virginia Wolff, *To the Lighthouse* or *Mrs. Dalloway*. Intimate familiarity with Conrad's *Heart of Darkness* is assumed, in more ways than one. Poets covered will be Hardy, Kipling, the War Poets, Yeats, and T. S. Eliot; the text will be the clothbound *Modern British Poetry*, by Louis Untermeyer (Harcourt Brace), and will be used in both the first and second semesters of the course.

ORGANIZATION: Three exams, in class; no papers.

COMMENTS: This is the first time Mr. Garvick is offering this course—an exciting prospect in an area of particularly keen interest to him.

Richard Sullivan

English 401

Advanced Fiction Writing

COMMENTS: Everything about this course is identical to English 301 except the quality of the work expected of the student. The course is intended for the student who has had some writing experience or who can demonstrate some writing proficiency.

Francis O'Malley

English 416

Philosophy of Literature

CONTENT: What happened to art in western culture since the Middle Ages? Mr. O'Malley believes that most artists and writers are no longer working in the service of God and the human community, but have fallen prey to the *hubris* of individualism in their art. This, he sees, has led to the disintegration of style and the betrayal of human and divine truth. Mr. O'Malley examines both artists who have persevered in the "Quest of the Presence" (Rilke, Sostoevski, Rimbeaux, Claudel, Kafka) and those who have not. In these men, artistic creation flourishes as a spiritual expression.

PRESENTATION: Mr. O'Malley lectures bi-weekly in a manner distinctly his own—poetic and powerful, by reason of his own conviction.

READINGS: Mr. O'Malley's lectures are the "texts" of the course.

ORGANIZATION: Creative efforts and written reflections are encouraged. Students create their own organization for the course by arranging colloquia with Mr. O'Malley.

COMMENTS: Mr. O'Malley inspires the respect and love of his students. It is difficult to make a distinction between this

COMMENTS: The workload for this course is quite difficult, but the student seriously interested in getting deeply involved in this often fascinating realm of literature would certainly benefit from Mr. Robinson's knowledge of that area. His enthusiasm for teaching can be somewhat clouded by the dryness of his lectures, and his rigorous academic style can mislead one into thinking him unapproachable. Neither of these is the case. He is excited about his work, and always open to suggestions and private discussion. The success of this class will be measured by the student's degree of readiness to work hard and creatively.

Raymond Schoen
English 449
Milton

CONTENT: This course will focus on a close study of Milton's works, with special attention given to *Paradise Lost* and the minor poetry. *The Aeneid* will also be read as a prologue to the study of *Paradise Lost* along with small bits of prose where they clarify a poem. The aims of the course will be: to discover Milton's poetic techniques and main themes, and to acquaint the student with different methods of approaching his poetry and poetry in general.

PRESENTATION: The class will proceed by discussion with only very rare lectures.

READINGS: The required texts are: *John Milton, Complete Poems and Major Prose*, ed. Merritt Y. Hughes (Odyssey Press, 1957) \$8.75; and, Virgil, *Aeneid*, trans. Patric Dickinson (New American Library, 1961), Mentor Classic MT348, \$.75.

ORGANIZATION: There will be four short papers (2-3 pages), and one longer one (6-8 pages) plus a final exam which will give the student an opportunity to express his thoughts on the course material.

COMMENTS: Mr. Schoen brings to the study of Milton a sound knowledge of the material and a genuine enthusiasm for the poetry. These qualities, coupled with this responsiveness to students, enable the course to succeed on the level of information and enjoyment.

Eugene Brzenk
English 466
The Two Cultures

CONTENT: This course examines the controversy, most recently conducted by C. P. Snow and F. R. Leavis, which has engaged leading intellectual critics of America and the United Kingdom. Mr. Brzenk will trace the history of the confrontation between the sciences and the humanities beginning with the Renaissance Quarrel of the Ancients and the Moderns; the emphasis will be on 19th-century concepts of culture focusing on Bentham, Coleridge, Mill, Carlyle, Arnold, and Huxley.

PRESENTATION: Mr. Brzenk's lectures are usually informal and require a minimum of note-taking, but an important part of the class often comes from class discussions. As in the past, students have given oral reports of a particular aspect of the course which was not studied in class. The individual research is, perhaps, the most important aspect of the course and is always worthwhile.

READINGS: Basic texts include: Raymond Williams, *Culture and Society*; John Stuart Mill, *On Bentham and Coleridge*; Matthew Arnold, *Culture and Anarchy*; Thomas Carlyle, *Past and Present*. Subjects for papers and discussion will also include the Strangers and Brothers novels of C. P. Snow, the criticism of F. R. Leavis, novels like Charles Dickens' *Hard Times* or the philosophical writings of Bacon, Hobbes and/or Hume, depending upon the individual student's interests.

ORGANIZATION: The course will be conducted as a seminar, and students will write a term paper of about 15 pages plus several shorter assignments, which can take the form of class presentations. There will be a midsemester and a final. The student is encouraged to read on his own and with few secondary references to use as a crutch. Final grade is based on papers, oral work, and finals.

COMMENTS: Mr. Brzenk received his masters at Iowa at its Writer's Workshop (along with Flannery O'Connor) and hopes to conduct the fiction writing class along the way of close discussion of a student's work so that individuals have experience in writing and in criticism. Mr. Brzenk's other course will incorporate his concentrated lectures with class discussion. Most find him and his courses worthwhile and interesting.

Carvel Collins
English 482
Melville

CONTENT: The object of the Melville seminar is simply to look at one author, Herman Melville, in an attempt to understand both the author and the man. Unlike a survey course which tends to "skim" over the best of the best, some care will be taken in tracing the literary and psychological development of the author. All facets of the author's character will be discovered during the class discussions. Melville's relationship with Hawthorne, much hinted at in previous seminars, will be expanded to provide added flavor to the course. There are no prerequisites for the class other than a working knowledge of serious literature.

PRESENTATION: The course is strictly discussion; the more participation, the better the class.

READINGS: The seminar will cover, on the average, one book per week with added attention to *Moby Dick*. A selection of Melville's poetry and some of Hawthorne's short stories will be available in the form of handouts. A vast quantity of reference works will be on reserve at the library for further individual study. *Typee* (Northwestern University Press paperback), *Redburn* (Doubleday Anchor Book No. A118), *White-Jacket* (Rinehart Classic No. 132), *Moby-Dick* (Bobbs-Merrill Library of Literature No. LL5), *Pierre, or The Ambiguities* (Signet Classic No. CT271), *Great Short Works of Herman Melville* (Harper & Row, No. P3094).

ORGANIZATION: There will be one term paper, of approximately 1500 words, due near the end of the semester. An oral report to be given in class on one particular work is required of all members of the class. There will be no tests or quizzes. The final grade is determined by the oral report, the term paper, and class participation. Participation is by far the most important.

COMMENTS: Mr. Collins can only be described as a researcher's researcher. His knowledge of the subject matter is overwhelming. The course will be successful if the student keeps certain goals in mind, not the least of which is obtaining insights into himself as both reader and serious critic. The class discussions either make or break the class. Mr. Collins will keep the conversational ball rolling with his amusing anecdotes and valuable insights, but it is up to the students to provide the impetus for an interesting course. Due to popular demand, Mr. Collins has agreed to teach two sections of his Melville seminar this coming semester.

J. D. Garvick
English 488
Hemingway

CONTENT: The course will concern itself with an examination of all, or nearly all, of the works of Hemingway, including the posthumous and unsuccessful ones. (Students, however, will not read *Torrents of Spring*, which Garvick, in imitation of Samuel Johnson, described as "trivial, gross, and dull.") It will consider, among others, the following questions: To what extent and in what terms is Hemingway a stoic—Catholic or otherwise? What was his opinion of God? What understanding did he have of the human condition? What was the Hemingway code of ethical behavior? He will provide, as material integral to the course, some historical background to the Hürtgan Forest campaign of Fall 1944. He will examine the nature of Hemingway's stoicism by considering that author as part of a tradition also embracing Epictetus and Camus.

What is sought is a radical understanding of this author, not merely a liberal (i.e., easy) academic one. The only prerequisite, Mr. Garvick observed earnestly, is that students be prepared to be "receptacles for truth."

PRESENTATION: Mr. Garvick will occasionally permit dialogues, but his usual style will be lecture. The larger the class, the more predominant will be this latter mode—usually to the amusement and enlightenment of the class members. There will be frequent dittoed handouts, together with use of the blackboard to rivet attention upon the several quotations (from highly diverse sources) to which he will refer in the course of the period. "The presentation of the course will be not unlike Patton's presentation of armored warfare in the Lorraine campaign."

READINGS: Nearly all the works of Hemingway, certainly all the major ones, in separate editions; Camus, *The Myth of Sisyphus and Other Essays*; Epictetus, the *Enchiridion* or the *Moral Discourses*; frequent dittoed handouts in class; readings in outside criticism on reserve.

ORGANIZATION: A substantial paper and a final, in-class examination. And, of course, much Hemingway.

COMMENTS: This course is a new offering; Mr. Garvick is rather eager to teach this material.

John Matthias Modern British Poetry English 490

CONTENT: The basics, including an introduction to prosody, a demonstration of musical effects, and discussions concerning the problems of aesthetic judgement. The focus of the course will be on the following poets: W. B. Yeats, Wilfred Owen, David Jones, T. S. Eliot, Ezra Pound, D. H. Lawrence, W. H. Auden, Dylan Thomas, and Ted Hughes. The course will conclude with a study of the establishment poetry of the '50's, of poetry as an aspect of pop-culture (in Liverpool), and of the work of certain contemporary poets continuing the "dominant international modernist tradition in Britain."

PRESENTATION: Though primarily a lecture course, Mr. Matthias makes great use of any relevant audio-visual material available, and leaves plenty of time for class discussion. The amount of reading is gigantic, but is balanced by there being only two required papers—one long paper, and a take-home final.

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

COMMENTS: Besides being a very dedicated and brilliant teacher, Mr. Matthias is a practicing poet—which means that he takes poetry as something a bit more serious than a rainy-day hobby. There is a great deal to read, in fact, to cover it all, you'll have to eat, sleep, and breathe poetry. And if you take this course, you might want to take the second-semester version, (499) Contemporary Poetry, although this is not required. As a whole, this course comprises a comprehensive view of the poetry of the twentieth century and provides a very clear picture of the modern poetic condition.

Donald Guterrez English 494 D. H. Lawrence

CONTENT: All the varied genre and modes in which D. H. Lawrence found expression will be considered in the new English 494, designed to proceed as a "semi-seminar." As one of the foremost subjectivists of the century, Lawrence yet sought to reconcile the subjective to the external. Through examination of a wide variety of Lawrence's works, not only is justice done the man, but also an appreciation of his peculiar method is felt from varying perspectives. Attention to this adaptable unity

will make possible a tour of the Lawrencian landscape without fatiguing dissipation.

READINGS: Due partially to fluctuations in the publishing world, the definitive reading list is not yet available. However, *Sons and Lovers*, *Women in Love*, and *Lady Chatterly's Lover* will represent the novel genre. *St. Mawr* and *The Man Who Died* will receive attention along with four other shorter novels. A volume of selected poetry, and a collection of selected essays will also be examined, as will *Etruscan Places*, one of Lawrence's "travel" books. A symposium is planned for which one half the class will read one volume of the short stories and the other half another.

ORGANIZATION: Prior to the final examination, Mr. Guterrez plans to implement certain "pedagogic innovations" as opportunities for creative evaluation of student progress in a manner amicable to the nature of the material and reverent to the author. Not yet able to declare what forms these opportunities will take, he observes that quizzes and oral examination, sympathetically conducted in a manner designed to stimulate further inquiry, are possible alternatives. The genuine interest of the class, he hopes, will facilitate imaginative and more-than-serviceable evaluation.

Thomas Werge English 571 Early American Literature

CONTENT: A study of American literature from the New England Puritans to Thomas Paine and Charles Brockden Brown. The emphasis will be on the ideas, styles and preoccupations of the New England mind during the Seventeenth Century and as they influence, and are influenced by, Eighteenth-Century rationalism. Although the Quaker piety of Woolman's *Journal* and the rational moralism of Franklin's *Autobiography* suggest the complexity of American literature and thought in the eighteenth century, they also articulate a dialectic and continuity that has characterized American literature from its beginnings. If time allows, the course will examine briefly several of the ways in which the New England and early American tradition influenced and was used by such later American authors as Hawthorne, Emerson and Melville.

PRESENTATION: The course is a mixture of lecture and discussion where professor and students are seated in a circle.

READINGS: Perry Miller, ed., *The American Puritans* (Doubleday); Taylor, *The Poetical Works of Edward Taylor* (Princeton); Cotton Mather, *Selections* (Hafner); Wollman, John, *Journal and A Plea for the Poor*; (Corinth); Franklin, *Autobiography* (Yale); Paine, *Thomas Paine: Representative Selection* (Hill & Wang); Charles Brockden Brown, *Wieland* (Doubleday); Perry Miller, *Errand into the Wilderness* (Harper).

ORGANIZATION: Mr. Werge requires three five-page papers and a brief presentation before the class. The papers are critical in nature, demanding close analytical attention to the texts. The topics are somewhat limiting, but generally challenging; not busy-work, but exercises in critical and imaginative writing. There is also a final examination. The exam is truly apocalyptic, demanding a synthesis of primary and secondary textual material, as well as a firm grasp of the significant lecture/discussion material.

COMMENTS: This course deals with Mr. Werge's particular area of interest in literature and in philosophy, the meaning of the American experience and the sources of prevailing patterns of thought in American literature and philosophy. Ultimately, the course is about the peculiar American cultural experience that began with the Puritan "errand into the wilderness" and that finds its end in philosophical and literary apocalyptic vision. It is highly demanding in time and effort, and is based upon a thorough and communal search for the significance of the early American experience. *Recommended highly to anyone with a serious interest in American culture philosophy, and literary response to reality.*

Mr. Werge, himself, is a loose and open teacher—one of a special batch of young, scholarly, and exuberant English professors. He knows this material well and is becoming increasingly adept at the art of teaching. Nevertheless, the quality of the classroom experience depends to a large extent on the seriousness of

the students' response to the texts (many of which are extremely difficult). At times the course seems *too* structured; but this is usually due to the students' lack of familiarity with the material. Also, the course deals with cultural, philosophical, and theological ideas, as well as with literary forms; this presents a problem to those students who are less at home with interdisciplinary studies. But with a lot of effort on the part of the students, Mr. Werge can make this course work. One generally leaves the final examination with a sense of genuine intellectual accomplishment and of an appreciation of his own complicated cultural heritage.

Edward Kline

English 510

Computer Applications in Linguistics and Literary Stylistics

CONTENT: This course attempts to give the student an introductory understanding of computer technology and its applications to humanistic assignments. The student is introduced to techniques of data processing via the time-sharing and batch modes. The course includes an introduction to structural linguistics and model programming, or flow-charting. There are lectures on past applications of the computer to projects in the humanities, and especially to literary investigations. There are no prerequisites to the course.

PRESENTATION: A mixture of lecture and discussion.

READINGS: *An Introduction to Linguistics*, R. G. Geist, 1970; *Linguistics and Literary Style*, Donald C. Freeman, 1970; *Proceedings of the IBM Data Conference on the Humanities*, 1970.

ORGANIZATION: One oral report. Four papers, 3-4 pages each. Two exams consisting of both objective and subjective questions. The exams will be given in class. Weekly assignments will be done on the computer. Papers and exams count equally toward the final grade.

COMMENTS: All the students spoken to were pleased with Mr. Kline's courses. Some think that any course Mr. Kline teaches would be interesting. Students find that Mr. Kline fulfills to the letter the plans and promises about his courses which he makes in course descriptions and on the first day of class. Students end the semester thinking that they have learned a lot. The content of his lectures is solid, and the lectures and the plan of the semester are well organized. The lecture style is highly animated and entertaining. Mr. Kline is good at moderating discussion and at assisting discussion when students give class reports. His grading policy came under criticism from some students; they think that his criterion for grading sometimes is hard to understand and that the grading itself is sometimes arbitrary and erratic. Mr. Kline is always prompt in returning materials submitted for grading. Students consider the workload not too difficult, though one has to work steadily throughout the semester because of the weekly assignments.

John Huber

English 516

Theories of Rhetoric

CONTENT: This course will be a survey of some major works of rhetorical theory in each period: classical, medieval, renaissance and modern. Mr. Huber intends to divide the course into three major sections. The first will concern the discussions of the readings on classical rhetoric—Plato's attack on rhetoric, Aristotle's logical technique, and Cicero's and Quintilian's formulae of Invention (the art of discovery), Disposition (the art of arrangement), and Style. The second part of the course will be a more rapid survey of the development of rhetoric, with more lectures and student reports. Time spent on this section depends on how much time the students wish to spend on the third part, the application of all this to the practice of criticism.

PRESENTATION: Class discussion will be a major feature of the course. Students will work on frequent short (2-page) working papers inspired by problems discovered in the readings. These papers will become the foundation of many of the discussions.

READINGS: Readings from Plato, Aristotle, Cicero and Quintilian will be done by all. Individuals may create their own reading lists from Augustine, Geoffrey of Vinsauf, Erasmus, Ramus, Puttenham, Blair, Campbell, Whately, I. A. Richards and Kenneth Burke, or—within reason—anyone else.

ORGANIZATION: Aside from the frequent short working papers there will be a mid-term, final exam, and a term paper. Although the work load appears heavy, keep in mind that the individual will many times be pursuing an area of his own interest. The exams will be concerned with a general understanding of the concepts discussed in class.

COMMENTS: The course is for graduate students and curious undergraduates; it assumes no previous acquaintance with the subject and indeed assumes no final answer to the Platonic charge that rhetoric isn't worth it, after all.

Ernest Sandeen

English 577

American Poetry to 1900

CONTENT: This course is a study of the poems and of the poets' ideas on poetry which together make up the American poetic tradition to the end of the Nineteenth Century. The course will be historically oriented as the poetry will be viewed in the context of the times. An interest in poetry is assumed, along with some knowledge of how it works.

Emphasis will be on Whitman, Dickinson, and Emerson. Other poets considered are: Bradstreet and Taylor (briefly), Poe, Bryant, Longfellow, Whittier, Very, Thoreau, Melville, Tuckerman, Crane, and Robinson.

PRESENTATION: The course will be approximately half discussion and half lecture. There will not be much use of audio-visual aids.

READINGS: Three texts will be used: *American Poetry*, ed. Allen, Rideout, and Robinson; Walt Whitman, *Leaves of Grass*, and Emily Dickinson, *Final Harvest*. The student will be expected to read selections from about fifteen books held on reserve.

ORGANIZATION: There will be two ten-page papers and from two to three two-page papers.

COMMENTS: This is the first time the course has been offered at Notre Dame in four years.

J. D. Garvick

English 589

T. S. Eliot and the Tradition

CONTENT: The course is concerned with an intense study of the complete poetical works of Eliot, together with consideration of several of his important critical essays and a few of his plays. The inquiry will be pursued against the backdrop of the larger "tradition" within which Eliot considered himself to be oriented—which includes Donne, Baudelaire, Camus, Borges, Samuel Johnson, Beckett, Conrad, Chesterton, and, in Eliot's later years, Jesus. One of the crucial questions explored, central to most of Eliot's work and critical theory, is the relationship between "Tradition and the Individual Talent." The aforementioned writers will be explored insofar as they shed important light upon or were part of the source material drawn upon by Eliot in his poetical works. There will be an especially keen concentration upon *The Waste Land* and *Four Quartets*; nothing, however, will escape Garvick's scrutiny. Beethoven, the Fugs, and Debussy, among others, will be introduced where pertinent.

The course was previously offered on the 400 level; this semester's version will be "so much more elegant, much more intelligent" because of its more advanced listing. Central concern: "Shall I at least set my lands in order?"

PRESENTATION: Primarily lecture. However, the energy and range of a Garvick "lecture" must be experienced to be believed. His technique closely parallels Eliot's poetic technique of "radical juxtaposition" in his association of only seemingly unrelated authors and/or concepts. He will play Eliot's own readings of his major poems, and offer his own dramatic interpretations of others.

READINGS: Eliot, *Selected Poems, Four Quartets, Murder in a Cathedral, The Cocktail Party, Christianity and Culture*; Borges, *Labyrinths*; Angel Flores, ed., *An Anthology of French Poetry from Nerval to Valery in English Translation*; Jung, *Memories, Dreams, Reflections*; Chesterton, *The Man Who Was Thursday*; poetry of Donne; Baudelaire, *Fleurs du Mal*; S. Johnson, *Rasselas*; others according to individual needs and interests. There will be many, many dittoed handouts; also, there will be optional (but highly recommended) readings in Eliot's critical theory on reserve. Greatly helpful is B. C. Southam's *A Guide to the Selected Poems of T. S. Eliot*.

ORGANIZATION: A single paper and "enlightened social behavior." Depending on class size, the course may be conducted evenings in Mr. Garvick's living room.

COMMENTS: There is a method to this man's seeming madness. His enthusiasm for the material is literally infectious. One will become totally immersed in Eliot and will almost begin to breathe in strong-stress metre and discuss the objective correlative at breakfast. At least, that was the experience of this reviewer. The range of his associative capacity is manifest, daily, yet his passionate love of Eliot will serve to carry the student along with him on his frequent labyrinthine explorations.

Government

Paul Bartholomew Government 340 American Government

CONTENT: This course is intended to familiarize the student with the structures and workings of American Government. It does just this. There is a minimum of theoretical background thrown in, but it is basically the mechanics of the system which are presented and studied. The bases for the study of these mechanics are both the Constitution and laws of the government and some of the major Supreme Court decisions. The course is one of the four basic requirements for Government majors and there are no prerequisites.

PRESENTATION: This course is basically the lecture type. Mr. Bartholomew's lectures are very well organized, although this fact might not be immediately evident because of his off-the-cuff style. Some find the lectures dry, but they move at a sustained pace though not so rapidly that note-taking is difficult. Questions are welcome and replies are usually to the point, but discussions of any length seldom develop, due either to the nature of the material or Professor Bartholomew's way of presenting it or both.

READINGS: There is quite a bit of required reading for this course. The text, *Government by the People* by Burns and Peltason (\$9.95) is rather large and nearly all of it is covered. It is not the most interesting text in the world, as it seems very reminiscent of high school texts on American Government. In addition to the text, the student is required to read selected articles from each week's *U.S. News and World Report* which are on reserve in the Library. About 50 Supreme Court cases are also covered. These may be read in full in the Library, but it is much easier and much quicker to use Bartholomew's *Summaries of Leading Cases on the Constitution*.

ORGANIZATION: The course requires four, 5-10 page research reports which are very straightforward and require little imagination. These are graded on a 1-10 scale and are usually not difficult. The quizzes are another story. Contrary to what their name would indicate, these are extensive exams (not cumulative) which require a great deal of preparation, especially memorization. The four reports are worth the same as two exams and, together with the three quizzes, make up 75% of the grade. The remaining 25% comes from a cumulative final.

COMMENT: The aim of this course is to teach the student the structures and workings of American Government, and whatever else can be said of the course, it seems to do a good job of that. Many students dislike Mr. Bartholomew's dry style, but others find him easy to follow and very much to the point.

Mr. Bartholomew's knowledge of his subject area is unexcelled. He is one of the eminent authorities in his field, and most of his students are impressed by his knowledge. Many object to his tests, which require the student to regurgitate rote answers; but, nonetheless, preparation for them requires that the student learn his material. Quizzes from past years are helpful in narrowing down the subject matter for the tests. Mr. Bartholomew does not object to the student's perusal of past tests

and realizes that the student cannot rely solely on these past quizzes.

This course is difficult, and since it is a requirement, it probably provokes more gripes than it ordinarily would. But if the student enters it with an open mind, there is much to be appreciated about the course.

George Williams Government 341 International Relations

CONTENT: Mr. Williams' primary aim in this course is to aid the student in learning to order information so that it is meaningful, and can be conveyed to others. Thus, the basic goal of this course is to add coherence to facts. The course is broken into three segments: an examination of the formation and activities of developing nations; a treatment of arms and deterrence; a consideration of international organizations.

PRESENTATION: A lecture and a 75 minute discussion are held each week.

READINGS: The readings are Deutsch; *The Analysis of International Relations*; Ruston, *A World of Nations, Problems of Political Modernization*; Kennedy, *Thirteen Days*; Art and Waltz, *The Use of Force, International Politics and Foreign Policy*; Claude, *Swords into Plowshares*; George, *Woodrow Wilson and Colonel House*. There are also several readings on reserve.

ORGANIZATION: There are three 75 minute tests which are long essay and cover material in the readings. A final is also given.

COMMENT: The course is well structured with very good readings. Lectures are designed to convey general principle, rather than a large amount of facts. It is difficult to take notes during Mr. Williams' lectures. However, since the lectures are designed to give an overview, notes are not absolutely necessary.

Tests are fair and demand knowledge and understanding of the readings. Grades reflect the student's understanding and interpretation of the readings.

Gerhart Niemeyer Government 342 Political Theory

CONTENT: Mr. Niemeyer's course is a study of basic political thought with the major emphasis on concepts of the highest good, history, the state of nature, and the nature of man's political interaction as posited by various Western thinkers. Primary importance is placed on Plato, Aristotle, and Augustine, with subsequent analysis of Aquinas, Machiavelli, Hobbes, Locke, Rousseau, Burke, and Mill. There are no prerequisites for the course, although prior acquaintance with Plato's *Republic* is helpful. The course is a requirement for, and generally limited to, government majors.

PRESENTATION: The basic structure of the course is two lectures per week by Mr. Niemeyer and a discussion period moderated by the T. A. The lectures, while covering a considerable amount of material, are concise, well organized, and well presented. Adherence to a basic analytical structure which is flexible enough to incorporate the various political thinkers discussed, allows the student to easily follow the development of the lectures, thereby accentuating the value of the smaller group discussions with the T.A.

READINGS: The readings are as follows: Henry Frankfort, *Before Philosophy*; Aristotle, *Nicomachean Ethics and The Politics*; Augustine, *City of God*; Hobbes, *Leviathan*. Although the amount of reading is not excessive, the material is demanding and most complementary to the lectures when done meticulously.

ORGANIZATION: Weekly half-page papers reflecting the student's comprehension of the reading material are required, as well as two one and one half-page term papers. The brevity of these papers is disillusioning, for an explicit and concise understanding of the topic assigned is needed to correlate the relevant material into very little space. There are two tests (mid-term and final) which are demanding but very fair. Emphasis for the final grade is placed on the tests and term papers, but individual participation in the group discussions and the weekly papers also are determining factors.

COMMENTS: Criticism of the course seems to be twofold. First, students bemoan the lack of relevancy of the course, but relevancy is subjective and not the ultimate criterion. Anyone willing to honestly apply himself will find the readings from these primary sources very rewarding. The high quality of Mr. Niemeyer's lectures adds profound insight as well as providing a viable complement for the overall balance of the course. Secondly, Mr. Niemeyer has been criticized for often injecting a note of conservative dogmatism into his approach. His conversation is well founded with an expansive, scholarly base and anyone wishing to question this approach should be well prepared to substantiate himself with sound backing. The course can provide for the thoughtful a valuable exposure to well structured, tightly knit reflections on political thought by one of America's foremost conservative political theoreticians.

Edward Goerner Government Literature and Politics of Albert Camus

CONTENT: This course is an intensive study of the plays, novels, short stories, and philosophical and political essays of Albert Camus. The attempt is to focus equally on both strains of Camus' thought—the philosophical and the artistic—and, hopefully, to discover the points at which they converge. Camus' position as a member of the Resistance and his dealings with Jean Paul Sartre and other Marxist intellectuals establish him as a focal figure in modern political philosophy. His relationship with François Mauriac and other members of the French Literary Renaissance implies additional aesthetic considerations.

PRESENTATION: This course proceeds by student presentation and seminar discussion. The class meets once a week for three hours. The quality of any particular meeting varies widely according to the quality of the presentation, class receptivity, weather conditions, etc., etc. Mr. Goerner has a special talent for organizing discussions and though his comments may be sparse and infrequent they are always well-informed and very much to the point.

READINGS: The texts, all by Camus and required on an average of one per class meeting, include: *The Stranger*; *The Plague*; *The Rebel*; *The Myth of Sisyphus*; *Caligula*; *State of Siege*; *The Misunderstanding*; *The Just Assassins*; *Exile and the Kingdom* (a collection of short stories); *Resistance, Rebellion and Death*; and *The Fall*. Mr. Goerner would also like to include *The Notebooks of Albert Camus* if an English addition is available. Though not required, students are encouraged to read the texts in French and everything except *The Notebooks* is available in the two volume edition published by Pleiade. The English editions are all available in reasonably priced paperbacks. Mr. Goerner notes that the Pleiade edition is far less expensive in France than it is in this country and suggests that any students who might be travelling in Europe this summer procure it there.

ORGANIZATION: Each student is expected to present a one-half hour class presentation on one of the texts. Assignments are made at the first class meeting. This presentation is then submitted to Mr. Goerner in the form of a paper approximately ten pages in length.

COMMENTS: Mr. Goerner's knowledge of Camus is absolutely first-rate and, what is more important, he has a feel for the method of thought that shapes all of Camus' writings. Mr. Goerner's seminar style is to ask leading questions and probe individual responses before offering his own reflections and formulations on the material. This style, combined with the nature of seminar courses, makes *Literature and Politics of Albert Camus* a poor choice for anyone seeking a knowledge of Goerner's thought as reflected in his *Comparative Governments* courses. A seminar requires patience. In the case of a Goerner seminar this is a patience well rewarded. The course is very much an experimental one, and differs greatly from lecture courses by distributing the burden of responsibility for its outcome equally on students and professor.

Edward Goerner Government 401 Democracy and Its Critics

CONTENT: This course consists in a close, critical reading of some of the major texts in political philosophy. In the past the emphasis has been on Hobbes and Rousseau. This fall Mr. Goerner is including the tradition represented by Aristotle, Maritain, and Simon.

PRESENTATION: Mr. Goerner plans to combine lecture and discussion.

READINGS: The texts are all classics and it's easy to find second-hand copies. The reading load is light, with emphasis on quality and not quantity. It will probably be necessary to read them more than once. The texts are: Aristotle, *Politics*, Bk. III, c. 9-18, Bk. IV, c. 3-10, Bk. VI, c. 1-4; Hobbes, *Leviathan*; Locke, *Second Treatise of Civil Government*; Rousseau, *Social Contract*; Maritain, *Man and the State*; Simon, *Philosophy of Democratic Government*.

ORGANIZATION: One term paper—topic to be chosen in consultation with instructor. A mid-term and a final—both demanding essay tests.

COMMENTS: The texts are all excellent and repay the close reading given them in this course. Mr. Goerner's intellectual integrity and the breadth of his philosophic knowledge are a happy combination for elucidating and drawing connections among the books read. And his intellectual honesty is what is behind two criticisms of the course—first, that the professor at times lost the students in raising the implications of certain fine points, and second, the tendency to raise many questions, rather than to look for answers. But most of the time, Mr. Goerner's insights are deep, and often brilliant, which, combined with his ability to express them, insures that this will be a demanding and first-rate course.

Alfons Beitzinger Government 405 Political Science of Plato Government 407 Political Philosophy of Plato

CONTENT: Mr. Beitzinger emphasizes that his courses are basically analytical. He provides an exposition and interpretation of the constructs of these philosophers, along with the invaluable aid of his personal analysis. While there are no specific prerequisites, Mr. Niemeyer's Political Theory (Govt. 342) would prove beneficial.

PRESENTATION: Ideally, the courses would assume the form of a free-flowing discussion of the theoretical constructs presented. Since the courses are designed to provide the student with an immediate inspection into the total thought of Aristotle and

Plato, the classes more often are the lecture-type format. Mr. Beitzinger is readily open for, and encourages, questions or comments. The courses never proceed so rapidly that a student cannot obtain a complete understanding of each topic. There is ample time devoted to summary and review. In the past, the professor has been noted for his apropos comments on the status quo of American politics. Dialogue or rebuttal concerning these comments is accepted.

READINGS: The texts of these courses include the principal works of both men: Plato, *Republic*, *Apology*, *Creto*, *Phaedra*, *Gorgias* and one or two more, dialogues; Aristotle, *Nichomachean Ethics* and *Politics*. All the works are available in paperback, the probable cost being \$10.

ORGANIZATION: There are usually three tests per semester, including the final. A paper may or may not be assigned, depending upon the make-up of the class and the sincerity of the students. The tests are worth 33%, 25% if the paper is included in the final grade. The tests are of the essay variety and are given in class. The tests are very fair but rigorous; and, as indicated, more than sufficient time is allotted for review.

COMMENT: The professor brings a number of years of expertise into these two courses; he has studied and taught these Greek philosophers for a large portion of his academic career. As such, he possesses the capacity to provide the student with an incisive presentation of the fundamental thought of both Plato and Aristotle. His courses are consistently well-structured, well-prepared, and intellectually straightforward. In addition to being concerned with the formal and technical aspects of his courses, Mr. Beitzinger is available to students desiring "extra-class" discussion. One final note, while Mr. Beitzinger encourages open, class dialogue and argumentation, the student must be wary of his own ideological predispositions.

Walter Nicgorski Government 413 The American Founding

CONTENT: The title for this course is appropriate. The time period covered is that of 1776-1789, between the Declaration and the Ratification. However, this is not a history course. According to Mr. Nicgorski's 1971 syllabus, this course "provides the occasion and hopefully the stimulation for understanding the political theories that guided the fundamental formative acts of American political life." Some attention is given to "formative acts" prior to 1776.

PRESENTATION: The method of teaching is that of "sit-down lecture," i.e., Mr. Nicgorski lectures while sitting down thereby encouraging questions both on particular points and on general considerations. "Effective participation" is one of the "minimal requirements for completing the course."

READINGS: There is a handful of hand-outs. One-third of the readings come from the Reserved Books. Required readings which need to be purchased are: Farrand, *The Records of the Federal Convention of 1787* (Vol. 1) and Eidelberg, *The Philosophy of the American Constitution*. In 1971, a book on *The Antifederalists* edited by Kenyon was used. Mr. Nicgorski will probably decide to use another edited work. Also, with the demise of the course "Political Order" there will be fewer students with a background in *The Federalist Papers*; hence, there will be reading assignments in this book.

ORGANIZATION: Since class participation is necessary, so also is class attendance. In 1971, students were permitted three cuts, with leeway given by the professor. There is a mid-term and a final. In addition, one must submit a "major paper" (15 pp?) on one of the founders or submit a major critical essay analyzing and evaluating Tugwell's and the Center for the Study of Democratic Institutions' proposed new U.S. Constitution.

COMMENTS: Reading assignments and class attendance are essential (both for grade and knowledge) because the course purposes in-class understanding and critical evaluation. The effectiveness of Mr. Nicgorski is not challenged. Of course, the effectiveness of the entire course depends also upon the caliber of the students (usually government majors.)

The readings are moderate and the secondary sources are by significant scholars. They consist of short- and long-essays.

Two years ago, Mr. Nicgorski attempted to cover two volumes

of Farrand's *Records*. In 1971, the course was to be evenly divided between pre-convention, convention, and post-convention. However, the first half was spent on pre-convention and therefore little in-class evaluation of the Antifederalists was possible. This defect was not serious since all the classes were rewarding.

If you are not inclined to reflect on America's "formative acts" then you will find the course uninteresting and the classes dry. If you do seek such reflection then study under Mr. Nicgorski.

Gerhart Niemeyer Government 415 Eastern Political Thought

CONTENT: This course focuses on the thought of China from Confucian times through the eleventh century. Although comparisons with Western thought are inevitable and welcomed, the main thrust is to understand Chinese thought on its own terms as far as is possible without having a command of the Chinese language.

PRESENTATION: The course is run as a seminar with each student being responsible for delivering a paper on the day's readings with discussion of the paper and the readings following.

READINGS: The readings are: DeBary, *Sources of Chinese Tradition*; B. Watson, *Chuang Tzu-Basic Writings*; B. Watson, *Han Fei Tzu-Basic Writings*; B. Watson, *Hsun Tzu-Basic Writings*; B. Watson, *Mo Tzu-Basic Writings*; Ssu-ma Ch'ien, *Records of the Historian*; Chu Hsi, *Reflections on Things at Hand*; Wang Yang Ming, *Instructions for Practical Living*.

ORGANIZATION: Each student is required to rewrite two of the papers he delivers to the class in light of the class discussion and the thought thereby engendered. A final examination is also required.

COMMENT: From the point of view of the undergraduate, the value of the course is greatly enhanced because of the graduate students' taking the same course. The caliber of the discussions usually reached a higher level than customarily experienced in completely undergraduate courses. There was some division of opinion concerning the overall evaluation of the course among the students ranging from ecstatic to completely disgruntled; but that is, perhaps, to be expected in a course which requires as much attention and industry as this one. Mr. Niemeyer's depth of thought and apt comparisons with Western, especially Greek, thought cannot be questioned, however. Those with a sincere interest in the material and a willingness to work are strongly urged to take this course and make their own evaluation.

Gerhart Niemeyer Government 409 Modern Political Ideologies

CONTENT: As the title suggests, this course is a study of ideology, defined by Mr. Niemeyer as a "perverted idea system." Communism and Fascism, the prevalent ideologies of our day, are studied through an attempt to trace their intellectual roots in medieval and Enlightenment political speculations. Mr. Niemeyer hopes to have his students experience in themselves the moral and spiritual disorder that characterizes ideological systems. This course is designed to lead into the spring semester sequel on the reconstruction of political theory. Students will find that having had Mr. Niemeyer's course in basic political theory will prove helpful in the sequel.

PRESENTATION: This depends on the size of the class. If small, Mr. Niemeyer will use student reports of 20-25 minutes as the basis for discussion. If larger, the class will have to consist entirely of discussion. Mr. Niemeyer is an excellent seminar teacher; his comments on student reports and observations are fair, but mercilessly incisive. He demands (and often obtains) a high degree of intellectual accuracy and precision from his classes.

READINGS: The readings (all paperback) are: Norman Cohn, *The Pursuit of the Millenium*; J. R. Talmon, *The Origins of Totalitarian Democracy*; John Stuart Mill, *Auguste Comte and Positivism*; Herbert Marcuse, *One Dimensional Man*;

Albert Camus, *The Rebel*; either *The Prophets of Paris* or *The New World of Henri Saint-Simon* (both by Frank E. Manuel); Mr. Niemeyer, *Communist Ideology*; and (tentatively) Grant, *Ideologies*. If available, Mr. Niemeyer will also use *The Medieval Manichee*. Total cost: approximately \$18-20.

ORGANIZATION: There are two exams, a midterm and a final. Both are highly demanding, and call for thorough knowledge of the material. There is in addition one critical book report, in which the student has a choice from among three or four books assigned by Mr. Niemeyer. The emphasis in these is on *critical* insight; mere regurgitation of the text will not suffice. While class discussion is not *per se* graded, it plays some role in Mr. Niemeyer's final evaluation. Grading is exceptionally rigorous.

COMMENTS: This course is a superb educational experience in every respect. The serious student will find himself conducting not merely an intellectual exercise, but an examination of the sources of order within his own soul and within society as a whole. As such, the course can become agonizingly relevant. Mr. Niemeyer tolerates no slipshod thinking; however, he is open to all honest and intelligent questions. Certainly, no one with an interest in political theory should pass up this course, and any government major will find it rewarding. One caution: this is a difficult course, and a decent (let alone good) grade will require quite a bit of work.

John Roos Government 421 The Congress

CONTENT: As the title of the course implies, the subject matter is the United States Congress. The course attempts to acquaint the student with the basic structure of the institution, its theoretical basis, and with various theories as to the manner in which it functions, with the view toward understanding its historical role in the U.S. Government as well as its strengths and weaknesses.

PRESENTATION: This course has, primarily, a lecture format although Mr. Roos does encourage discussion when the appropriate opportunity arises.

READINGS: There will be a total of five or six books required which will include the following: Ripley, *Power in the Senate*; Lowi, *The End of Liberalism*; *The Federalist Papers*; Galoway, *A History of the U.S. House of Representatives*.

ORGANIZATION: There are two tests and a ten to fifteen page paper required.

COMMENT: The course is characterized by excellent readings and interesting subject matter but has suffered from two defects; Mr. Roos' lectures, at times, reflect a tension between organization and a tendency to ramble, either of which is quite enjoyable and informative but which do not work well together. The students in the course have tended to be inert and seemingly uninterested in working or in understanding the subject matter. This second defect is doubly unfortunate. Not only is there much to be gained from the rigorous analysis of the readings and enthusiasm for the subject matter which Mr. Roos brings to bear, but it seems to be the general consensus that the fault lies in the students and not in the instructor or subject matter. This is an excellent course which is being reduced to a good course by the unresponsiveness of the students. Those *sincerely* interested in the workings of the U.S. Congress are advised to take this course.

Peri Arnold Government 429 Group Politics Government 437 American Bureaucracy

GOVERNMENT 429

CONTENT: The internal governance of private interest groups and the resulting claims that they place on the body politic are the central foci of this course. The empirical and theoretical investigation of this subject area requires a study of the pluralist model which describes interest groups and their actions and, in

doing so, make various normative claims about their legitimacy. The result is a development of factual evidence about the politics of groups into a coherent theoretical framework that can be compared to the justifications for these groups and the claims that they place on the public arena. There are no prerequisites and Mr. Arnold welcomes students of varying majors.

PRESENTATION: This course is taught through lectures which are usually attention-holding and are often touched with an incisive wit. Since few students have much factual knowledge or theoretical background in this area of investigation, there may be little class participation during the early part of the course. But anyone who is willing to conceptualize at a fairly deep level will find that Mr. Arnold is courteous and quite willing to discuss questions and challenges at length. Although many students may find solace in his definitely leftward asides, the course transcends much of the common liberal/conservative confrontation and radical clichés will receive a cold reception.

READINGS: The required books are: William Connolly, *The Bias of Pluralism*; Robert Engler, *The Politics of Oil*; Grant McConnell, *Private Power and American Democracy*; Robert Michels, *Political Parties*; C. Wright Mills, *The Power Elite*; Mancur Olsen, *The Logic of Collective Action*; and Robert Dahl, *Who Governs* which cost a total of about \$20. There will also be a few articles on reserve in the library. The reading load is moderately heavy although the books are not particularly difficult.

ORGANIZATION: There are two tests, a mid-term and a final, of the in-class variety. The final is cumulative in the sense that it requires a working knowledge of the ideas presented in the first half of the semester. Tests, although they do not require much brute memorization of facts, call for a thorough understanding of the main themes of the course. There is a major paper (about 15 pages) which gives the student an opportunity to apply the ideas of the course to the practical situation of a particular organized group. This project is intended to involve a good deal of investigatory work and precision of thought. The paper and tests are counted equally in determining the final mark.

COMMENTS: The objective of this course is not simply to provide one with facts about group politics. The readings and lectures do a thorough job of discrediting, practically and theoretically, interest group politics and small constituency types of pluralism. In the process, Mr. Arnold is very effective in tying together organizational theory and the ideas of voluntarism, progressivism and orthodoxy. But he fails to offer any cohesive alternative. Also, Mr. Arnold, in his first semester teaching the course, seemed to rely too heavily on his readings for factual material and direction for the course. On the whole, however, this course is a good one in that it answers these questions: Who benefits from our political system and how do they justify it?

GOVERNMENT 437

CONTENT: This course is intended to be a general survey of the rise of the Federal bureaucracy, its politics and relationships to other governmental institutions, and, finally, an investigation of problems in the contemporary bureaucracy. In attempting to avoid a monolithic view of bureaucracy, the course will deal, in part, with the political and historical factors leading to the genesis and rise to power of various agencies. As a result, American Bureaucracy seeks to develop ideas about the reasons for the establishment of Federal agencies, their nature and the manner in which they interact. There are no prerequisites.

PRESENTATION: Mr. Arnold's lectures, which tend to follow the readings, are interesting, well organized and sometimes humorous. As a result, he is able to make dry material more acceptable. Although Mr. Arnold is open to questions, the lack of background in this subject area on the part of students tends to preclude extended dialogues or class discussions.

READINGS: The required books are Corson and Paul, *Men Near the Top*; Davis and Dolbeare, *Little Groups of Neighbors*; Herbert Kaufman, *The Forest Rangers*; Lewis Kohlbeier, *The Regulators*; Gabriel Kolko, *The Triumph of Conservatism*; Harold Seidman, *Politics, Position and Power*; and Peter Well, *American Bureaucracy*. Together with a number of case reprints yet to be decided upon, total cost of the reading material will be in the neighborhood of \$20. In addition, there will be extensive reserve readings. The reading load is moderately heavy and the works are sometimes tedious, although the cases

present interesting examples of the ideas important to the course.

ORGANIZATION: There will be two in-class tests of the essay type which will emphasize an understanding of the major ideas of the course rather than an accumulation of facts. Good notes are a definite asset. There will be a short paper, probably around six pages, on a topic to be decided upon at a later date. Each test will count 40% and the paper 20% in determining the final mark.

COMMENTS: In the past, students have remarked that the course is too intensive and disciplined and the readings too dry for the undergraduate level. However, a new emphasis on a survey of the subject area and changes in the reading list may deal with these problems. A more substantive criticism is that Mr. Arnold tends to become top-heavy with theory in certain areas. But he recognizes the need to develop empirical observations into coherent systems if academic inquiry and, moreover, facts are to be useful. In general, American Bureaucracy is a good course because it recognizes the need to theorize about the nature and characteristics of various Federal bureaucracies before they can be shaped and guided, and fulfills this need effectively.

Paul Bartholomew

Government 431

American Constitutional Law

CONTENT: American Constitutional Law deals with the Constitution of the United States and the interpretation and structure of its contents. The ruling case law regarding the structure and powers of government is discussed with an eye on the points of law illuminated in the Supreme Court's decisions and the reasons for those decisions. Mr. Bartholomew hopes to inculcate in each student the dual-ability to speak and write concisely and precisely, and the further ability to recognize and pull out the important points of a presented argument. The prerequisite for this course is American Government 340. The course is limited to Government majors. A class size of two dozen can be expected if the trend begun last semester continues.

PRESENTATION: For those with memories of American Government, little need be said about Mr. Bartholomew's controlling lecture and discussion style. In this course where the lectures generally follow the case book-text, he delivers his remarks in a crisp and methodical manner that encourages discussion by his students. Mr. Bartholomew prefers this varied presentation and has, in past years, even gone to such lengths as omitting details of a particular case under consideration to see if his students are being attentive. He clearly relishes the subject matter of this course and expects his students to attempt to reciprocate his interest with their own.

READINGS: A single text, *Ruling American Constitutional Law* (\$3.95), authored by Bartholomew, is used throughout the course. It is divided up into nine interrelated sections and contains both major and corollary cases that fully cover the field of American Constitutional Law. Remarks by the author are included at the end of each section which aid in making clear the difficult points and restrictions in the particular case areas. Also, occasionally throughout the semester, Mr. Bartholomew passes out additional light material, mostly historical in nature. In addition, the small volume *Constitution: Leading Cases* (\$2.95), also authored by Bartholomew, is recommended for quick reference.

ORGANIZATION: The work load in this course is light in volume but heavy in content. Mr. Bartholomew expects that at each session every student will have digested the material to be discussed, briefing the cases as a learning aid whenever possible. Concerning the written requirements, a short "mini-essay" on one of the sitting justices can be expected as can a midterm examination and a final, both written in class. Half of the final examination takes the form of a review of the rules and rationales of American Constitutional Law as discussed during the semester. This paper, prepared prior to the final test date, is no insurmountable barrier for the student who has kept himself abreast of the progress of the class. In fact the preparation of the paper was termed by many to be adequate study for the final examination. Percentage-wise, two-thirds of the final grade is determined

by the mid-term examination, the "mini-essay" and class participation, with the remaining third coming from the final examination.

COMMENTS: The course in American Constitutional Law is one that should be seriously considered by those concerned with a possible legal education in the future. Mr. Bartholomew brings to his position a wealth of knowledge and experience that is clearly adequate for all those who feel the urge to test his understanding with their own. For those interested, it is a worthwhile course and experience that should not be missed.

Raymond Cour, C.S.C.

Government 434

Supreme Court History

CONTENT: This course offers the student a brief account of the role of the United States Supreme Court in American history. Lectures and readings focus on the Court's three main historical periods: the struggle to establish the supremacy of national over state government; the era of economic protectionism; and the current judicial emphasis on civil liberties. The only prerequisite for the class is an introductory course in American history or American government.

PRESENTATION: Father Cour's presentation consists of a lecture on the assigned topic for the day, interrupted by questions and comments from the class.

READINGS: The basic text is the fourth edition of Kelly and Harbison's standard, *The American Constitution*. Also required are: McCloskey, *The American Supreme Court*; Cardozo, *Nature of the Judicial Process*; Levy, *American Constitutional Law* (Essays); Jackson, *The Supreme Court in the American System of Government*; and a judicial biography to be selected by the student from a list prepared by the instructor. Approximate cost of the books is \$15.

ORGANIZATION: Two fairly demanding in-class essay tests and a final, all of which require both a comprehensive knowledge of the subject matter, and the ability to interpret and compare various judicial trends. The student must also write a term paper and a short book report on the judicial biography. Topics for the term papers are to be chosen in consultation with Father Cour; length is not specified, save that it must be such as to "adequately cover the subject."

COMMENTS: The traditional complaint about this course is that the instructor's lecture style does not do justice to the material. To be sure, Father Cour is very soft-spoken, sometimes approaching a monotone, but he is also a scholar with a fine grasp of constitutional law and history; with a little concentration, any interested student will benefit from the lectures.

The books are excellent; they are of moderate length, informative, and, most importantly, well-written—a quality that goes far to make their reading more enjoyable. As mentioned before, the tests are lengthy and challenging, but not impossible. Anyone who puts his time and effort into the class will be rewarded with a deeper understanding of the subject, and with a grade that will not play havoc with his GPA.

In conclusion, this course is certainly worthwhile for one who is interested in American government, for it will give him a new perspective on the branch of the federal government that is at the same time the weakest, yet in some ways, the strongest of the three branches. It will also show him how political events have shaped the Supreme's Court's decisions in the past, how this process continues up to his day, and the ramifications it has for the future.

Wesley Daley

Government 439

Afro-American U.S. Politics

CONTENT: Mr. Daley commences with a discussion of Southern Negro politics and shifts to the scene of Northern Negro politics, drawing comparisons between the two. Mr. Daley also proceeds to examine the relationship between Negro and white politics, focusing on the distinguishing and overlapping features of the two phenomenon, their separateness and interdependence.

PRESENTATION: Mr. Daley allocates most of the class time

lecturing on the reading assignments.

READINGS: The syllabus includes: James Q. Wilson, *Negro Politics: Search for Leadership*; Harry Bailey, *Negro Politics in America*; Matthews and Prothro, *Negroes and New Southern Politics*; and Harry Holloway, *Politics of the Southern Negro*.

ORGANIZATION: Course work entails the assigned text readings; a midterm and final exam; about 3-4 quizzes during the semester; and a term paper roughly 10 pages in length. The work load is not overbearing. The tests examine the student's comprehensive grasp of the material rather than requiring regurgitation of specific details.

COMMENTS: While the texts assigned appear to be dated, being published in the 1960's, the readings and the lectures have proven interesting. Although Mr. Daley at times appears myopic, he does take an interest in his students and makes himself available for assistance and discussion outside of class. The lectures are attention-holding but tend to become tedious. The readings and lectures overlap to a great extent, so that the course content can be adequately grasped through the readings.

D. Kommers Government 443 German Politics, East and West

CONTENT: Essentially, the course examines the constitutional system, governmental structure, party organization, political processes, political economy, political culture, and foreign policies of East and West Germany. Attention will be drawn on the strategic position of both nations in central Europe.

COMMENTS: This is a new course fall. Mr. Kommers will be returning from a year of intensive study of the German political scene. He has cultivated an interest in German politics for many years, and after this experience abroad, Mr. Kommers should contribute a wealth of information to any course he teaches on this country.

If past American government courses taught by Mr. Kommers are any indication, this course should likewise be rigorous, with extensive readings and an all-important term paper. This paper, which usually includes a conference-defense session with Mr. Kommers, will probably constitute one-third of the final grade, with a mid-term and a final exam counting for the remainder. Anyone signing up for German Politics should be enthused and prepared for work.

Christopher Osakwe Government 445 Government and Politics in Africa

CONTENT: This course concerns itself with the following five aspects of government and politics in Africa: political institutions in Africa; African political ideologies, including the concepts of imperialism, colonialism, pan-Africanism, apartheid, African socialism, etc.; writings by leading political ideologues in African today, such as Nkrumah, Jomo Kenyatta, Nyeere, etc.; African Law, including comparative constitutional law of African States, political institutions; party systems, and the role of mass organizations in African politics; and the role of the military in African politics. The course is concerned with a post-independence study of Africa, that is, from the late 1950's to the present. Colonial history is discussed only as it affects recent constitutional and political development. Dr. Osakwe suggests that as a prerequisite those who consider taking the course divest themselves of any ethnocentric values they might harbor.

PRESENTATION: Size permitting, the format of the class will be lecture-seminar. A preliminary lecture consisting of primarily historical background is provided by Mr. Osakwe, which is then followed by a student report on the reading for that day. After that, a graduate-type seminar is conducted.

READINGS: Not presently available.

ORGANIZATION: There are no examinations. One 10-15 page final term paper is required, based upon either topics provided by Mr. Osakwe or topics suggested by the student (provided they are relevant to class material). Each student is required to pre-

sent one oral report during the semester on the reading for a given day. Active participation in the seminar is required. All three requirements contribute equally to the final grade. Regular attendance and adequate preparation for each class is expected.

COMMENTS: Mr. Osakwe has been exposed to American, Western European, and Soviet universities. He has attended Moscow State University in the U.S.S.R., termed the "Soviet Harvard." Extensive reading will be essential in this course. Much can be gained if much is put in.

George Brinkley Government 449 Soviet Government

CONTENT: The course is broken down into six sections: the historical background of Russian politics and government, and the causes and events of the Russian Revolution; the political philosophy of Marx, Lenin, and Stalin; policy-making and the structure of the Soviet State and Communist Party; Soviet society and culture e.g. laws, courts, police, education, religion; the Soviet Economy; recent developments and future trends. The course is open to non-majors and majors alike with no prerequisites.

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

READINGS: Professor Brinkley expects a significant amount of reading for the course. He assigns about five paperbacks and also wants the student to do additional outside reading. An extensive syllabus is distributed covering the six sections of the course, and the student is expected to do some reading in each of these sections. The student must submit a reading list with each test and a cumulative list of his readings at the end of the semester. Students considered the work load as average.

ORGANIZATION: Since Mr. Brinkley would prefer to see the student spending his time reading on the subject there are no papers required. There are three tests and a final, each counting equally and each covering one-fourth of the course. These tests are essays with general questions which give the student a chance to exhibit all he knows about each area. The student should be prepared to take the tests in such a way that the complete essay is clear, critical, exact, and thorough.

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

George Williams Government 459 Sources of Foreign Policy

CONTENT: Sources of Foreign Policy as an academic adventure is an attempt to acquaint students with the active role attitudes and psychology play in politics. Mr. Williams intends to let the students explore the connection between the psychology of political leaders and public policy, and plans to place special emphasis on public and private attitudes on foreign policy issues. The seminar discussions will progress from the study of individual politicians to the formation of public opinion, and on to national ideologies and "modal" belief systems. Students will review work on the "authoritarian personality," political culture,

propaganda, and if sufficient interest and time allow, give attention to the writings of Erik Erikson as well. Prerequisites for this course would seem to be a basic interest in the material to be covered and a disposition to go at its study in earnest.

PRESENTATION: This course will be taught as a seminar, probably with small enrollment. Mr. Williams's interest is in the student becoming involved and enlivened by associating with the material and thus he hopes to keep the sessions as discussion-oriented as the students and the material allow.

READINGS: A textbook, *Personality and Politics; Problems of Evidence, Inference and Conceptualization*, authored by Greenstein, will be used in addition to at least these two short volumes: Isaiah Berlin, *Hedgehog and the Fox*; and Alexander George, *Woodrow Wilson and Colonel House*. Much of the reading will be taken from journal articles put on reserve in the library.

ORGANIZATION: Besides the class-by-class reading, one can expect a written self-analysis and two short essays to be required as well as a probable final examination.

COMMENTS: Students are warned that what is learned in this seminar might have little bearing on what they have studied in other government courses, and the instructor feels himself to be operating on the fringe of the traditional sphere of political science. But he feels, nonetheless, that this is an important field which enjoys growing awareness at other leading colleges and it should have its presentation here as well. Realizing now, after the fall semester when the course was first offered, that students have virtually little or no background in psychological and personality theory and systematic analysis on the "micro-political level," Mr. Williams intends on being additionally flexible with regards to the students and their difficulties with the subject material. For those acquainted with him from other courses, his enthusiasm for both the subject material and the individual student remains. If one is interested in what this course has to offer and is disposed to do the work required, a very worthwhile learning experience will be enjoyed.

Peter Moody

Government 455

Government and Politics of Asia

Government 457

The Communist Movement in Asia

GOVERNMENT 455

CONTENT: This course covers three countries which are considered part of the "Chinese culture area," that is, China (including Taiwan), Japan, and Korea. Although the course will contain some theoretical considerations, the principal focus will be of an analytical nature. The course will concentrate on these nations' move toward modernization, the concomitant impact of such a drive on the traditional political structures, and the search for new forms of political order.

PRESENTATION: As yet this has not been determined; the approach will depend upon the class size and student reaction to Mr. Moody's present format. Most likely, the class will consist of informal lectures with ample opportunity for discussion on any point treated in the readings or lectures.

READINGS: The readings are: Ping-to and Tang Tsou, *China in Crisis*, Vol. I, Books 1, 2; Robert A. Scalapino and Masumi Junnosuke, *Parties and Politics in Contemporary Japan*; Warren Tsuneishi, *Japanese Political Style*; Gregory Henderson, *Korea: The Politics of the Vortex*. These readings complement the class lectures and must be done. Total cost of the books is less than \$20.

ORGANIZATION: There will be a midterm and a final, taken in class. In addition, each student must prepare three analytic book reviews on books bearing interest, however remotely, with the subject matter of the course. These books cannot be the required reading. A term paper may be done in lieu of the three reviews, provided the paper's subject is relevant to the course and approved by Mr. Moody. The tests are of a general essay type, dealing with the central points of the lectures and the required readings. These tests require both a comprehensive understanding of the concepts presented and a grasp of the material in the readings. Such exams are graded very fairly

and should present no great difficulty to the conscientious student. Each book review averages 10% of the final grade, as is the liberally graded mark for class participation. The midterm is worth roughly 25% and the final 35%.

GOVERNMENT 457

CONTENT: Marxist theory originally developed in the context of Western Europe while that area was undergoing the industrial revolution. The original theory predicted that a revolution would result from this industrialization. Marxist politicians, however, have been most successful in the underdeveloped parts of the world, where the industrialization tends to follow the "revolution." This course examines the way in which Marxist politicians in Asia have adapted, or failed to adapt, their theories to the environment in which they must work and also treats the consequences of these adaptations.

PRESENTATION AND ORGANIZATION: Basically the same as Government 455.

READINGS: The readings include: Robert Scalapino, *The Communist Revolution in Asia*; Douglas Pike, *Viet Cong*; Robert Thompson, *Defeating Communist Insurgency*; and Donald Zagoria, *Vietnam Triangle*. The cost of the books is approximately \$15.

COMMENT: Mr. Moody possesses a great deal of knowledge concerning Asian affairs and politics in general. When such expertise is combined with his lively, informal style of lecturing, the result is a valuable educational experience. His courses are well-structured but not rigid to the extent that he is reluctant to digress for the benefit of his students. He not only invites questions and comments during class but also respects what his students have to contribute. Mr. Moody is readily available outside of class and is always inclined to spend extra hours assisting his students. If there be any "drawbacks" to the courses, it is the extensive amount of outside reading required.

Stephen Kertesz

Government 475

Diplomacy in the Atomic Age

CONTENT: The history of diplomacy, its past successes and failures, along with a detailed analysis of more recent diplomatic techniques, provides the subject matter for this upper-divisional government course. In the early weeks of the semester, Mr. Kertesz will review the growth of traditional diplomacy in the West, beginning in Greece and Rome, extending down through the Age of Classical Diplomacy, and into modern times. The latter part of the course concerns study of the organizational means by which diplomacy is conducted in the nuclear age, specifically, the way in which multi-lateral diplomacy facilitates the international exchange of ideas in the U.N., NATO, and the European Community. The Professor intends to place particular emphasis on the ways in which diplomacy can be used in the search for peace in the 1970s.

PRESENTATION: The course will consist primarily of lectures, although Mr. Kertesz welcomes and even encourages class discussion. In fact, each class opens with Mr. Kertesz answering questions submitted beforehand by the students. The lectures religiously follow the Professor's own book, *The Quest for Peace Through Diplomacy*, and, at times, border on redundancy. Intermittently Mr. Kertesz will ask students questions, not only to test their knowledge, but also to ascertain who is there, and who isn't. Excessive absenteeism is frowned upon.

READINGS: As suggested above, the matrix of the course is *The Quest for Peace Through Diplomacy*. Other works will include: Callières, *On the Manner of Negotiating With Princes*; Nicolson, *Diplomacy*; Lasky, *The Ugly Russian*; Lederer and Burdick, *The Ugly American*; and Goldwin, *Readings in World Politics*. Periodic handouts will constitute the remainder of what is a moderate reading load. Book prices range from \$10 to \$15.

ORGANIZATION: There will be a mid-term, a final, and perhaps an oral exam. The written examinations will (each) consist of an objective and an essay section. Lecture notes and textual material are given equal consideration. While accurate indicators of the depth of the student's knowledge, the tests have been criticized in the past for their immoderate length. The writing requirement, two/three five-page papers plus a

10 to 15 page term paper, is rather heavy; however, deadlines are not rigidly adhered to, and the general nature of the topics provides the student with freedom to express his own opinion on the matter at hand. The final grade will reflect the overall performance in the course, no special emphasis being placed upon any one facet of it.

COMMENT: Mr. Kertesz brings considerable expertise and experience to bear upon his analysis of modern diplomatic trends. This, coupled with his sincere concern for the students as individuals, makes the course a worthwhile undertaking for those genuinely interested in the subject material. One caveat should be sounded, however. Students rapidly discover that some aspects of the course (e.g. studying the structural nuances of the organizations within the European Community) are indeed soporific. Therefore, it would be advantageous for those thinking about taking the course to peruse *The Quest for Peace Through Diplomacy* to validate their interest in this particular field.

Pomerleau
Government 453
France: Politics and Society

CONTENT: A study of the political culture and ideological conflicts, political structures and policy orientations that have shaped modern France. Prerequisite is Government 343.

Pomerleau
Government 463
France: Foreign Policy and
International Affairs

CONTENT: A study of the basic features of French foreign policy and foreign relations, noting the domestic sources of foreign policy in the Fourth and Fifth Republics and the French position on such questions as the EEC, NATO, Africa and the Atlantic area. Prerequisite is Government 341.

Wesley Daley
Government 469
Selected Problems of Foreign Governments

CONTENT: Studies of selected problems of foreign governments and politics, with an emphasis on comparative political institutions. Crosslisted with Black Studies.

Christopher Osakwe
Government 478
International Problems

CONTENT: This course concerns itself with the following six aspects of Soviet foreign policy: political and ideological interpretations of Soviet foreign policy; Soviet intelligence operations; the politics of the Soviet Union in Africa and how this is tied into overall Soviet foreign policy strategies; Soviet foreign policy in specific areas, such as the Middle East; Soviet foreign policy within international organizations; and a general survey of Soviet foreign policy as regards east-west relations. Theoretically, the take-off point of the course is the Communist Manifesto of 1848; practically, the course begins with 1917. Strictly speaking, from 1917-1929 there existed no defined Soviet foreign policy, hence this is mostly historical analysis. The policies of Stalin, Khrushchev, and the present Soviet troika are examined. The course concludes with speculative foreign policy—especially interesting this coming semester in view of Nixon's visits to China and the U.S.S.R. The only unofficial prerequisite for the course is that the student be willing to do a good deal of reading.

PRESENTATION: The format of the class is best described as lecture-seminar. A preliminary lecture consisting primarily of historical background is provided by Mr. Osakwe, which is then

followed by a student report on the reading for that day. Afterwards, a graduate-type seminar is conducted.

READINGS: There are three primary texts for the course: Adam B. Ulam, *Expansion and Coexistence*, (\$4.95); Alvin Z. Rubinstein, *The Foreign Policy of the Soviet Union* (\$5.95); Zbigniew Brzezinski, *The Soviet Bloc*. There are 15-20 supplementary texts. All texts are on reserve at the ND Library, but the student is expected to purchase the three primary texts and the text which he reports on.

ORGANIZATION: There are no examinations. One 10-15 page final term paper is required, based upon topics provided by Dr. Osakwe—student suggestions for topics, if relevant to the course material, are permissible. Each student is required to present one oral report during the semester on the reading for a given day. Active participation in the seminar is required. All three requirements contribute equally to the final grade. Regular attendance and adequate preparation for each class is expected.

COMMENTS: Mr. Osakwe has been exposed to American, Western European, and Soviet universities. He has attended Moscow State University in the U.S.S.R., termed the "Soviet Harvard." He selectively merges all three types of experiences into a viable and cohesive learning atmosphere. The presence of graduate students in the class enhances the undergraduates' opportunity to obtain knowledge ordinarily not found in a class of this sort. Yet, you only get what you put into a course such as this. The reading is essential.

Theodore Ivanus
Government 481
International Communism

CONTENT: This is a one semester course dealing with the nature of communism and its historical development in the world. The first half of the course consists of an intensive study of the theoretical and practical aspects of communism up to the Second World War. The second half focuses on the origin of communist polycentrism and its effects in different areas of the world. The purpose of the course is to give students not only a good knowledge of communist theory, but also an understanding of how communism works and what role it plays in the world situation. Some previous knowledge of Marxist theory and Lenin's writings is helpful, but not essential. The class consists mostly of seniors and a few grad students.

PRESENTATION: Classes consist mostly of lectures with some class discussion of assigned books. Mr. Ivanus' lectures are usually quite interesting and contain a wealth of material. There is only one drawback to this course—since the class meets only once a week, class lasts two and one half hours. However, there is usually a five or ten minute break in the middle of the class. A great amount and variety of topics are covered in each period, but Mr. Ivanus knows how to tie everything together and keep the student interested.

READINGS: The reading list for next year is not yet known. Mr. Ivanus chooses a wide variety of books on communism and tries to present more than one way of interpreting theory. All of the books are well written and fairly interesting. The books relating to particular areas of the world provide the student with the necessary background. In addition, mimeographed articles are passed out in class from time to time. At times the reading assignments tend to be quite long, but ample time is provided to catch up. All texts are available on reserve.

ORGANIZATION: There is a midterm and a final examination, both of which cover an enormous amount of material. Each student will be required to read about five books and write a bibliographic essay discussing their content. One or two of these books will be of the student's own choosing. Mr. Ivanus is a fair grader and the tests are a good exercise in evaluating one's grasp of the subject.

COMMENTS: This is not an easy course, but if the student is really interested in the subject, it is a very rewarding experience. Mr. Ivanus is an excellent teacher. He tries to know each of his students personally, and is always willing to help with personal or academic problems. By the end of the course the student has a much better understanding of the international situation and how to analyze it. No other course gives a more complete analysis of communism as a world force.

History

L. Leon Bernard History 321 France 1500-1789

CONTENT: History 321 is a survey course which emphasizes the social and cultural development of France within the 289 years covered in this semester. There are no prerequisites for the course, but this is the first part of a year-long study of France from 1500-1815. However, there is no required continuation — each semester can be taken independently.

PRESENTATION: Mr. Bernard encourages discussion but relies mainly on a lecture format. He plans to have extensive slide showings.

READINGS: Neale, *Age of Catherine de Medici*; Wedgewood, *Richelieu*; Wolf, *Louis XIV*; Havens, *Age of Ideas*; Ford, *Robe and Sword*. There will also be three or four works which have not yet been selected.

ORGANIZATION: There will be two tests (each worth 20% of grade) and a final (30%). In addition, there will be a required term paper approximately ten pages in length (30%).

COMMENTS: Mr. Bernard begins the semester as if the students have no historical background. This style is helpful for nonmajors, but may be tedious for those who have a background knowledge of the period. The lectures also tend to repeat the material covered in the readings. However, Mr. Bernard knows the period well and is an interesting speaker. His most valuable asset is the concern he shows for his students. Mr. Bernard demonstrates a true concern for the learning experience of each individual, even though the classes are large.

James A. Corbett History 333 History of the Middle Ages I

CONTENT: This course deals with political, economic and social developments in the European and Arabian worlds from the fall of the Roman Empire until approximately 1150. There is a continuation of this course in the spring semester which carries this study through the fifteenth century. In both semesters Mr. Corbett plans to emphasize the creative spirit of the Middle Ages regarding the development of constitutional government, the adaptation of the Catholic Church to a changing society, the development of rational thought in the western world and important ideas in art and architecture. Major historical events covered in the fall semester include the rise and decline of the Carolingian Empire, the Moslem and Viking invasions of Europe and the first stages of the investiture controversy.

PRESENTATION: Mr. Corbett presents this course in a lecture format, and encourages questions at any time in the class. Sometimes there are class discussions on articles in the Sullivan book mentioned below, on days for which the articles are to be read.

READINGS: The following books, all available in paperback, are required for the course: Boussard, *The Civilization of Charlemagne*; Sullivan, *Critical Issues in History: The Middle Ages*; Bloch, *Feudal Society*; Tierney, *Crisis of Church and State, 1050-1300*; Pirenne, *Economic and Social History of Medieval Europe*; Heer, *The Medieval World*; Ullman, *A History of Political Thought: The Middle Ages*; Hammond's *Historical Atlas*. However, only Boussard's book must be read in its entirety during the first semester; the reading load for each semester is not particularly heavy. And since all the aforementioned books other than Boussard's will be used in the spring, students taking both semester courses are spared from great overall expense.

ORGANIZATION: There will be two in-class exams and a term paper required for the course; each of the exams and the paper will count one-third of the course grade. Each exam consists of a number of objective questions and one or two essay questions; the objective section usually includes some very rigorous questions, but their difficulty is considered in the grading of the exam. The essays generally deal with an important part of the material covered, and require substantiation from the required readings. The term paper demands research from outside sources, primary ones if possible, and Mr. Corbett insists that topics be sufficiently narrow in scope for detailed treatment. Most of the term papers in past years have ranged from ten to twenty typewritten pages.

COMMENTS: Mr. Corbett's primary goal is to let the student discover the creative spirit of the medieval world and its relevance to the present; in this course, he succeeds fairly well in that task. Some students feel that there is an overemphasis of Church history in the course, and these people often find the course tedious and uninteresting. Yet it must be remembered that the Church was much closer to the ordinary person in the Middle Ages than was the state, and in fact, the Church was greatly intertwined in government with the secular authorities; thus much of the history of the Middle Ages deals with the Church. Mr. Corbett's lecturing style is straightforward and somewhat dry; therefore, one must have genuine enthusiasm for the subject to benefit from these lectures. This is also the case concerning the readings in the course which are sometimes wearisome, but on the whole, very good, especially the works by Bloch and Heer. Students, both history majors and nonmajors, should consider whether they really desire to learn about the Middle Ages before they enter the course; if they don't have this desire, then they will probably find the course boring. If this historical period has interest for a student, he should find the course to be a good experience and should receive a good grade for a reasonable, but not too time-consuming effort. Mr. Corbett is a very fair grader and gives the students plenty of time to do the readings.

James Ward History 323 19th Century France

CONTENT: An examination of France between the years 1789 and 1914 occupies this course. Emphasis is placed upon a fairly detailed knowledge of the period, yet trivia are not required. Dr. Ward insists only that the student read the readings. Therefore, the prime prerequisite for this course is that the student be able to think. Though the course usually attracts junior and senior history majors, sophomores are in abundance.

PRESENTATION: Dr. Ward refuses to lecture. His class alternates between well-guided discussion (he adroitly poses leading questions) and informative illustrated talks. Before discussions in class, which always concern readings, short quizzes are given. The readings and quizzes prepare the student for the mid-term and the final; both tests are eminently fair and well-phrased.

READINGS: A book which might be called a "text," Paul Gagnon's *France Since 1789* is used in the course, with about seven additional works to aid the student in gaining a slight amount of insight.

ORGANIZATION: One's final grade consists of grades received on the mid-term (40%), the quizzes (20%), and the final (40%).

COMMENTS: In this course, all elements contribute. The readings present the material, and the quizzes help fix the material in the students' minds—after these two, the student finds himself prepared to discuss. Finally, Dr. Ward is a lively

talker; his class does not conduce sleep. History majors, naturally, interest themselves most in this subject. Non-majors suffer no more disadvantage here, however, than in any other readings course.

Bernard Norling

History 349

History of Europe 1870-1920

CONTENT: This course consists of a general survey of European history from the Franco-Prussian War to the Versailles treaty. While cultural and intellectual history are by no means ignored, the course stresses the political, diplomatic, and military developments of the period. Mr. Norling has no particular historical or philosophical axe to grind; he has quoted with approval the definition of history as "just one damn thing after another."

PRESENTATION: Mr. Norling is undoubtedly one of the finest lecturers on this campus. He spices his lucid, well-organized presentations with historical anecdotes as well as with his inimitable reflections on the current scene. Questions are always welcomed enthusiastically, and Mr. Norling takes great pains to separate his own "editorializing" from the course material.

READINGS: The reading load is exceptionally heavy, even for a history course. The books are chosen with great care, however, and student response is generally favorable. Next semester the list (all paperback) will include Barbara Tuchman's *The Proud Tower*; George Dangerfield's *The Strange Death of Liberal England*; Alistair Horne's *The Price of Glory*; Stefan Zweig's *The World of Yesterday*; A. J. P. Taylor's biography of Bismarck; Remak's *Origins of World War I*; *Nicholas and Alexandra*; Thibault's *Jean Barois* (a novel); and a collection of readings called *An Age of Controversy*, of which only a small part is used in this course, and most of the rest in the 1920-1972 course taught in the spring semester. There may be one or two other books. Total cost: approximately \$20-\$25.

ORGANIZATION: Reading quizzes are given on each of the books, averaging about one every week and a half. These tend to be essay or short answer, but occasionally Mr. Norling will throw out something of a more objective nature. Students may elect to do a report on the assigned book as a substitute for the quiz. There are two exams, a midterm and a final. Material for these usually comes from the lectures, and normally represents a combination of multiple choice and essay questions. Grading, though rigorous, is eminently fair.

COMMENTS: Mr. Norling offers a number of courses in modern European history, and this is one of his best. Doubtless Notre Dame's most colorful conservative, and an open and unabashed believer in original sin, Mr. Norling has shaken more than one student's faith in human nature by the insouciant pessimism he brings to the study of history. No one, however, should be put off from this course because of Mr. Norling's ebullient anti-liberalism. The period under study is immensely fascinating; the readings are excellent, and the teaching on a par with the best this University offers. No history major should pass up the chance to experience Mr. Norling, and government majors will also find particular profit in this course. Anyone with an interest in history, however, cannot fail to enrich his educational experience at Notre Dame by taking this course.

Marshall Smelser

History 363

American Revolution I

CONTENT: American Revolution I is an in-depth study of the period beginning in 1763 with the Great War for Empire and concludes in the period between the surrenders of Burgoyne and Cornwallis. The second semester of this course continues to the election of Washington in 1789. Although the class is made up largely of junior and senior history majors, there is no prerequisite for the course except an interest in the period.

PRESENTATION: This is primarily a lecture course. Mr. Smelser has a thorough knowledge of this period in history. The

atmosphere in the class is friendly and questions are encouraged. An overhead projector is used for maps and important data. The lectures follow the general outline in Mr. Smelser's manual of American Colonial History.

READINGS: The basic texts are Alden's *The American Revolution*, and Smelser's *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 very good and the student is required to read only those parts of the books related to the course.

ORGANIZATION: The student is required to do at least four one-page book analyses, one on Alden's text. The other three may be taken from the bibliographies in Smelser's manual. The due dates are spread evenly throughout the semester. There is also a mid-term and a final, usually objective. Material is taken especially from the lecture notes and also the readings. The tests cover the material in depth and are quite difficult. The final exam is worth 50% of the grade.

COMMENTS: American Revolution I is an excellent course. Mr. Smelser possesses an astounding amount of knowledge and in addition takes an active interest in his students. He is a well organized and interesting lecturer, and his dry wit does much to keep the subject lively. Those who want only a high grade should not take this course, but for those interested in a profitable learning experience the course is a must.

Vincent P. DeSantis

History 396/596

The Diplomatic History of the United States II

CONTENT: This course deals with the foreign policy of the United States in the twentieth century—from the end of the Spanish-American War to the present. It will treat such matters as the Open Door Policy, American Intervention in World War I and World War II, the Big Stick and Good Neighbor Policies in Latin America, the Cold War and Peaceful Coexistence, Vietnam, and American Diplomacy in a Nuclear Age.

PRESENTATION: This course will be one of the few courses in the History Department limited in size. Mr. DeSantis plans to have approximately 25 students enrolled in this course for the purpose of stimulating class participation. This will include discussion of common reading and class reports as well as lectures by Mr. DeSantis.

READINGS: The principal text for undergraduates will be *A History of United States Foreign Policy* by Julius W. Pratt. Other readings will come from a variety of books and articles such as Ross Gregory, *The Origins of American Intervention in the First World War*; Herbert Feis, *The Road to Pearl Harbor*; and Walter La Feber, *America, Russia, and the Cold War, 1945-1966*.

ORGANIZATION: There will be two one-hour examinations in class and a final examination. In addition to these tests, Mr. DeSantis may have each student complete several one-page book analyses based on a prepared form. At this time, however, he is uncertain about this last requirement and, thus, he is equally uncertain as to exactly how the student's grade will be determined.

COMMENTS: Mr. DeSantis has desired to teach a course with a small enrollment for a long time and finally appears to have gotten his wish. Seminars do not usually figure in semester offerings in the History Department for the simple fact that Notre Dame has more history majors than Schlitz has gusto. Sheer numbers prohibit the seminar-type approach, but it is exactly in this type of format that the strengths of certain teachers are brought out. I feel that Mr. DeSantis is one of these teachers.

He is a very thorough historian whose capabilities have been limited somewhat this semester by the zoo-like atmosphere of 150 students in a hothouse Nieuwland Science Hall. His somewhat dry lecture manner will be aided greatly in a seminar where he will be free to "let himself go" on certain topics, rather than whip through a survey-type course. He has proven to be easily accessible to students seeking his help and this fact enhances his worth as a teacher and his course as an educational experience.

Carole Moore
History 365
Women in American History

CONTENT: This course will investigate the social role and public image of women. It will allow students to examine the hazards and possibilities, the shortcomings and the accomplishments of previous experiments in the restructuring of family institutions and sexual roles. It will study both the variety and the continuity of women's historical experience. This is the first time the course has been offered.

PRESENTATION: Lectures will be given twice a week and will provide the necessary historical and social background to each period, including information regarding family structure, child-rearing practices, women's economic function and legal position. The third hour of the week will be devoted to discussion period and students will analyze and discuss relevant cultural documents as assigned each week.

ORGANIZATION: Each member of the class will choose one of the weekly lecture topics as the subject of a paper. Students will also lead discussion of their chosen topic in the weekly seminar. In the paper, the student should generalize about the prevailing image and status of women and should then suggest the origin, social uses, and underlying weaknesses of these ideas about the position of women. The paper should be between 10-15 pages with appropriate footnote and bibliographic citations. In addition to the paper, leading of one discussion, and participation, there will be an hour-long midterm and a final exam of the essay type.

The tentative weekly lecture/discussion topics are as follows: Introduction/General Survey; Women in Pre-Industrial America; the Cult of Domesticity, 1830-1860; Women and the Frontier; Women's Suffrage Movements; Education of Women; Social Feminism and Progressive America; the Twenties: Emancipation?; the Thirties and the Effect of the Depression; the War, or the Short Career of Rosie the Riveter; Home After the War; Minority Women in America; and the New Feminism.

Samuel Shapiro
History 367
Black American History

CONTENT: Afro-American History: The Slavery Era deals with the history of Africans in the New World from the origin of the slave trade in the 1440's to the abolition of slavery in the 19th century. Mr. Shapiro covers a variety of topics and authors, wishing to present a more objective picture of the black man's heritage.

PRESENTATION: The course is taught in lecture form with many handouts accompany the talks. There is time to ask questions and discussion sessions. Outside class, there are weekly movies and periodical lectures at which attendance is mandatory. The movies are shown at several times to assure that all will be able to attend.

READINGS: The following books are required: maps of America and Africa; Wiedner: *A History of South Africa South of the Sahara* (\$2.75); Curtin: *Africa Remembered* (\$2.95); Degler: *Neither Black nor White* (\$2.95); Russell: *The Free Negro In Virginia* (\$2.00); *Narrative of the Life of Frederick Douglass* (50 cents); George Jackson: *Soledad Brother* (\$1.50) or Eldridge Cleaver: *Soul on Ice* or *The Autobiography of Malcolm X* (\$1.50); Olmstead: *The Slave States Before the Civil War* (\$1.65); Botkin: *Lay My Burden Down* (\$2.95); Rozwenc: *Slavery as a Cause of the Civil War* (\$2.25); Higginson: *Army Life in a Black Regiment* (\$1.50); Elkins: *Slavery* (\$1.50).

ORGANIZATION: The work of the course consists of common readings and short written comments are expected to be handed in weekly. Regular attendance at lectures, films, and other presentations of the Black Studies Department is also required. There will be a final examination.

COMMENTS: There is more work than average in this course, but it rates good enough that no one should shy away from Mr. Shapiro's Afro-American History sequence. The exams have been

strenuous in the past, but are not a significant part of the grade. The weekly papers are intended to be of a critical nature, not too long; the reader's reaction to the work is what is expected. Discussion was often cut off sharply in the past, but discussion sessions are being set up this semester. If you sign up for this course expect colorful lectures, fairly well organized, and plenty of opportunity to delve into the history of Black America.

Vincent P. DeSantis
History 373/573
The Gilded Age

CONTENT: This course deals roughly with the period from 1877-1900, known as the "Gilded Age." This last quarter of the nineteenth century saw the evolution of modern America as we know it. The course will deal with such themes as the rise of industrialism and urbanism, the last West, the advance of the organized West, the impact of immigration, the plight of the farmer and the Negro, the intellectual and cultural life of the gilded age, and the emergence of the United States as a world power. There are no prerequisites to the course.

PRESENTATION: The course will be limited in size. It will include lectures, discussions of common reading materials, reports in class, etc. There may be several one-page book analyses based on a prepared form.

READINGS: The course has not been offered by Mr. DeSantis for some time and the reading list has not yet been drawn up. The readings will come from a variety of books and articles such as H. Wayne Morgan's (ed.) *The Gilded Age*; Lewis Mumford, *The Brown Decades*; and Hoogenboom (ed.) *The Gilded Age*. There will, most likely, not be a principal text.

ORGANIZATION: There will be two one-hour examinations and the final examination. Dr. DeSantis's exams are usually essay in nature and require thought. There may be several one page book analyses based on a prepared form.

COMMENTS: Mr. DeSantis' knowledge of American history has enormous depth. *The Gilded Age* represents his area of greatest expertise. The period considered here is relatively small and the treatment will be exhaustive.

The course will be limited to about 25 students. This will have a substantial effect upon Mr. DeSantis' teaching style, permitting more discussions, personal contact and less reliance on strict lecture. (His American Politics course this semester has suffered from overpopularity, with close to 200 students.)

Mr. DeSantis' lectures are well prepared, diverse, interesting and fairly easy to take notes from. He is also a personable approachable man, very amenable to meeting with students outside class. To anyone with an interest in modern America and her emergence in history, the course should prove of value.

Samuel Shapiro
History 390
Mexico and Mexican-American History

CONTENT: This course is a wide-ranging examination of Mexico and Mexican-American history from the earliest civilizations to the present day. Although approached from the traditional historical perspective, this course also emphasizes the art, music, literature and lifestyle of the people of Mexico. Central in this examination is the fascinating blend of races from the New and Old Worlds, a rare phenomenon in the Northern Hemisphere. Points of historical emphasis will include the early cultural formations, U.S.-Mexican relations, the 19th-century rulers Santa Ana, Juarez, the Diaz, the Mexican Revolution, contemporary Mexican politics, and the problems of the Chicano people.

PRESENTATION: There will be free give and take if the class size remains as small as it has been in the past. Lecture will be the usual format, but there is a good possibility of one or more field trips during the semester. Also included is a dinner at the professor's home complete with Mexican food and tequilla.

READINGS: With some adjustment possible, the reading list will contain: *Maya* (Gallenkamp); *Aztecs of Mexico* (Vaillant); *Conquest of New Spain* (del Castillo); *The Manila Galleon*

(Schurz); *The Labyrinth of Solitude* (Paz); *Two Years Before the Mast* (Dana); *The Mexican War* (Singletary); *The Caste War of Yucatan* (Reed); *Mexican Politics During the Juarez Regime*; *Mexico in Pictures* (Hall); *North From Mexico* (McWilliam). In addition there will be a wealth of handouts, magazines, etc., to supplement the reading list.

ORGANIZATION: The main ingredients here will be a book report, mid-term and final. Strict grading percentage procedures do not worry the Professor but it may be assumed that they are rated somewhat equally.

COMMENTS: The Professor's knowledge of the subject matter is thorough and his style is engaging. The material covered is voluminous and could prove tedious if the area of study does not interest the student. However this consideration, the great variety of that material and the excellent reading list will provide the serious student with an excellent view of Mexico and her people.

J. Philip Gleason History 377 American Immigration

CONTENT: This course offers a brief survey of the patterns of migration, settlement and adjustment to American life by the successive waves of immigrants from colonial times to the present. This course is followed by, and is a pre-requisite for, a second semester course which will focus on selected problems in immigration history. The course is new at Notre Dame.

PRESENTATION: It will be basically a lecture course, although questions and class discussion are invited.

READINGS: Jones, *American Immigration*; Hansen, *Atlantic Migration*; Handlin, *Boston's Immigrants*; Handlin, *The Up-rooted*; Higham, *Strangers in the Land*; Cahan, *The Rise of David Levinsky*; Glazer and Moynihan, *Beyond the Melting Pot*.

ORGANIZATION: There will be three one-hour examinations and a final over lecture material and readings. A 10-15 page term paper dealing with some aspect of a specific ethnic group's experience is also required.

Frederick B. Pike History 385/585 Spain and Spanish America, 1469-1700

CONTENT: Dealing with Spain and its colonial expansion into the New World, the course stresses the inter-relationship between events in the Iberian peninsula and America. In addition, it emphasizes race relations in Spanish America and the rise of religious, social, economic, cultural, and political institutions and traditions that have continued to exercise an important influence in the Hispanic world to the present time. For history majors the course may be counted for credit in the Latin American or European field.

PRESENTATION: A lecture approach is employed and questions are welcomed. Regular use is made of maps. Mr. Pike also hands out mimeographed outlines and bibliographies of his lectures. These are a helpful extra.

READINGS: Two paperbacks are used as basic textbooks: J. H. Parry, *Imperial Spain* (Mentor: \$0.95) and Charles Gibson, *Spain in America* (Harper: \$1.95). In addition the student is expected to read approximately seven paperbacks, two of them assigned, the others selected by the student from titles suggested by the instructor.

ORGANIZATION: Two book reports of approximately four pages each are required. There is a midterm and a final examination, both of them take-homes. The tests are difficult and require a good knowledge of the material. One's grade is based heavily on the two tests.

COMMENT: This is an excellent course. Mr. Pike's lectures are very good—well prepared, interesting, and spiced with a lively wit. Mr. Pike is an enthusiastic scholar and teacher. His expertise and personal experience enable him to convey the flavor of Spanish and Latin American culture and history, as well as the fine and not-so-fine points of information. The course serves well either as an introduction or to provide greater depth for those already somewhat familiar with the field. Among those who

have taken it there is general agreement that it is well worth the work required.

Thomas Blantz, C.S.C. History 401 New Deal Era

CONTENT: This course deals with the basic historical interpretations of the New Deal Era. The subject matter is placed in the broader context of American history by interpretations of the period that brought about the New Deal (the age of normalcy—the 1920's) and by interpretations of the results of the New Deal in the '40s and '50s. The main thrust of the course concerns the interpretations by historians and by F.D.R.'s contemporaries of the methods and goals of the New Deal itself, and of the personality of Roosevelt and the New Dealers. Every effort is made to include the broad spectrum of historical interpretation—from those who saw the New Deal as a radical departure from traditional American values to those who viewed it as a highly conservative effort to save an unworthy capitalistic system.

PRESENTATION: The course is designed to be a seminar on the New Deal. Father Blantz generally starts class with some introductory remarks on the week's topic, and attempts to guide the discussion in the direction of that topic with his personal insights into the discussion. However, the contributions of each of the students are the essence of the course. The very purpose and design of this seminar is the sharing of insight and considered opinions of the students on the various New Deal interpretations presented in the readings.

READINGS: There is one book of required reading in this course each week, averaging 250-300 pages. These books form the basis for the discussions and therefore must be read with care. The books used last semester include: *Only Yesterday*, Fredrick Lewis Allen; *The Age of Roosevelt* (three volumes), Arthur Schlesinger, Jr.; *The Great Crash*, J. K. Galbraith; *An Encore for Reform*, Otis L. Graham; *The New Deal: What Was It?*, edited by Morton Keller; *Franklin D. Roosevelt and the New Deal*, William E. Leuchtenburg; *The Future of American Politics*, Samuel Lubell; and *The Crucial Decade and After*, Eric Goldman. These books may be purchased at the bookstore for around \$20. One or two copies are placed on reserve, but due to the length of the assignments, it may be preferable to purchase the books outright.

ORGANIZATION: Three tests, or two tests and a paper (all counting equally toward the final grade) are used by Father Blantz to evaluate each student's progress in the course. Due to the seminar nature of the course, class participation is also considered heavily. The tests require a sound, basic knowledge of the historical events of the New Deal as presented in class and in the readings. They are not, however, exercises in rote memorization, for Father Blantz challenges each student to develop his own interpretation of the various aspects of the New Deal based on this required knowledge.

Robert Burns History 432 Stuart England

CONTENTS: "Stuart England" will study the political and social history of England from 1603 to 1714. The events and problems of the period will be examined using the varied approaches of lectures, discussions, readings, tests and papers.

PRESENTATION: The course statement promises the inclusion of discussions to supplement and clarify the lecture materials. Audio-visual materials, profitably included in Mr. Burns' other sections, may be utilized similarly in "Stuart England."

READINGS: The basic text is *Tudor and Stuart Britain, 1471-1714*. Supplementary readings will be chosen from G. P. Gooch, Lawrence Stone, David Matthew, C. V. Wedgwood, John Buchan, S. R. Gardner, Maurice Ashley, and Jack Hexter. The readings, if all completed, will require a good deal of time, but often are not included in examinations. The students should ask Mr. Burns which books will be considered on the tests. The textbooks will be considered on the tests. The textbook should

serve the student in the reading of the supplementary readings.

ORGANIZATION: There will be two examinations and a final, all in class. The best questions are either broad questions about a particular period of study or questions about particular problems. They are fair and graded fairly. A problem-oriented term paper is required. This usually involved the study of a collection of materials in the reserve book room and the adoption of one side or the other on the problem with which the materials deal. It is usually a good exercise in historical study and criticism. The examinations and paper are weighted evenly.

COMMENTS: "Stuart England" should be a course suited to Mr. Burns' style. The use of a standard text is a valuable aid in understanding the lectures when they depart from a chrono-

logical order or assume too much. The supplementary readings are more valuable with the background supplied by the text. It is emphasized that the students should ask which readings will be covered by tests. The body of supplementary material is too large for a careless budgeting of time.

More difficult than the course materials is the enigmatic character of Mr. Burns. Previous course descriptions have noted the one-sided manner with which he approaches the course. The seeming reluctance of Mr. Burns to reveal the other facets of his personality may prove disappointing to some. Students may be able to resolve the mechanical problems of the course without Mr. Burns' involvement, but his involvement would improve the course appreciably.

Languages

Robert Vacca

Greek 111

Elementary Greek

CONTENT: This five credit course is an introduction to classical Greek. Mr. Vacca says:

- 1) I try to get away from textbooks and into a real text—Plato—as quickly as possible. On the average the class starts Plato in the tenth week.
- 2) I try to hold memorization to a minimum:
 - a) by stressing phonetic changes and morphemic analysis
 - b) by developing a conceptual grasp of grammatical theory.
- 3) I try to teach something about Greek civilization as well as the Greek language.
- 4) Although Plato is the main author, other material in the period from Homer to the New Testament is also presented.

PRESENTATION: The grammatical period is spent largely in lectures from both a descriptive and historical viewpoint. Once the class begins translating, there are assigned readings in Greek on MWF. TTh have no assignments, but are for discussions about other authors.

READINGS: Chase and Phillips, *A New Introduction to Greek*; Goodwin and Gulick, *Greek Grammar*; Liddell and Scott, *Greek Lexicon*; a Greek text of Plato (Oxford Classical texts). Total cost about \$30, but the books cover both semesters. There are also numerous dittos distributed covering the extraneous matter.

ORGANIZATION: In addition to the regular translation, there is a variable number of tests. "The number of tests is in inverse proportion to the size of the class. In general Greek has fewer tests than other language courses."

COMMENTS: Greek is, undeniably, a difficult language. It does, however, repay whatever effort is put into it. Robert Vacca is at home teaching Greek, and his enthusiasm is a considerable bolster against exasperation with a language which is definitely not like English. Mr. Vacca is precisely the kind of teacher the Greek language needs: one who understands it thoroughly and who can generate and maintain interest in it. The Greek language got a bad reputation from tyrannical dons in Victorian times, and it is a shame. Mr. Vacca's course always undergoes a moderate attrition at the end of the first semester; of those who remain, a large number take Intermediate Greek from him. Students of Greek are regarded as a precious commodity, and are therefore given as much attention and assistance as they desire. Students occasionally wish they had a firmer grasp of the principles and particulars of Greek grammar, but it seems to be something which has to soak in. And the early translating gives a sense of achievement, a good thing indeed in a language that occasionally seems to be out to get you. Mr. Vacca likes to talk of it as a wrestling match, with the language responding to a little manhandling.

Laurence Broestl, C.S.C.

German 341

Prose Masterpieces

CONTENT: This course deals with selections from all periods of German literature. The course will begin with Eschenbach, go through the Romanticists, and finish with recent authors. Father Broestl wants to shed light on some *modern problems* and sees the selections as relevant to this theme. Discussion and reading will be in German. The prerequisite is two years of German, and "no sophomores need apply."

PRESENTATION: The presentation will be a combination of lecture and discussion. Little use of audio-visual equipment is seen; perhaps a flick or two.

READINGS: Some small Reclam books will be used, as well as materials from periodicals. The forecast is one hundred pages per week, but then Reclam books are small.

ORGANIZATION: Father Broestl wants this to be mainly a discussion course; papers will number at most three. The grade will be 75% based on participation and 25% on a *Schlussprüfung*.

COMMENTS: Father Broestl's style is colloquial. He injects humor into his classes, which have been described as "fun." In the past his classes have not overemphasized brain work; they may be enjoyed, but especially if the work assigned has been done.

J. William Hunt

Greek 400

Greek Classics in Translation

CONTENT: This course offers a background study in the tradition and understanding of original sources, for different Humanities majors. Among the authors studied will be the Fathers of Philosophy, Criticism, Tragedy, History and Epic. The Greek authors are treated in a manner which ties them together, and each reading tends to further enhance the next. Hopefully, the student will develop an understanding of the development of Greek culture as it is revealed in literature and also an understanding of the Western debt to Greek culture.

PRESENTATION: The course will be a balance of lecture and discussion, with emphasis on lecture. Mr. Hunt may bring handouts and outside sources into the discussions.

READINGS: Homer, *Illiad*; Aeschylus, the *Orestia*; Sophocles, *Antigone*; Eurpides; the *Medea*; Aristophanes, the *Birds*; Plato, *Phaedo*, *Crito* and *Apology*; Thucydides, *Peloponnesian Wars*; Aristotle, *Poetics*. Secondary works and commentaries are not required.

ORGANIZATION: The one demand which Mr. Hunt makes of the student is that he read the material closely. There will probably be two papers, a short one in mid-semester and a longer one at the end on topics of the student's choice. In addition to

these papers, 50% of the grade will be based on a final exam. The exam may be take-home, but will definitely be essay.

Randolph Klawiter German 400 Scientific German

CONTENT: Twenty minutes of the class period will be devoted to grammar. The rest of the time will be spent translating German scientific essays into English. The object is for the student to learn to read and understand scientific German. All the readings will be from this, our twentieth century, and most will be from the last twenty exciting years. Prerequisite for the course is one year of German.

PRESENTATION: The class will likely be directed by Mr. Klawiter with students participating briefly in response to his questions.

READING: Readings will come from *Deutsche Uebungen* (a grammar) and a German scientific reader.

ORGANIZATION: The class works three times on pre-assigned selections. There will be a quiz perhaps once every two weeks on material directly from the texts. There will also be a final.

COMMENTS: This will perhaps be more traditional than a literature course, and hence students may get less a chance to experience Mr. Klawiter as a person.

Joseph A. Gatto Russian 435 Russian Literature 1

CONTENT: By using Russian literary texts translated into English, the course aims at surveying Russian literature from its early times to the end of the 19th century. Emphasis is placed on the major authors of the last century: Pushkin, Lermontov, Turgenev, Gogol, Dostoevsky, and Tolstoy. Prerequisite being avid interest and some familiarity with Russian literature.

PRESENTATION: The lectures are usually good, based on the teacher's own research. Responsibility is placed upon the students, however, to make the course successful. They are encouraged at all times to contribute personal insights. The atmosphere is quite relaxed, with Mr. Gatto providing the unifying force between lectures, discussions, and the assigned texts.

READINGS: The texts are good, specially chosen from each of Russian literary history. They range from manuscript excerpts and short stories to major novel—e.g. *Brothers Karamozov*. About eight books constitute the reading with sufficient time allotted for each assignment. There are no papers or exams. Instead, groups of students choose an author and give a minor seminar on the man and his works. A two-fold aim is thereby achieved: the student reads and becomes acquainted with the major works of the authors, but becomes deeply involved with one particular writer. Student responsibility extends to a personal grade evaluation at the conclusion of the course.

COMMENTS: This writer enjoyed the relaxed atmosphere of the class and the congenial personality of the teacher, as well as the learning experience gained from the other members of the class. She would recommend this class to anyone who has ever "turned chicken" at the sight of a Russian novel.

Aleksis Rubulis Russian 445 Literature in Russian I

CONTENT: This course is the first part of a two semester chronological survey of Russian literature and literary movements. Mr. Rubulis lectures in Russian and it is suggested that the student have at least two years of Russian language courses behind him. It is possible to take this course with less than the suggested language study if the student is fairly proficient in

the language. Stress is placed not only upon factual material, but also upon expanding the student's vocabulary. Mr. Rubulis uses English only when the class does not understand a particular point he is trying to make.

PRESENTATION: This course consists entirely of lectures which are all well prepared. Usually Mr. Rubulis will give a short biography of a writer and then the class will read a selection of his works in Russian and translate them. Mr. Rubulis also gives an interpretation of the work and encourages class discussion. From time to time short illustrated films on a selection are shown in class.

READINGS: There is no book for this class. All the reading selections are mimeographed and passed out to the class. In addition, Mr. Rubulis passes out a book on the lives of various Russian writers which the student may keep for reference. The readings vary greatly in style. Some are fairly easy to read, while others which are written in archaic Russian can be read only in class. A considerable amount of time is spent on Pushkin and last year *The Captain's Daughter* was read in its entirety. For the most part the readings are well chosen and quite interesting.

ORGANIZATION: There are three tests including the final. They consist of two or three essay questions and, if possible, quotes from four or five selections read for which the student must identify the work and author. The essays are to be written in Russian, but the student is allowed to use some English if he runs into trouble. The tests stress the major ideas of the particular writers and the student is encouraged to present his own views on a work as long as he backs up his comments. Mr. Rubulis is a very fair grader.

COMMENTS: This course is well worth taking for the student who has a serious interest in Russian literature. Mr. Rubulis is most willing to help his students learn Russian and gain an appreciation of Russian literature. The amount of Russian spoken in the course depends upon the background of the students in the class. If possible, Mr. Rubulis would like to have discussions with the class in Russian. The classes are usually quite interesting and the teacher's enthusiasm for the subject often rubs off on his students.

J. W. Hunt Comparative Literature 450 Classical and Renaissance Epic

CONTENT: By a literary analysis of the major epics of Greece, Italy and England—as well as through a reading of some related heroic poems—the student is introduced to the epic "genre" and acquainted with the distinct but related voices of some of its principal poets. Although many of the themes treated recur and evolve throughout the poems to be read, equal stress will be given to the meaning of each poem in itself as an organic structure. In general, understanding of the problems that are treated in epic poetry, understanding of the epic tradition, and understanding of the epic dimension of thought and expression: All this should grow during the course as a by-product of the successive readings from Homer to Milton. There are no language prerequisites, although a knowledge of either Greek, Latin or Italian would enhance the student's investigation.

PRESENTATION: This course is both lecture and discussion, with the emphasis clearly on discussion. The class is small, allowing Mr. Hunt to converse informally and to dwell as long on each text as is needed.

READINGS: The course concentrates on four major authors: Homer's *Iliad* and *Odyssey*, Virgil's *Aeneid*, Dante's *Divine Comedy*, and Milton's *Paradise Lost*. As much as time allows, three shorter works will be read: *Gilgamesh*, *Beowulf* and the *Song of Roland*. Mr. Hunt is famous for his numerous handouts: anything and everything which will add to the understanding of the material. He has many secondary texts and commentaries which are helpful and recommended, but not required.

ORGANIZATION: Mr. Hunt has only one demand of the student at the beginning of the course: very close reading of the text. Two papers will be asked for during the course, a short paper in the middle and a longer, ten page, paper at the end. There is a comprehensive essay exam at the end of the course, and may be take-home. The topic for the papers is left up to the

student, as long as they are based on the course material. The grade is based about 50% on the test and 50% on the papers.

COMMENTS: Mr. Hunt's classroom manner effectively communicates his interest both in the student's ideas and in the student himself. He introduces a vast array of outside material in order to enrich the dimension of the discussions. When he comes upon a sufficiently interesting point in class, he will explore and elaborate until either it is wholly exposed or he is out of breath. The student quickly learns that it is to his own advantage to sit and listen whenever the professor has the urge to lecture. Mr. Hunt's treatment of both the material and the student combine in this course to add a rich dimension to the study of epic poetry.

We feel that the following outline, which describes the Program in Comparative Literature, may be of interest to some students. The program is located in the Modern Language Department and will begin operation next fall. The courses listed in the outline may be evaluated in another section of the booklet. Several of them are not available during the fall semester.

Program in Comparative Literature

This program is designed to clarify central problems common to different national traditions, and to formalize cross-cultural work toward definition of literature as a unified discipline. The aim of the program is to develop beyond competence in one literature a capacity to deal with periods across national lines and with genres throughout their evolution, relating literature in the process to different arts and to other Humanities areas. The sequence requires 10 advanced courses and a reading knowledge of one foreign language. One introductory seminar is shared by all students, and one related Humanities course is later chosen individually outside literature. Within this later framework the student organizes with approval eight courses to fit his special interest; four in any single literature selected from Modern and Classical Languages or English, and four in Comparative Literature chosen from those described below. These are open also as electives without language prerequisites to all Humanities majors.

COURSES:

Aleksis Rubulis
Comparative Literature 337
East European Literature

A study of the principal literary schools, movements and writers in East-Central Europe and their conflicts with both Eastern and Western cultures. Fall semester.

Aleksis Rubulis
Comparative Literature 338
Literature of the Soviet Republics

A study of the principal literary schools, movements and writers among the Soviet nationalities and an examination of prehistoric Caucasian heroic epics.

Joseph Gatto
Comparative Literature 351
Major Characters in Literature

Study of Electra, Tristan, Faust and Don Juan as themes evolving through different national literatures. Fall semester.

J. William Hunt and Staff
Comparative Literature 400
Seminar in Comparative Methods and Criticism

Theory of literature and methods of comparative study approached through primary and critical works. Fall semester.

Joseph Gatto
Comparative Literature 435
Russian Literature of the 19th Century

A study of writers from Puskin to Tolstoy with attention to English and Continental influences upon them. Fall semester.

Joseph Gatto
Comparative Literature 436
Russian and Soviet Literature of the 20th Century

A study of writers from Chekhov to Solzhenitsyn surveying pre-revolutionary European trends in Russia and later Socialist Realism. Spring semester.

J. William Hunt
Comparative Literature 450
Classical and Renaissance Epic

Developmental analysis of the epic genre defining its methods and purpose. Principal readings in Homer, Virgil, Dante and Milton. Fall semester.

J. William Hunt
Comparative Literature 452
The Nature of Tragedy

Inductive survey of the tragic genre exploring its nature and significance. Readings from Classical, Renaissance, Neo-classical and Modern periods. Spring semester.

Klaus Lanzinger
Comparative Literature 459
American-European Literary Relations

A comparative seminar on cross-Atlantic literary and cultural relations from the 19th century to the present. Also listed under American Studies. Spring semester.

Randolph Klawiter
Comparative Literature 471
The Age of Enlightenment

An investigation of the deistic concepts of man, society, religion and aesthetics in 18th-century England, France and Germany. Fall semester.

Randolph Klawiter
Comparative Literature 495
European Romanticism

An inquiry into the philosophical principles of the Romantic movement through analogous national literatures of Europe from 1770 to 1840. Fall semester.

Randolph Klawiter
Comparative Literature 485
Renaissance Humanism

A study of the sources, goals and aspirations of 15th century Humanism and its subsequent relations with the 16th-century Reformation. Fall semester.

Further course for the major of a Comparative Literature nature listed here will be found described under English: 311 (The Existential Novel), 312 (The Education Novel), 324 (The Criminal in Literature), 333 (The City as Symbol), 396 (Modern European Fiction), 405 (Comparative Seminar), 410 (Age of the Hero), 422 (Comedy), 432 (West-European Medieval Literature, and 540 (Saturn: The Book as World).

Francis Lazenby
Classics 450
Greek and Roman Mythology

CONTENT: The professor hopes to cover the main Greek myths and highlights of the Roman myths and conclude the course with a discussion of the mysteries and Mythra. The material is not approached thematically, but factually and from a standpoint of relative importance. The Greek world generated many interesting myths with influence on the Western world in art and literature. It would be impossible during the time available to elaborate on the recurrences of various myths in Western culture, therefore the emphasis is placed on a factual study of the myths themselves. Greek mythology predominates, as often Roman mythology was either reworked history or captive Greek mythology. There is no language requirement or other prerequisites and the course is open to students from all colleges.

PRESENTATION: By the nature of the material, the course is taught in a lecture situation. However, Mr. Lazenby becomes familiar with each student by name, and is always willing to answer questions. There is a chance that the course will be taught in two sections, so that each class will have 15-20 students.

READINGS: The basic text for the course is *Classical Mythology* by Morford and Lenardon. The reading is by no means difficult, although there is much information to be remembered.

ORGANIZATION: There will be five announced quizzes which will account for two-thirds of the grade. Although this is more work for the professor, this makes it easier for the student, as the material does not pile up too heavily before a quiz. The remaining third of the grade is based on an objective final exam. The questions are comprehensive, aimed at the student's general knowledge of mythology. For example, the professor would ask each student is able to speak in every class, there will be no final. If not, an oral final is given. A paper which covers several works is also expected and is due at the end of the course. Grades are based mainly on the paper and discussion, with the oral final, when necessary, being used to see if the student has read the material. For example, the professor will ask for parallels between myths rather than the more particular type of question asked in the quizzes.

COMMENTS: Greek and Roman mythology constantly recurs in our everyday use of language and in our contact with art and literature. The presentation of the material is more than adequate and the lecture is never too quickly paced. Mr. Lazenby certainly accomplishes what he intends to do.

Francis Lazenby
Classical Archaeology
Classics 455

CONTENT: This course is designed as an introduction to the science of archaeology through the study of the art and architecture of ancient Greece. Through an analysis of education, food, clothing, religion, household arrangements and political institutions, one gains an understanding of everyday life in the days of Homer, Plato, and Aristotle. The course begins at Homer's Troy, moves to Crete, Mycenae, and Delphi, and ends at the Acropolis in Athens.

PRESENTATION: The presentation consists mostly of visual material selected from Mr. Lazenby's extensive slide collection. All the slides are exceptionally good. Due to the visual nature of the course, regular attendance is highly recommended.

READINGS: There is only one text, *The Greek Stones Speak* by McKendrick (95c).

ORGANIZATION: The final grade is determined by three quizzes (more than ample preparation is given), one informal, oral report, and a final.

COMMENTS: Mr. Lazenby is a very enthusiastic mentor who is more than willing to field any and all questions from the class. He is abreast of the most recent literature in his field, and has an intimate knowledge of everything that goes on in class. Lectures are supplemented with artifacts displayed from Mr. Lazenby's personal collection. No previous knowledge of Greek or Latin is required.

Walter M. Langford
Spanish 465
Latin American Short Story

CONTENT: This course is most highly recommended as being most useful for students who have a background in Spanish beyond the level of elementary or intermediate Spanish at Notre Dame, or their equivalents. The course will be conducted in Spanish, but is primarily a reading course, and, therefore, reasonable proficiency is expected. Greater attention will be paid to the reading and individual analysis of each story than to any analysis within a literary historical framework. There will, of course, be some mention of broad categories such as periods, major stylistic schools, principal authors, etc., but emphasis will be on the further learning of Spanish.

PRESENTATION: Classes will be a combination of lecture and discussion. Mr. Langford's clarity and deliberateness in speaking should make the job of following his lectures not overwhelming for someone with a familiarity with spoken Spanish. Discussions will center around stories read in common or reports of stories by students which are not read in common.

READINGS: There will be one text common to the class, an anthology of short stories probably in the three to five-dollar price range. Other collections and anthologies will be on reserve in the library from which the student will get the remainder of his readings.

ORGANIZATION: Participation in class discussion and one-page analyses of the stories read will be the chief factors in grade determination, and a final paper of from six to ten pages will also be required, developing an analysis of the work of one author, period or country, or comparing and contrasting the outputs of two authors, periods or countries, for example. Very few and very brief quizzes will be based on any historical or critical information on the literature studied which might be given in lecture. The same sort of material will be the content of a final examination which will be of minimal value in the final grade determination. Most valuable for success in the course will be a constant reading effort.

COMMENTS: Mr. Langford balances his course between a language course and a literature course. It tends toward a preoccupation with Spanish in the classroom. Langford's lecture is a valuable vocabulary lesson. Literature is experienced chiefly in the readings themselves and the student's critical instinct can best be vented in the analyses of stories. Well-placed questions can trigger an answer full of interesting data and opinion and

are worth asking, given Langford's extensive background in Hispanic culture.

Robert Vacca
Greek 464
Archaic Greek

CONTENT: "The course deals with the literature of Archaic Greece (8th-5th centuries B.C.)—Homer to Herodotus. I am chiefly interested in bringing out the religious, political, and moral ideas that are the foundation of classical Greek civilization. The historical context of the literature will be supplied by supplementary lectures."

PRESENTATION: The course will be largely lecture-with-questions, with occasional discussions. It is completely in English.

READINGS: Homer, *Iliad* and *Odyssey*; Hesiod, *Poems*; Lattimore, *Greek Lyrics*; Pindar, *Odes*; Aeschylus, *Persians* and *Eleven Against Thebes*; Herodotus, *The Persian Wars*; Burnet, *Early Greek Philosophy*; Kirk, *Homer and the Epic*; Finley, *The World of Odysseus*; Nietzsche, *The Birth of Tragedy*. All in paperback, total cost about \$20.00. Recommended readings will be on reserve.

ORGANIZATION: a) Three take home essay tests, all on the same question. b) A paper—maybe—of fifteen pages. "If I assign one, it would be on the same subject as the test questions, enabling the student to pull together and make an organized statement of his work throughout the semester."

COMMENTS: Robert Vacca is a good teacher. His massive knowledge of Greek is apparent in his lectures, and the excitement with which he teaches is commonly infectious. It is a pleasure to watch a teacher who actively enjoys being in the classroom. While it is not accurate to say that all his students become deeply involved in his courses, a surprisingly high percentage take and enjoy more than one of his courses. Mr. Vacca makes himself very available for extraneous discussion with those who want it. The Greek mentality is especially accessible to us children of America, and this course, by virtue of its considerable ability to give the student a background in Greek thought, is valuable.

Sister Sophronia Cariveau
Modern Language 493
Dostoevsky

CONTENT: The course is basically concerned with the main works of Dostoevsky, his life, and his philosophy. By using outside sources, Sister Sophie also brings in many Russian critics and their opinions of Dostoevsky which broadens one's understanding of both the author and his works. There are no prerequisites for this course.

PRESENTATION: Sister Sophie combines both lecture and class discussion in a very skilled manner. The emphasis is placed on discussion, with lectures being used only to introduce works and to clarify certain points. These discussions are directed by Sister Sophie in such a way that the student delves into the many various aspects of Dostoevsky. By asking pointed philosophical questions, she encourages the student to take a deeper look into the works and thereby gain a better understanding of both the man and his work.

READINGS: "White Knight," "The Christman Tree and the Wedding," "The Gentle Preacher," and "The Dream of the Ridiculous Man" in *Best Short Stories of Dostoevsky*, *House of the Dead*, *Notes from the Underground*, *Crime and Punishment*, *The Idiot*, *The Possessed*, and *The Brothers Karamazov*. The student is given ample time to do these various readings.

ORGANIZATION: The student is expected to keep up with the readings and participate in the discussions. If the class is small, each student is able to speak in every class, there will be no final. If not, an oral final is given. A paper which covers several works is also expected and is due at the end of the course. Grades are based mainly on the paper and discussion, with the oral final, when necessary, being used to see if the student has read the material.

Randolph Klawiter
Contemporary Literature 495
Romanticism

CONTENT: Selections by the Romanticists of England, Germany, France and Italy will be offered here. Mr. Klawiter hopes the readings will give insight into theological, philosophical, aesthetic, historical and psychological questions. Ideally, the students will develop their own principles based on what they have read. This class will be conducted in English, but language majors are welcome.

PRESENTATION: This will be less Mr. Klawiter's responsibility than the students'. While he may open a topic, or ask probing questions, the students will carry the ball from there. If you're afraid of using your oral talents, this may not be for you. The class will meet one night a week.

READINGS: One of the texts will be *Romanticism* (Harper & Row). The other readings will be taken from a bibliography on Romanticism.

ORGANIZATION: The student will be expected to report on three books from the bibliography. These won't be short one-page book reports, but to some extent probing reflections on the works. The student will show what he's worth through class participation. A final will be given which will be a thinking, learning experience and not an exercise of memory.

COMMENTS: Mr. Klawiter is demanding; if a student knows something, he will elicit it. Though he knows Romanticism thoroughly, he does not lord it over his students. If the students are willing to do their share, with Mr. Klawiter's guidance, they will know what Romanticism is all about.

Klaus Lanzinger
German 495
Contemporary German Prose

CONTENT: The fountainhead period of German literature since Goethe is the thematic point of reference for Mr. Lanzinger's development of the emerging German novel. The course stresses the synthesis of the diffuse European literary movements and countermovements of the late 18th and early 19th centuries. Mr. Lanzinger moves from the intricate bourgeois realism of Thomas Mann to the naturalistic strain led by Gerhard Hauptmann and Arno Holz, to the neo-romanticism of Herman Hesse, the psychological realism of Arthur Schnitzler and the surrealistic and dadaistic tendencies in Franz Kafka.

READINGS: Primary readings include Mann's *Buddenbrooks*, Hesse's *Das Glasperlenspiel* (Magister Ludi), and Kafka's *Der Prozess*, with secondary emphasis upon intermediary authors to complete the picture. The primary readings of the course are capacious novels, but Mr. Lanzinger breaks down the reading assignments into reasonable episodes.

ORGANIZATION: Course requirements are two papers in German, 5-8 pages, and midterm and final exams. Classes usually do not exceed 20 and Mr. Lanzinger's charismatic old-world disposition makes him easily accessible to students.

Klaus Lanzinger
German
Contemporary German Novel I

CONTENT: The development of the German novel from 1900 to 1920 will be the topic of this course. The period will be experienced through readings and discussions of a few works. Mr. Lanzinger wants to demonstrate the development of the international novel before the Great War by way of the German novel. An advanced German or literature survey course in German is the prerequisite. It's hoped that the course will consist mostly of juniors and seniors, with many an *Alt-Innsbrucker*. The class will be conducted *auf Deutsch*.

PRESENTATION: The class will meet once a week, together and once a week in two sections. The first session in the week will likely be a lecture; the smaller sections will rely more on

discussion. Mr. Lanzinger usually gets right to the point he's attempting to make. Perhaps, three or four themes will be discussed in a period.

READINGS: Selections will be taken from Thomas Mann, *Buddenbrooks*; Herman Hesse, *Glassperlenspiel*; Franz Kafka, *Prozess*; and Schnitzler, *Novellen*. About seventy pages will be read each week.

ORGANIZATION: There will be two 4-5 page papers to be done, in German, concerning literary themes from the works. Mr. Lanzinger expects students to come up with some good,

personal insights, based on their reflections on the works read. There will also be two objective, comprehensive exams. These usually consist of twenty or so short-answer questions. The papers will be given somewhat more weight than the exams.

COMMENTS: Students don't have trouble keeping up with assignments in this course. Though Mr. Lanzinger has some firm ideas about literature, he is open to new and different views. He expects these to crop up in the essays. Mr. Lanzinger is not overly demanding; you will get out of the course what you put into it.

Music

Sister Robertia Urban Music 210 Introduction to Music

CONTENT: This is primarily a course in music appreciation. The aspects of musical shape are considered in terms of sound, texture, timbre, rhythm, harmony, theme and motif. The overall musical shape and structure is examined through the works of Bach, Haydn, Mozart, Beethoven, Schubert, Stravinsky, Bartók and others. The aim of the course is to convey to the student what he should listen for in a piece of music as well as how to listen for it; to acquire some appreciation of music and, ultimately, to enable the student to make a critical appraisal of a musical work. One change which is to be introduced next semester is with regard to the number of credits for the course, which are to be raised to three.

PRESENTATION: Because it is an appreciation course, the format of the classes emphasizes the listening aspects. There are some brief supplementary commentaries made by Sister Robertia.

READINGS: The text for this course is *Listening to Music*, Crocker and Bassett (\$9.95).

ORGANIZATION: Work outside the class includes attendance at five programs and a short paper on each. Most of the classwork is of a listening nature. The lectures, when given, are designed to supplement the text as well as to guide the student toward a more complete understanding of music while listening to its performance.

COMMENT: This course is designed to give the student a background in music appreciation. It is for those who have little or no such background or understanding of the various aspects of musical sound and structure. The work load is not demanding. The text used is not always complete in its presentation of the material, but this deficiency is more than adequately compensated for by Sister Robertia's commentaries. The course attempts to give a good foundation in music appreciation from the point of view of musical sound and is directly applied to, and derived from the works of music which the average person could reasonably expect to contact throughout his life. The atmosphere in class is informal and relaxed and consequently a good deal of material is covered. I found the course valuable in that it enabled me to participate with greater understanding in the experience of music—both in concert and recorded performances.

Daniel Pedtke Music 212 Classical Masters

CONTENT: This course concerns itself with the classical period of music history, and with the symphonic material written during this period. Ten symphonies are covered: three by Haydn, three by Mozart, three by Beethoven and one by Brahms. The class attempts to provide the students who have either limited or no

musical background with the ideas, structures, styles and techniques which embody this particular musical genre.

PRESENTATION: The format of the course is basically lecture. The first two weeks of the class are devoted to an explanation of the basic principles of music, as well as a survey of music history leading up to the classical period. During the rest of the semester, the various symphonies are discussed individually and played in class.

READINGS: There are no required readings for this course.

ORGANIZATION: There are three tests plus a final exam, with the major emphasis placed on the final. The tests involve the playing of any given section of a particular symphony, which the student is expected to identify, as well as name the composer and answer certain other questions. There are a number of short identification quizzes given throughout the semester. The student is also required to turn in a notebook at the end of the semester for evaluation.

COMMENTS: Mr. Pedtke does a commendable job of explaining the ideas behind, and the structures of, classical music in layman's terms. Little outside work is required of the student, although it is highly recommended that he prepare for the tests by listening to the symphonies in the audio-center of the library. The student is not expected, and should not expect to leave the course with a firm understanding of music theory. The course, however, provides enough comprehensible information about symphonic structure to give one an appreciative ear for classical music.

Father Patrick Maloney Music 213 Introduction to Opera

CONTENT: In this course, the student is exposed to the literature of operatic music from its beginnings in the Baroque period to the twentieth century, with an emphasis being placed on the opera of the nineteenth century. Father Maloney attempts to provide the context in which the drama, as well as the music, of opera as an artistic genre may be experienced by the student. In addition, he seeks to convey a better understanding of the human voice as a musical instrument. This is accomplished through a comparative analysis of several interpretations of the same work, in order that, at the course's conclusion, the student may be able to evaluate the performance, as well as the content, of a particular opera. It is an attempt to give a historical, as well as an artistic and critical, perspective of what can be expected in the world of opera. Although no particular musical background is required, at least a basic desire to discover the meaning of opera is assumed.

PRESENTATION: The major emphasis in the course is on listening. Lectures are designed to supplement the readings, as well as to stimulate and guide class discussion.

READINGS: There are two required texts for this course: *Opera as Drama*—a critical work by Joseph Kerman (\$1.95);

and *Opera Themes and Plots*—a handbook of synopses by Rudolf Fellmen (\$2.25).

ORGANIZATION: The usual assignments for this course are the listening to and criticism of one or two operas from a personal point of view, taking into account the historical, dramatic, musical and performance aspects of the work(s). This is the bulk of the outside work required. In addition, much outside listening is suggested and encouraged with the intention of broadening and intensifying the understanding of opera. The number of tests varies from semester to semester and are used primarily for the student to focus on his own exploration of the materials with which he has come into contact. This involves a familiarity with the readings and lectures, but also allows for any knowledge or experience of opera which the student develops on his own.

COMMENT: Opera is a part of the world of music—and of drama—which is sometimes overlooked. Father Maloney, who is himself a singer, brings to the course an extensive background and thorough understanding of the material. Although the required workload is not particularly heavy, a student taking this course is expected to apply himself as much as possible to the exploration of opera as a complete artistic genre. The entire presentation and organization of the course is directed toward the individual student response to the literature of opera presented; and, ultimately, the value of the course and the intensity of the experience of opera is determined by the student. The material is presented thoroughly and in an effective combination of listening, lectures and discussion. For those who are looking for as complete an exposure to the literature of opera as an introductory course will allow—and who are willing to give as much of themselves as necessary—this course can be rewarding and is recommended as such.

Charles A. Biondo

Music 232

Basic Harmony

CONTENT: The Basic Harmony course might be considered a continuation of the material presented in the Fundamentals of Music course. As the Harmony course is somewhat more in depth—presenting a basic study of modulation and chromatic harmony—a familiarity with the material presented in the Fundamentals course is assumed.

PRESENTATION: This is a lecture course.

READINGS: The text for this course is Walter Piston's *Harmony*.

ORGANIZATION: The course is structured around Mr. Biondo's lectures and a discussion of the material presented. Assignments are given to increase the student's ability to work with music and increase his familiarity with it. Tests are given periodically through the semester, primarily as a gauge to determine the depth of familiarity with the subject matter.

COMMENT: Despite its more technical aspects, this course is for non-majors. It does not go into the depth of music analysis as a major course, but the material necessary to a further understanding of music is presented in an enjoyable and fascinating manner. A student who completed the work for this course would find himself in a position to give a basic analysis of a work of music and could, if he chose to do so, go on to study music and its theory in greater detail. Mr. Biondo stimulates a greater appreciation of an interest in music by revealing its basic concepts.

Charles A. Biondo

Music 230

Fundamentals of Music

CONTENT: As the name suggests, this course is a study of the most fundamental aspects of music theory. It is a course for non-majors who have virtually no previous background in music theory and who wish to study music a bit more deeply than a simple appreciation course. The emphasis is on the functional aspects of theory. Mr. Biondo presents the important harmonic formulas which serve as the basis for further study. He begins with more modern styles of music familiar to the students and

traces the similarities of these pieces to those of a more classical variety. In this way the student is led to a greater understanding of the structure and operation of music. With the background obtained from this course, a student might wish to continue his exploration of the world of music.

PRESENTATION: This is a lecture course.

READINGS: There are no required texts. The material for the class is presented entirely from Mr. Biondo's personal manuscripts.

ORGANIZATION: Mr. Biondo's lectures provide the structural nucleus around which the course is built. These are both informal and informative. Each day he reviews the material covered in the previous class. In this way a cumulative review is built up over the course of the semester. There are three tests given during the semester, for all of which there is ample preparation in class. Assignments are given each day in order for the student to focus on what he has learned and to teach him how to apply that knowledge to specific musical situations.

COMMENT: This is an excellent course for people who have little previous familiarity with music and who would like a greater understanding of its techniques and basic formulas. The purpose of the course is to foster a greater enjoyment of music through greater awareness of its operations. The ever-increasing enrollment testifies to the success and enjoyment derived from it.

Father Patrick Maloney

Music 253

Vocal Music and Techniques

CONTENT: This course is given cyclically by the Department of Music, and is offered subject to the number of students enrolled. It is primarily designed for music-education majors, though it may possibly be taken by general education majors who might plan to teach music. At least a minimum understanding of music theory is required. The direction of this course is toward the development of a familiarity with elementary school textbooks of music. These will be examined and evaluated from the point of view of their adaptability to the classroom situation and ability to teach music on the elementary level. The four current schools of thought which will receive primary emphasis are: the Montessori, the Carl Orff, the Kodaly and the Dalcroze methods.

PRESENTATION: The material of the course is to be divided and given primarily seminar treatment.

READINGS: The texts which are to be studied in this course will be determined upon the release of summer-fall publication lists. There will also be as much reading of books and periodicals in the field of music education as is possible.

ORGANIZATION: There are to be several specific, topical seminar assignments. These will involve short papers on the readings and texts examined, as well as short reports on the visits to classrooms in the South Bend school system, which are planned. These assignments will constitute the test program for the course and are not, therefore, essentially designed in terms of a question-answer format.

Sister Robertia Urban

Music 242

History of Music

CONTENT: This section of Music History is the first part of a two-semester study of the evolution of music. Because it is intended to present a deeper analysis of the History of Music, this course is primarily designed for music majors, though non-majors with at least some background in music and with a desire to explore the field somewhat more deeply, may also take the course. A musical background of some kind is necessary for the first semester because the material presented during the first semester is generally less familiar to the student. It is an attempt to examine the evolution of music from its primitive forms up to about the time of J. S. Bach. In the course of the first semester, the theories, styles and structures of music which were to evolve into the music of the Classical and Romantic periods are thoroughly examined and related to the developments of the other art forms.

PRESENTATION: The format of this class is primarily lecture and listening. In addition, slides are used to relate music to the art, sculpture and architecture of the period under consideration.

READINGS: The textbook for this course is *A History of Western Music*, by D. J. Grout (\$9.50). In addition there is some recommended outside reading from related books, source materials from the periods involved, and an outside examination of the music itself.

ORGANIZATION: There will be quizzes about every seven classes. These are designed to make the factual knowledge presented in class relevant and applicable to particular situations. To show—through the music—the history of music is the basic aim. In addition, either a term paper or a performance project and a final exam are required.

COMMENTS: This course provides the student with an intensive exposure to the development of music in Western civilization. The emphasis is always on the performance of the music itself—how it sounds to the listener—and not merely on what music theorists had to say about it. The study of how and why certain qualities of sound were developed and how they influenced later developments is the foundation for the course. Perhaps the early development of music, from the time of the ancient Greeks, through the Medieval and Renaissance periods, is not something which would be of interest to everyone. For those people—both majors and non-majors—who are interested, however, the course provides the background necessary for a more complete understanding of the later developments of music. Because of the intensity of the course, the work load is somewhat heavier, though not impossible—and always rewarding.

Sister Robertia Urban

Music 243

History of Music

CONTENT: This section of Music History is designed primarily for the non-major, and its content has been revised since its presentation last fall. Next semester, the course will not present a study of the early developments of music, but will begin with the late Baroque (Bach and Handel) and extend to the early Modern period (Debussy and the Impressionists). In addition, the Classical (Haydn, Mozart and Beethoven) and Romantic (in which the forms and styles, rather than individual composers will be emphasized) periods will be studied. The emphasis of the course is to establish a historical perspective of music in relation to the other arts.

PRESENTATION: The format of the course is a combination of listening to examples of music from the various periods, as well as discussion and lectures.

READINGS: The text for this course is *Music in History* by McKinney and Anderson and may be purchased in the bookstore for \$9.95. In addition, suggested bibliographies of outside reading and listening will be given out.

ORGANIZATION: Several short papers comparing composers and works within a given period are required. In addition, two more detailed, though not necessarily more lengthy, papers comparing two periods or the development of a period are assigned. There is also some required outside listening based on class material. There will be a test on each period as it is finished in class. These tests will be given during class time. There will also be one take-home test of a listening nature. There will be a final exam at the conclusion of the course. Where possible, a performance project is encouraged in place of one of the more important papers. The grading system breaks down, more or less, to 1/3 emphasis each on class participation, papers and final exam—though this system is varied slightly each semester.

COMMENT: Originally, this course had been the first part of a two-semester format, and it traced musical development up to the time of Bach. However, because of its non-major emphasis, the development of ancient and Renaissance music has been dropped. This, I think, is a wise choice on the part of the Department of Music. The musical development from the time of Bach is usually of greater value and interest for non-majors. In addition, the study of early music can be somewhat difficult without an understanding of theory previously acquired. As it is, the course attempts to convey an understanding of music in the context of cultural and artistic development as a whole. Its analysis of music is rather more historical than a general music appreciation course. Sister Robertia attempts to convey the perspective in which music is seen as a reflection of the entire culture of the civilization of a period. It is an excellent course for those seeking this approach to the world of music.

Philosophy

John Fitzgerald Philosophy 231 Philosophy of Man

CONTENT: The course aims to examine fundamental issues about human behavior and ethics. Both the nature of ethics and the nature and requirements of man will be examined in various works of literature. The first part of the course will be concerned with metaethical questions about the nature of systems and morals in themselves and will draw heavily on "contemporary" readings. The second part, which deals with the nature of man, will probably cover a wider spectrum of historical works.

PRESENTATION: Usually consists of lecture on the texts with discussion encouraged. Mr. Fitzgerald gets extremely abstract at times and student questions will tie the presentation down to the text a little more.

READINGS: Will include selections from Russel, Ayer, Moore, Hare, and Ried for the first section and Plato, Smart, Broad, and Harding for the second. Pandora's should carry a lot of these used.

ORGANIZATION: Two short papers dealing with concepts in ethics, objective quizzes for each section and a final.

COMMENTS: This is an elective course primarily for Sophomores and Juniors. No previous philosophy background is required so the course should be a representative survey and should be aimed more at ideas and themes than peculiarities of various thinkers. The lectures tend to be pretty dry so the more discussion the books generate the better. Mr. Fitzgerald will be able to answer any question thrown at him and with a lot of comments and questions the course should be a good one.

Joseph Evans Philosophy 275 Basic Concepts of Political Philosophy

CONTENT: This course begins with a reading of Antonine de Exupery's *The Little Prince*, Josef Pieper's *Leisure, the Basis of Culture* and Plato's *Apology* and *Crito*, and proceeds to a discussion of basic concepts of political philosophy such as: man's vocation as a "see-er," the nature of the 'philosophical act,' of the 'aesthetic act,' of the 'religious act' as modes of 'transcending the workaday world'; man's need for community; nature of political community; relationship between man and the body politic; the political common good; authority; unity and diversity in political life; organized international political community; rights and duties; problem of private property; problem of capital punishment; the ambivalence of man and of human history.

PRESENTATION: The course is a mixture of both lecture and discussion. Mr. Evans' highly distinctive lectures cover quantitatively little "material." He chooses his words with painstaking precision and repeats the fundamental ideas of the course again and again and again. A bright student could just about memorize the entire course word for word. The discussions are generated from questions asked during the lectures.

READINGS: Plato: *Apology*, *Crito*, and the *Republic*; Aristotle: *Politics*, Bk. I, *Ethics*, Bk. VIII; Antonine de Saint-Exupery: *The Little Prince*; Josef Pieper: *Leisure, the Basis of Culture*; R. F. Capon: *The Supper of the Lamb*; Emanuel Mounier: *Personalism*; Jacques Maritain: *The Social and Political Philosophy of Jacques Maritain*; *Man and the State*; Yves Simon: *Philosophy of Democratic Government*; Robert MacIver: *The Web of Government*; Aldous Huxley: *Grey Eminence*; Gerard Manley Hopkins:

Selected Poems; Pope John: *Pacem in Terris*; Pope Paul: *Populorum Progressio*.

ORGANIZATIONS: Students are expected to participate in three in-class "serious writing engagements." The grade is based on these and the final exam. Mr. Evans usually asks the students to answer very broad, open-ended questions which demanded understanding and integration of the lectures and readings. For example: "Germs of insight found in the *Little Prince* open out unto full-blown ideas in some of our other readings. Discuss."

COMMENTS: One professor in the philosophy department recently remarked that this course is popular less because of the content than because of the quality of life of the professor. Indeed, most students do seem less interested in political philosophy than in listening to a man who is able to "pierce the dome of the workaday world."

Those students who themselves are able to do the same thing usually are wildly enthusiastic about the course and consider it one of the few good courses taught in the university. Those students who simply want to "learn the stuff" and do well on the exams generally find the course boring and repetitious. In this writer's opinion, the course should be taken by any serious student.

Kenneth Goodpaster Philosophy 273 Ethics

CONTENT: The thrust of this one-semester course is an attempt to come to grips critically and simultaneously with problems of moral philosophy on at least three levels. The first level of problems is connected with the main forms of ethical theory (Mill-Utilitarianism, Kant-Deontology, Hobbes-Egoism, Stace-Relativism, etc.). Secondly, problems connected with the meaning and justification of ethical judgments and principles will be dealt with (free will, naturalism, intuitionism, noncognitivism, etc.). On the third level, concrete moral problems facing contemporary man (abortion, sexuality, human rights, war, death, etc.) are to be handled. Professor Goodpaster's main concern is to merge the demands of theoretical rigor inherent in a study of ethics and the relevance of these rigors in a contemporary atmosphere. This course is open to all undergraduate students.

PRESENTATION: Professor Goodpaster has formulated an ambitious program, with success depending in large measure upon the willingness of the student to participate, question, challenge and study. The format of the course will be a blend of lecture, teacher-led discussion, and student-led discussion. After a brief introductory period, the class organization will be structured around lecture-discussions on topics relating to levels one and two, two class periods per week, with the third class meeting devoted to student-led discussion focusing on the third level.

READINGS: The basic texts are: P. W. Taylor's *Problems of Moral Philosophy*, second edition, W. K. Frankena's *Ethics*, and J. Rachels' *Moral Problems*. The readings in Frankena and Taylor provide the basis for lectures, and student discussion primarily revolves around the ethical problems raised by Rachels. The assignment load is approximately 50-75 pages per week, some weeks more and some less. The combined cost of the required texts is in the vicinity of \$15.

ORGANIZATION: There will be two in-class exams during the course, a mid-term and a comprehensive final, both of which require a working knowledge and comprehension of the readings and lectures, along with the student's independent insights. Professor Goodpaster hopes, as the semester progresses, that the student's abilities to understand and apply the material covered will increase, making a term project (7-10 page paper) a

serious, disciplined discussion of a contemporary moral problem. Each student will also be required to formulate an outline to be implemented when he directs one of the student discussion periods. The final grade is based on all aspects of the course, with the exam and paper grades weighing heavily. Also counted are Professor Goodpaster's evaluations of each student, including class discussion, participation and similar intangibles.

COMMENTS: Professor Goodpaster both enjoys and takes his field of philosophy seriously. At times the texts collapse into readings of philosophical vernacular, but the structure of the course necessitates the presentation and understanding of theoretical concepts. Discussion grows out of an understanding of the material, and is invaluable for comprehending the problems of moral philosophy presented. Non-majors should not be intimidated by the difficulties imposed by the material, for Professor Goodpaster's expertise compensates for some of the readings. The intention behind why one wishes to register for this course is critical, for the readings and understanding necessarily accompanying them show true intentions quickly. If you intend to take this course merely to fulfill a philosophy requirement, carefully reconsider your motives.

A. Robert Caponigri

Philosophy 279

Aesthetics and Principles of Art Criticism

CONTENT: The chief purpose of this course is to help the student form sound principles and habits in the evaluation of works of art in painting, in music, in sculpture, and in the verbal arts. The philosophical principles of art will therefore be dealt with as forming the basis for critical practice.

READINGS: Authors in aesthetics to be consulted will be Baumgartner, Vico, Hegel, Croce, Northrup, Fry etc. These will not be read as inert texts, however, but will be consulted with respect to the problems which will be posed. Such readings will illuminate problems which arise from the direct confrontation with works of art.

ORGANIZATION: There will be gallery visits, musical audition sessions, poetry and prose readings which will be selected with special consideration of the kinds of critical problems they pose.

Ralph M. McInerny

Philosophy 402

Ancient and Medieval Philosophy

CONTENT: This is a survey of the Ancient and Medieval periods touching on major figures, problems and writings. The aim is to give the student a first hand acquaintance with the rise and development of philosophy among the Greeks, especially Plato and Aristotle, and its continuation in the Christian era with such men as Augustine, Bonaventure and Aquinas. The subject matter concerns the ideas and people out of which Western Civilization comes.

PRESENTATION: Although it is a lecture course, questions are readily accepted. The amount of information to be covered, with which many in the class have had little or no experience, discourages intensive questioning. Mr. McInerny found that most questions were directed by Philosophy majors regarding their work on the paper they had been assigned. He felt this to be a good indication to non-majors in the course of what interests might be generated.

READINGS: The books to be bought for this course are three: *Greek Philosophy: Thales to Aristotle*, edited by Reginald Allen, \$3.45; *Medieval Philosophy*, edited by John F. Wipke and Allan B. Wolter, O.F.M., \$3.95; and *From the Beginnings of Philosophy to Plotinus*, by Ralph M. McInerny, \$5.95. The last book is an addition to the readings required for this course when it was last offered. Previously the reading burden was not great. The way in which it was divided allowed for adequate time, with consistent effort, to finish as the course required.

ORGANIZATION: For non-majors the course has a midterm and final exam. It is likely that the midterm will be a take

home, however, the final will be given in class as specified by the exam schedule. For majors, in addition to a midterm and final exam, which will be designed differently from the non-major's, an expository paper of 2500 words is required on an important and well-defined doctrine of an important ancient or medieval philosopher. Regarding the midterm and final, study guides are distributed to aid exam preparation. The exams are primarily to discover the extent to which one has acquainted himself with the course content. The course grade is determined by the two exams and, for majors the single paper, each obtaining equal emphasis.

COMMENTS: The nature of a survey course requires that there remains much to be considered. However, the course is an invitation for the student to expand upon the experience. The success of this course is determined by the way in which the subject matter is presented. Mr. McInerny expresses an interest and facility with the information he presents. Mr. McInerny shifts rapidly from topic to topic and expands upon particular problems. This creates a certain disjointedness which sometimes bothers people who prefer a more orderly presentation. Consequently, both majors and non-majors occasionally feel inadequately prepared for the course. However this sense of inadequacy is often a necessary prelude to discovering the depth of philosophy. The feelings of inadequacy and difficulty result from the course's presentation. The passing, often cursory treatment of the material eventually reveals an integrated historical perspective. The perspective creates an awareness of the material's importance and is then pursued to greater completion. If the student allows himself to become sensitive to Mr. McInerny's perspective upon philosophy, the course can be the occasion of personal growth. And, finally, as that growth takes place, its relationship to the subject matter encourages the student to continue the exploration of the material and the growth on his own.

Ernan McMullin, C.S.C.

Philosophy 286

Ways of Knowing

CONTENT: Father McMullin taught this course about ten years ago in the General Program and called it his all-time favorite course. It has been updated since then, but the format is basically the same. He is going to evaluate different disciplines and compare the various ways that knowledge is attained in these disciplines. He will cover Natural Science, Theology, History, literary criticism, and Mathematics. The methods of discovery and justification for proofs in the different fields will be seriously considered. Father feels this course is geared for people who are well into their major already and invites people not only in philosophy but in other majors as well to broaden the viewpoint in the class. Father wants to put things together in the different ways of knowing.

READINGS: There will be no textbook for the course, but ditto-ed articles will be distributed by the instructor. A bibliography with books pertaining to the subject matter will also be handed out.

ORGANIZATION: This will be a seminar type course and there will be one major paper and a final exam. Each student will also be required to do a report in conjunction with the paper.

Sheilah Brennan

345 Philosophy

Existentialism

CONTENT: In this course insights will be presented from three existentialist view points, as seen in the philosophies of Kierkegaard, Sartre, and Marcel. The course deals with what it means to be a human individual; what is involved in human freedom and responsibility. Human interrelationships and the individual before God are also themes considered. There are no prerequisites.

PRESENTATION: The format of the course consists mostly of lectures. In the lectures the readings are clarified and a solid

feeling for existentialism is conveyed. Miss Brennan welcomes and encourages questions and discussion.

READINGS: Readings concentrate on the main principles of existentialism in selections from *A Kierkegaard Anthology*, Sartre's *Being and Nothingness* and Barrett's *Irrational Man*. Students will also read Sartre's *Nausea* and Marcel's *The Philosophy of Existentialism*. The weekly readings are not overly long, but are often dense. Together these paperbacks cost under \$9.00.

ORGANIZATION: There will be a combination of three in-class exams or short papers, perhaps two exams and a paper, plus a final exam.

COMMENTS: Dr. Brennan handles the subject with a deep knowledge and a fine ability to express the heart of existentialist philosophy. Her lectures make difficult concepts clear and manageable to the students. Miss Brennan's enthusiasm for teaching and her real concern for her students will be evident to anyone who takes her course.

Joseph Bobik Philosophy 353 Existence of God

CONTENT: This course is being offered for the first time next semester. It deals with arguments for and against the existence of God. The approach will be mostly a historical one, with the later part of the course covering contemporary philosophers and their views. Professor Bobik plans to divide the course into four sections with the first covering arguments for the existence of God, the second covering arguments against the existence of God, the third covering the view that his existence can neither be proven nor disproven, and the fourth section covering the point of view of those who say that God's existence is intuited rather than inferred.

PRESENTATION: The course is a mixture of both lecture and discussion with more emphasis on lecture. Professor Bobik's lectures will mainly cover the reading assignments and the arguments found in them.

READINGS: The readings for the first section - arguments for the existence of God—will come from Plato, Aristotle, Anselm, and Aquinas. The readings for the second section on arguments against the existence of God will come from Hume who will argue from the problem of evil, and Scriven, who will point out the fallacies of the arguments for the existence of God and come to the conclusion that He doesn't exist. The readings for the third section will be from Kant and Ayer. The last section will have readings from various contemporary philosophers with empiricist backgrounds.

ORGANIZATION: There will be three or four tests, an optional paper, and no final. Professor Bobik's tests consist of a wide range of questions on the subject matter with the student having the choice of picking two or three questions out of a possible ten or twelve to answer. All tests are essay type question tests.

COMMENTS: This will be a new course next year so there are no past experiences on anyone's part with it. Professor Bobik is the Assistant Chairman of the Philosophy Department and thus will be dedicated to making the course a good one.

Biswambhar Pahi Philosophy 359 Indian Philosophy

CONTENT: This course concerns itself with different Hindu systems in Indian philosophy along with a short study of Buddhism towards the end of the semester. The purpose is to provide the interested student with a basis in Eastern thought not only philosophically but morally and religiously as well. Mr. Pahi divides his course into different sections, each expressing different themes of Indian study. The course starts out with a study of the Vedas and Upanisads. These contain ancient religious writings and myths and show the advancement of man's spiritual horizons. The next section of the course covers the Bhagavad Gita which is a book discussing morality and how life should be lived. Included in this section are several yoga

systems. The third section of the course covers the Carvaka which includes within itself a theory on knowledge. The next section covers one of the oldest systems, the Samkhya-Yoga system. Included in this section are doctrines on the self, causation, and yoga. The fifth section is on the Nyaya Vaisesika system which includes thoughts on knowledge, the self, and God. The last section of study is on Buddhism.

PRESENTATION: The course is mostly a lecture course with discussion and questions each occupying a fair share of the classes. Mr. Pahi takes the time to write a great deal of material on the board so thus notes taken in the course are usually some of the most complete on campus. Handouts are also distributed to the students. These handouts carry a short synopsis of the lectures and they are given out for each system studied. Professor Pahi's accent presents a minor problem at first but after a while the student gets used to it. Besides, as mentioned earlier, he writes a great deal of what he is talking about on the board.

READINGS: There are two main books used in the course, *A Sourcebook in Indian Philosophy* by Radhakrishnan, and *Oriental Philosophies* by Kohler. There are also assigned outside readings on reserve in the library. On the whole, time spent reading for the course is a little less than what is spent for most other courses as Professor Pahi's lectures contain most of what the student will learn.

ORGANIZATION: There is a midterm and a final. There are two themelike papers (3 or 4 pages) and one paper about ten pages in length. The longer paper can be replaced with an in class report by the more adventurous student. Professor Pahi does not care for short answer tests.

COMMENTS: This is a good course for those who are a little wary of philosophy courses in general because the material is a little bit easier to understand and the main points given are interesting and covered well. At times Professor Pahi spends more time than is required on certain topics and it tends to make some classes seem repetitive. Those interested in covering subjects by analysis will enjoy this course because Professor Pahi likes to apply analytic methods to selected topics. The philosophy majors who have taken this course all seemed to like it well because one tends to retain a lot of the information that is covered in class. This last point indicates that this is a good course to take if you plan to study anything else that has an Eastern influence. Professor Pahi is a good natured man and is always available for the students who need a little extra help. He is understanding if you are late in handing in a paper and he has a genuine enthusiasm for the subject matter.

Herbert Johnston Philosophy 371 Business Ethics

CONTENT: Mr. Johnston feels his job as a teacher of business students is to make them conscious of the existence of moral problems within business situations; to provide them with the moral principles to apply to those problems, and to give them practice in making such applications. All three of these aims can be combined. Each of them can best be achieved in combination with the other. By analyzing actual business cases the student is made aware of these moral problems and the decisions applicable in these areas.

PRESENTATION: The course depends on the involvement of the student to a large extent. The lectures are aimed at informing and enlightening the students on the principles found in the readings. The voluntary student-led discussions are the basis of the class participation. The amount one gets from the class depends to a great extent on what he puts into it.

READINGS: A text, *Ethos and the Executive*, by C. C. Walton along with a case book were the basis for all readings in the class. The amount of reading is not taxing. In order for the cases to be intelligently discussed the reading should be completed before the class.

ORGANIZATION: Mr. Johnston prepares a very exact syllabus for the student with reading assignment and discussion topics listed. There are two tests and a final, all being given equal consideration. Class participation as discussion leader and in general questions and comments is considered very important.

COMMENT: Business Ethics is a good course but it has a great deal of undeveloped potential. This is usually the result of a lack of student participation in cases the student can't identify with or ones that seem too idealistic. The discussions are therefore, in some cases, superficial. Major points are sometimes hard to pick before the tests. The work load is not heavy and Mr. Johnston will try to initiate class participation, but the ultimate benefit one can get from the course depends on one's ability to see if and how the discussions relate to everyday life.

Charles Weiher, C.S.C.
Philosophy 386
Perceiving and Thinking

CONTENT: This course is being offered for the first time in Fall '72. Although there are no specific prerequisites for this course, Fr. Weiher assumes that the student has had at least a general introduction to philosophical thought. Even though the course deals with quite a specific topic in philosophy, the scope of philosophy of knowledge is so broad that it touches on practically every area, and Fr. Weiher wants to emphasize that, consequently, this course will *not* be a very highly technical one. The course is basically described as one in "reading and discussion" with occasional "informal lectures". Fr. Weiher expects the students to come to class with readings done in preparation for discussion. He hopes to consider the question of what knowledge is and to discuss areas such as the nature of perceiving, sense data theory, skepticism and phenomenism, and the existence of mental entities. He sees the course as basically an effort at correlation, with emphasis on the symbolic nature of thinking and perceiving.

READINGS: Readings have not yet been finally selected. There will probably be four paperbacks required, with a reading load of perhaps 40 pages per week.

ORGANIZATION: Regular class attendance is expected. There will be four or five tests of the takehome variety required of the students, the last of which is the final examination. For each test, Fr. Weiher expects approximately 3 pages in response to a problem which he selects on topics covered in the course. The final grade is based on these tests, and a student's participation in class discussion will favorably influence his grade in borderline cases.

Biswambhar Pahi
Philosophy 431
Introductory Symbolic Logic

CONTENT: This course aims at a rigorous introduction to mathematical logic; and though there are no formal prerequisites (i.e. the presentation assumes no previous knowledge) the amount and complexity of material to be covered necessitates that the course proceed at a pace which one without either a firm mathematical background (math major or minor), or at least one previous logic course would find most demanding. In fact, those without such prior preparation would do well to avoid Philosophy 431.

Mr. Pahi intends to cover set theory, truth functional theory, natural deduction techniques (a rigorous but intuitively accessible method of proof whose advantage is its heuristic quality which makes logical proofs somewhat easier to develop than does the method of standard axiomatic treatments), application of the natural deduction technique to propositional calculus and quantification theory, semantic tableau method of statement decidability, semantics of logical quantification, with consideration of the Post-Completeness Theorem for Propositional Calculus, and finally Gödel's Completeness Theorem for Predicate Calculus with equality. As is indicated above, this course is designed primarily for mathematics or philosophy majors (and philosophy graduate students). In the past, students with strong interest in computing science have also found Dr. Pahi's course rewarding.

PRESENTATION: The course is almost entirely lecture; but Mr. Pahi earnestly solicits questions. He concentrates on eliciting

student understanding—as opposed to covering a predetermined block of material.

READINGS: No texts are required as Mr. Pahi provides the class with an extensive set of prepared notes. However, students are referred to Richmond H. Thomason's *Symbolic Logic: An Introduction*, as well as to various materials on reserve.

ORGANIZATION: Weekly homework problems, one writing assignment dealing with one or more papers on reserve, one paper dealing with some specific topic in logic not treated in class (in the past, students have written on topics as diverse as Deontic logic, the ontological consequences of certain theorems from contemporary logical systems, and mathematical aspects of logic), one midsemester and one final exam combine to determine the course grade. Mr. Pahi intends the writing assignments to offer each student the possibility of exploring some specific area of logic in which the student finds himself particularly interested.

COMMENTS: Dr. Pahi has taught this course for a number of years. Or rather, one should say, he has been developing this course for a number of years; for changes in organization and presentation have been extensive. At this point Dr. Pahi feels more satisfied with these structures than he has in the past; and this satisfaction serves to indicate that students will discover a course most capable of attaining its specified goals. Students taking his class will also quickly realize that this continual reevaluation of the presentation of his material is only one of many indications of Dr. Pahi's genuine concern for the progress of his students. Class lectures are thoroughly and carefully prepared (an infrequent student comment is that he at times proceeds too slowly over matters which his students already comprehend), and he is eminently accessible outside of class. Students who possess the requisite interest and ability are strongly advised to consider Philosophy 431.

A. Robert Caponigri
Philosophy 389
Philosophy of History

CONTENTS: This course will begin with the consideration of the manner in which the *philosophical problem* of history has suggested itself to various thinkers at various times: i.e. from the problems of writing history, from the effort to characterize man's specific mode of existence, from the nature and course of institutions, etc. Hence, it will be seen that the philosophy of history is no single thing but a cluster of interrelated problems. The effort will be directed to determining what this cluster of problems have in common and what might be expected from the resolution of them. Both the holistic, hermeneutic, and analytic approaches to these problems will be considered.

READINGS: Illustrative texts will be selected from a variety of authors: the Greek historians; St. Augustine; Renaissance thinkers: Machiavelli, etc; and the moderns: Hegel, etc. The selections will be taken for the most part from Nash (ed.) *Ideas of History*, 2 vols. paperback, Dutton. What is aimed at specifically for the student is sophistication in evaluating historical claims.

Kenneth Sayre
Philosophy 403
Plato

CONTENT: Mr. Sayre hopes to "do a little serious reading of Plato" with his students. This course is his personal favorite and his knowledge of Plato is extensive. Mr. Sayre will concentrate on selected early and middle dialogues with an eye to both depth and sensitivity in reading and a critical response.

PRESENTATION: The class will be organized along standard lecture lines. Each selection should be read prior to the class in which it will be discussed, where a general presentation of the material by Mr. Sayre will be mixed with student questions. Mr. Sayre's class presentation is usually well-organized but informal.

READINGS: One book, the *Collected Works of Plato*, Hamilton and Cairns, ed., about \$10.00. Readings should cover the Apology, Crito, Phaedo, Euthyphro, Ion, Protagoras, Meno and selections from the Republic.

ORGANIZATION: One paper, midterm and final, weighted about equally.

COMMENTS: Although the course does not presume any previous background in Plato, it would be good to be sure of an interest in the material to be covered. If you have the interest, Mr. Sayre's expertise will make the course an enjoyable one. The exams are tough but fair and the material is usually explained in detail, particularly if questions are asked.

Kenneth Goodpaster

Philosophy 423

Ethics

CONTENT: This course has been offered before at du Lac, but it will be the first time for Mr. Goodpaster. In essence, therefore, a new professor means a new course. Structure will be similar to Ethics 273, but this more advanced section will be more theoretical, and deal with more particulars. Offered for philosophy majors, some of the topics to be discussed will be relativism, egoism, utilitarianism, deontology, free will, and justification of ethics and moral problems.

READINGS: Mr. Goodpaster is fairly uncertain about the text and course materials, but will surely implement W. J. Frankena's *Ethics*, and recommended readings are S. Gorovitz's *Mill: Utilitarianism*, R. P. Wolff's *Kant: Foundations of Metaphysics of Morals* (\$1.95), and G. J. Warnock's *Contemporary Moral Philosophy*.

ORGANIZATION: Many aspects of the course have yet to be decided, but many of the basic themes from Philosophy 273 will come into play in a much more detailed manner. The work load will be more rigorous, and more will be expected from the student. More emphasis will be placed upon philosophical theory treated in a more sophisticated fashion rather than on application in handling the subject material. Students will be left to apply particulars on a personal and individual basis.

Vaughn R. McKim

Philosophy 443

Analytic Philosophy

CONTENT: This course presents an introductory survey of a major current in 20th Century philosophical thought. (Some would regard the Analytic movement as the *most* important contemporary philosophical orientation.) Paramount is the question of the role played by language in the formulation and solution of philosophical perplexities. The subject is treated historically with emphasis on the work of certain prominent philosophers. However, such a presentation necessarily becomes thematic for the sake of coherence. So the student receives a balanced view of both principal individual contributions and the more general overriding concerns characteristic of the tradition. There are no specific prerequisites; but students with little or no philosophical background would be advised to look elsewhere. (The course is generally composed mostly of philosophy majors and even a number of philosophy graduate students; but it also has attracted a substantial number of non-majors who have done well.)

PRESENTATION: The imposing amount of material to be covered and the introductory nature of the course demand that it be mostly lecture. Mr. McKim's presentation is of a high intellectual level but he bends all efforts to elucidate his often abstruse subject matter. He usually succeeds, and always encourages questions when an explanation seems to have missed the mark.

READINGS: Required are mostly papers contained in *The Linguistic Turn*, ed. by R. Rorty; *Philosophy in the 20th Century* Vol. II, ed. by H. O. Aiken; *The Blue and the Brown Books*, by Ludwig Wittgenstein, and material on reserve. Secondary

sources to be consulted include *One Hundred Years of Philosophy*, by J. Passmore. (All sources to be purchased are available in paperback and total cost should not exceed \$15.00.) One is not expected to read all of the selections in each work; but the reading assignments are rather demanding.

ORGANIZATION: Two papers and two exams comprise the written load. Each is weighed equally in determining the final grade. As should be expected, tests emphasize factual content rather than interpretation. (Exams cover both lectures and readings.)

COMMENTS: As noted above this course attempts to organize a vast amount of material into a form which can be assimilated in one semester. This necessitates a rapid pace which renders continuing preparation on the part of the student mandatory. One cannot merely attend class and catch up with the reading before each exam. The reading load is too heavy and one who has failed to previously do the assigned papers will simply not find himself able to take advantage of the lecture. Mr. McKim maintains a difficult balance between breadth and depth of treatment. The result is demanding but satisfying. The course is recommended for anyone with sufficient experience who manifests an interest in serious philosophy.

Cornelius Delaney

Philosophy 429

Philosophy of History

CONTENT: This course is being offered for the first time in fall '72. There are no specific prerequisites. Mr. Delaney plans to concentrate on two major areas of the philosophy of history in this course. First, there will be an examination of the speculative philosophy of history. Here the course will concentrate on such considerations as, "What type of questions might one be able to make about historical events and development?" Secondly, the course will consider the more recently developed area of critical philosophy of history. Here Mr. Delaney hopes to consider more critical questions such as "What does it mean to make statements about the history of man?" Mr. Delaney hopes for participation from his students in seminar discussions in the class. He sees this as an integral part of their coming to understand the speculative and critical philosophies of history.

READINGS: Required readings have not yet been selected, but Mr. Delaney anticipates having two basic texts from which readings will be taken. One of these will be an anthology of the philosophy of history and the other more of an introductory text.

ORGANIZATION: There will probably be a mid-term and a final examination and one research paper (approx. 10-15pp.) required for the course. The final grade will reflect the student's performance on the two tests and the paper, along with some consideration of his participation in the class discussions.

Ernan McMullin, C.S.C.

Philosophy 434

Philosophy of Science

CONTENT: Father McMullin is teaching this course this semester with Mr. Gutting, but will handle it alone next semester. It will be quite different. The course will be divided into two parts. First, he will cover problems in contemporary methods of science, looking at the nature of explanation, discovery, and proof. This is a very lively area and will cover more than half of the semester. Secondly, he will consider problems that arise from some scientific theories for philosophy. As examples, he will examine the quantum theory in contemporary physics and relate it to the conception of causation. Evolutionary biology and the nature of man and problems in contemporary psychology will also be posed as pertinent questions to the contemporary philosopher. This will be an excellent course for upperclassmen in science and philosophy.

READINGS: Ditto-ed articles will be distributed.

ORGANIZATION: Primarily a lecture type course, but discussion will be encouraged. There will be three short papers and a final.

Psychology

Ellen Ryan Psychology 341 Statistical Experiments I

CONTENT: This course is required for all Psychology majors. It is aimed at giving the student a working knowledge of statistics used in evaluating experimental data. The content of the course is highly mathematical. However, a large background in math isn't required and more emphasis is placed on theory than actual calculation.

PRESENTATION: The course consists of two lectures and one lab per week. The labs involve a review session and a quiz. In the class lectures Mrs. Ryan uses an overhead projector a great deal. Questions are welcome.

READINGS: *Fundamental Statistics for Psychology* by Robert McCall is the only text used in the course. (\$8.95)

ORGANIZATION: There are three exams given during the semester. These are not meant to be cumulative but, because of the type of material, they usually are. The weekly quizzes are meant to prepare the student for the tests and are used to raise a student's grade.

COMMENTS: Mrs. Ryan is a very good lecturer. She tries to illuminate material that would otherwise be very confusing. She takes a personal interests in her students and is readily available for consultation. The course is for psychology majors only because of the difficulty of its material.

Peter J. Naus Psychology 473E Seminar in Social Gerontology

CONTENT: The course studies the social aspects of the aging process through a social-psychological approach. This is not a survey course. Mr. Naus selects certain topic areas and covers them in detail. The major areas are ecology of the aged, which considers living arrangements, neighborhood influences, and the effect of urban influences; the establishment of Social Services, their needs, evaluation, and development; and preparation for old age.

PRESENTATION: There are three formats used in the class. Most classes are lectures by Mr. Naus. Several classes are devoted to student group presentations, while there are about five lecture-discussions with guest speakers.

READINGS: One text book is required, Busse & Pfeiffer, *Behavior and Adaptation in Late Life*. There are also about a dozen handouts during the semester.

ORGANIZATION: There are two essay-type tests. Participation in a group presentation is required. Also, a carefully prepared paper, the length of which Mr. Naus prefers not to specify is expected. The student is required to spend about two hours per week visiting the elderly in nursing homes, or to serve as an interviewer in a survey of the elderly.

COMMENTS: The subject matter is dry, and the lectures contain many unanswered questions because of the dearth of needed research in gerontology. The lectures and the visits to the nursing home amply demonstrate the needs and concerns of this forgotten minority group. Mr. Naus is very enthusiastic about the subject, and shows exceptional respect and concern for student comments and questions. His enthusiasm and concern for the course and the individual student help to offset the dryness of the subject. Thus, it is a valuable experience for those with an interest in the elderly.

John G. Borkowski Psychology 342 Experimental Psychology II

CONTENT: This course introduces the student to the scientific methodology of psychology. Emphasis is on the design and report of experiments in the context of major psychological areas. These include learning (animal and human), memory, transfer, scaling, measurement and personality. Mr. Borkowski hopes to convey an appreciation of research and show its relevancy to applied psychology. Statistics is a pre-requisite.

PRESENTATION: Although this is primarily a lecture course, discussions are encouraged. Mr. Borkowski is always open for questions or opposing points of view.

READINGS: Underwood's *Experimental Psychology* will no longer be the required text. Anderson and Borkowski's text (chap. 1-8) will be substituted in the form of handouts for which there will be a minimal charge. Vernon's *Motivating Children* and another undetermined paperback will be required, as will various articles in the reserved bookroom of the library.

ORGANIZATION: The grade is determined by four in-class exams (15% each) and four lab reports (10% each). The lab reports must be written according to the APA style manual and usually require much time and effort.

COMMENTS: Anyone hopeful of continuing in psychology will find this course and Mr. Borkowski's teaching style both stimulating and worthwhile. With a little effort on the part of the student, it can even be enjoyable.

Chris Anderson Psychology 483 Seminar in Learning and Motivation

CONTENT: Mr. Anderson, in keeping true to his previous seminars, will attempt to integrate and compare the scientific rigor of the learning and motivation psychologists with the experiential approaches of phenomenological and humanistic psychologists. In the learning seminar, Mr. Anderson will use the philosophy of science and the history of learning as starting points. These will lead to a more extensive coverage in the areas of classical and operant conditioning. Students will be exposed to the theories of such learning giants as Pavlov, Thorndike, Watson, and Hull. Mr. Anderson will also expose certain theoretical and practical aspects of the learning process. The motivation seminar will deal with such concepts as "instinct," "drive," "aversive motivation," "frustration," "conflict," "perceptual aspects," and "needs." Mr. Anderson will then delve into behavior dynamics which will consist of reviewing the different motivational theories such as the dynamic, the associative, the drive and incentive theories, social, and the existential approaches. The influence of learning theory on abnormal psychology will also be considered. The student can expect a rigorous exposure to these two critical areas in the science of psychology.

There are no prerequisites except a desire to expose oneself to the rigors of learning theory. Some knowledge of psychology and experimental method may come in handy but this is not necessary. Mr. Anderson welcomes students who represent other academic disciplines even though the course is traditionally an "upper" division" course composed of juniors and seniors.

PRESENTATIONS: Mr. Anderson possesses a "high-powered" style which, along with the interesting and provocative subject

matter, will provide for a stimulating seminar. He will not hesitate to use overhead projectors and videotape recorders in order to focus on the material. If all fails to stimulate the student, Mr. Anderson's wit, which ranges from the sly to the outrageous, will pick up the slack. He seeks open discussion of the subject matter and rightfully expects a good return from his students.

READINGS: The readings for this course are somewhat vague at the present but may consist of Frank Logan's *Learning and Motivation* as a primer in this area. A more intensive text in learning theory will probably be used in the seminar along with a number of outside readings, usually journal articles. The student should also be prepared to take extensive class notes.

ORGANIZATION: There will probably be three required examinations which are multiple choice in texture and difficult in essence. Mr. Anderson will use a "token" point system which will award points for review papers, outside research projects and other worthwhile endeavors. The token point system combined with the points earned on tests will compose the final grade. There is no curve in the final judgement but his point system is fairly liberal.

COMMENTS: One problem which may arise in this seminar would be the ability of the instructor to thoroughly analyze both areas in one meager semester. However, Mr. Anderson will try to arrange the material so as to refrain from overwhelming the student. He does not expect superhuman efforts from his students, but he does expect a sincere effort to grasp the basic concepts of learning and motivation. He also expects his students to be bold enough to question and to contribute to the general intellectual atmosphere of the seminar.

Thomas Whitman

Psychology 473A

Seminar in Behavior Modification

CONTENT: "Behavior modification, also called behavior therapy, is a general term referring to the systematic application of scientifically established principles of learning to the area of human behavior disorders. Just as psychoanalysis represents the wave of the past in the attempt to explain and ameliorate psychological problems, so behavior modification represents the wave of the future" (from professor's syllabus). Mr. Whitman's overriding purpose is to develop a basic appreciation for the learning theorist's views of behavior development, and to present a panoramic, detailed survey of the concepts, techniques and related research that is behavior modification. Of utmost importance is an analysis and evaluation of the efficacy of extant clinical and educational techniques. Simply, should we allow some systems (eg. penal, educational, therapeutic) to continue to operate as they do?

PRESENTATION: Although this course is predominantly lecture, class size (25-30), professorial encouragement and provocative subject matter stimulate discussion. Each of Mr. Whitman's lectures is orderly, succinct and includes a substantial measure of material. Presentation of recently published, related material is emphasized. He uses one movie, and a tape recording of an actual therapeutic procedure. Don't cut.

READINGS: A tentative list of readings is *Control of Human Behavior, Vol. II* by Ulrich, Stachnik and Mabry (\$5.75), B. F. Skinner's *Science and Human Behavior* (\$3.45), and Jerome Frank's *Persuasion and Healing* (\$1.95), supplemented by 8-10 outside reserve articles. A well-defined schedule provided at the outset shows reasonable amounts of time between major readings.

ORGANIZATION: The general format of the course depends to a good degree on student suggestions from class evaluation. At present, short, weekly quizzes are given on the readings. An in-class midterm covers lectures, text and outside readings cumulatively. The final, too, is in-class, including material from the midterm forward. Combined, the weekly quizzes are equivalent in point value to each of the two major exams. Questions on all tests are generally short-answer essay (2-3 sentences), non-subjective, and demand a thorough, detailed knowledge of the subject matter. Insofar as it can be objectively evaluated, classroom discussion provides another means of earning points. Additional options include doing a written research project on a

subject of choice, or a clinical project at Northern Indiana Children's Hospital with a retarded child. For those with any long term plans in the field of psychology, herein lies a significant opportunity. Mr. Whitman would like to see graduate student supervision of a structured practicum at the Hospital next year in order to provide a more organized and effective program.

COMMENT: This course presents a clear statement of this behavioral approach to man, develops a facility in using the learning theorist's language and concepts, and generates an interest in diagnosing behavior disorders in terms of their environmental contingencies. The broad span of topics presented is the result of Mr. Whitman's own enthusiasm for this area of psychology. Such diverse topics as eradication of smoking behavior, education of the mental retardate, and gerontology are pursued and thoroughly analyzed. With each new subject being couched in learning theory, the student readily becomes accustomed to and rather adept at the use of learning terms and concepts. Mr. Whitman's lecture style is that of a scientist—calculated, empirical and fluent. Interested students are encouraged to contact Mr. Whitman for additional information.

Gerald Giantonio

Psychology 474E

Seminar on Human Sexuality

CONTENT: The purpose of this course is to give the student knowledge concerning human sexuality, an area that is considered taboo and plagued by myth in our culture. It also gives the student a chance to take a stand on the sex issues confronting us today, such as abortion, homosexuality, pre-marital intercourse, and pornography. The hopeful result of the course is to enable the student to eliminate all his ideas of sexual taboo and to give him the ability to communicate his feelings on these matters to others. This course is open to all undergraduates.

PRESENTATION: Giantonio makes a great effort to enhance discussion. He usually opens with a brief presentation of fact and then allows discussion for the remainder of the class. Guest speakers are frequently incorporated into the course.

READINGS: The texts are *Human Sexuality* by James McCary and *The Student Guide to Sex on Campus*. Additional readings are copied and passed out in class.

ORGANIZATION: Grading is based on three papers of 3-5 pages in length.

COMMENTS: Mr. Giantonio is well suited to teach this course in that his knowledge in the area is good. However, he will be the first to point out that his knowledge is insufficient in dealing with issues such as abortion. He emphasizes the importance of the individual coming to terms with himself. This is a good stimulant for discussion. In order to insure no one-sidedness in the discussions, Mr. Giantonio tries to keep the male-female ratio low. A student, male or female, can easily find oneself lost in the discussion due to the large size of the class. By and large, the student will find the class thought provoking.

Gerald Giantonio

Psychology 580

Physiological Psychology

CONTENT: The basic purpose of the course is to acquaint the student with physiological and neurophysiological processes. The course serves as a preparation for an optional, in-depth second semester course in physiological psychology. The course material can be broken down into three fairly broad headings: a comprehensive review of neuroanatomy, neurophysiology, endocrinology. In all of these areas, the physiological aspects are studied as they pertain to observable behavior.

PRESENTATION: This is a straight lecture course. There are no seminars, presentations or laboratories involved.

READINGS: The textbook is Milner's text *Physiological Psychology* (price \$14.00) which is the same book that was used in last year's fall term. Mr. Giantonio also hands out a fairly extensive collection of readings which complement the textbook. These readings are drawn from other textbooks and from the

periodicals. The readings from the periodicals are generally review and summary articles.

ORGANIZATION: The final grade is established by averaging three equally weighted tests taken during the semester. There are no required papers in this course. The nature of the tests vary; they involve multiple choice, essay, identification and short answer questions. As Mr. Giantonio candidly tells his students, "If you really understand the class notes, and if you have done the readings and understand them, you're in good shape." The tests are comprehensive, they are demanding and they do relate both to the lectures and to the readings.

COMMENTS: If a lecture course is to be successful, its success depends, in large measure, on the relative skill of the lecturer.

Dr. Giantonio is a skilled and highly informed lecturer. The course preparation is obvious and his enthusiasm can easily be measured by his rapidly increasing pace of presentation of material as his interest grows. This may well be one of the drawbacks for some students: the course moves! However, in compensation, there is good rapport between the teacher and students. Mr. Giantonio responds well both to questions and to requests for a diminished pace.

The material of this course is interesting fare, but it is not recommended for those looking for an easy, final elective. The combination of interesting material and enthusiastic presentation generates a course that is invaluable for anyone interested in behavioral physiology.

Theology

Maury Amen Theology 200 Shamanism

CONTENT: Shamanism, to use Mircea Eliade's definition, is a technique of ecstasy. A shaman is one who works with the supernatural by being both priest and doctor—a kind of medicine man. The course will use Eliade's writings on shamanism as a point of departure for a specific consideration of the religious practices of the North American Indian medicine man.

READINGS: Mircea Eliade, *Shamanism, Archaic Techniques of Ecstasy, Rites and Symbols of Initiation*; Joseph Campbell, *The Hero With a Thousand Faces*; John G. Neihardt, *Black Elk Speaks, The Twilight of the Sioux*; Weston La Barre, *The Ghost Dance*; Joseph Epes Brown, *The Sacred Pipe, Black Elk's Account of the Seven Rites of the Oglala Sioux*; Carlos Castaneda, *The Teachings of Don Juan: A Yaqui Way of Knowledge, A Separate Reality*; Jerome Rothenburg, *Shaking the Pumpkin, Traditional Poetry of the North American Indians*; Frank Waters, *Masked Gods: Navaho and Pueblo Ceremonialism*. These books are expensive.

ORGANIZATION: Each student will be asked to research one specific instance of Shamanism among the North American Indian tribes. Final examination will be essay-type. Class size: 40.

COMMENT: Fr. Amen is far more comfortable and effective working with a relatively small group of students. He discusses and initiates discussion within such a situation fairly easily and one comes away from such discussions with a sense of opportunity, encountered and available. I would recommend this course to any one genuinely interested in understanding through a personal encounter with a religious experience, one's own interest and involvement in the religious experiences of the American Indian.

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 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: There are two sections to the course; one taught in French, one in English. A working knowledge of both written and oral French is a prerequisite for the French section.

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 one-page papers are required, in answer to a question at the end of each reading section. The final is a short (3-page) paper along the same lines.

COMMENTS: 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, the course and Abbé LaPorte come highly recommended. (Most, but not all, of the students in the French section are returning Angers people.)

Stanley Hauerwas Theology 217 Political Ethics

CONTENT: The computer title of Mr. Hauerwas' course is Political Ethics. He mentioned in class that the actual title may well be "Christian Social Ethics in a Democratic Society." His basic premise for this course is that modern Christians are trying to assert that God is a God who has a wider concern than that of the individual soul; he is the God over all social institutions as well, and is alive and active in his redeeming of this world. A question important for each individual is what is the relationship between his personal values and his involvement, voluntary or not, in social institutions. Mr. Hauerwas presents this question to his class not so much as a "thought-provoker" but as a very real, very pressing problem. Political Ethics is an attempt not to give the answer but to consider the problem and some proposed solutions academically.

The course is presented in two sections. The first deals with various theological approaches to Christian social ethics. These are: The Catholic Tradition (encyclicals), The Realist Position (R. Niebuhr), The Christological Position (D. Bonhoeffer) and the Sectarian Position (J. H. Yoder). Although these are not exhaustive they cover the field quite adequately. The second half of the course is taken up with, broadly speaking, modern society in terms of political science and sociology. The interests of this half are varied: pluralism, technology, race, community, civil disorder, violence, radicalism.

PRESENTATION: This course is presented in lecture form. Mr. Hauerwas is an able lecturer and is always well prepared. He is concise and is adept at getting to the crux of an issue. His daily presentation is generally a relaxed (that is, well-interspersed with comments and quips that develop and elucidate the topic) reading of written lectures. These are usually critiques and explanations of the readings, which should be read before the lecture. Mr. Hauerwas welcomes questions, comments and discussion in class and is willing to argue topics—if they are argued well and if they are relevant to class consideration.

READINGS: This reading list is long, demanding and generally worthwhile. Some of the books of the latter half of the course are eliminated and others are abridged to facilitate reading. Papal Encyclicals (3-5), R. Niebuhr, *Man's Nature and His Communities*; D. Bonhoeffer, *Ethics*; J. H. Yoder, *The Christian Witness to the State*; R. Dahl, *After the Revolution*; R. Niebuhr, *The Children of Light and the Children of Darkness*; Murray, *We Hold These Truths*; Riot Commission Report; *The Port Huron Statement*; A. Gish, *The New Left and Christian Radicalism*; Reich, *The Greening of America*; Slater, *The Pursuit of Loneliness*; Nisbet, *The Quest for Community*; H. Arendt, *On Violence*; Berger and Neuhauser, *Movement and Revolution*; R. Potter, *War and Moral Discourse*; Malcolm X, *Autobiography*; J. Hough, *Black Power and White Protestantism*.

ORGANIZATION: Little activity is expected (generally rightly so) of the student. There are two tests—a midterm and a final—and a 15-page paper. The tests are difficult and demanding, yet very good estimates of a student's knowledge of the subject. They are both essay form. The topic of the paper is left to the student, with some advice from Mr. Hauerwas. Of the two, the paper is more important. Mr. Hauerwas feels that a student should choose a topic he is really interested in and that he should learn from his work on the paper. Thus, the grading is 60% paper, and 40% the two tests.

COMMENTS: Political Ethics is an extremely worthwhile course. Its emphasis provides one with some fresh views of society, government, and their problems in the modern world. The most beneficial aspect of the course may be that by listening to Mr. Hauerwas' lectures, one might learn to ask the "right questions." Getting to the heart of the matter skillfully is an art he is quite adept at. One may learn much by being exposed to such skill.

The readings are many, and it may well be that some could be eliminated from consideration. Mr. Hauerwas hopes to cover quite a lot of material and in the main he succeeds. However, some topics seem to be considered enough to wet one's appetite but are finished before more thought can be given to them. The first half of the course is the only "blatant" theology. Some may wish for more theology and less political science and sociology. However, Mr. Hauerwas wishes to make his course more generally appealing (that is, to more than just theology majors) and succeeds.

Mr. Hauerwas' style of lecturing is explosive and to some intimidating (though it is not meant to be). Advice to students in his class: ask questions, discuss and comment; these are welcome and the results are generally worthwhile.

This is not an easy course; it is not meant to be. It demands interest and work and only those willing to contribute these should take it.

Robert J. Nogosek, C.S.C.

Theology 213

Marxist-Christian Dialogue

CONTENT: Attention in the course will be given to acquiring a basic understanding of Marxism-Leninism, especially through comparison and contrast with Christian principles and values. Through reflection on the material the student will be encouraged to develop skills in identifying and clarifying his own values, whatever they might be and to do some thinking about the future of world civilization. This understanding of Marxism will then be considered for the challenges and the questions that it poses to the Christian mind.

READINGS: The reading list of Nicolas Berdyaev, *The Origin of Russian Communism*, \$1.75; Reinhold Niebuhr, *Children of Light and Children of Darkness*; Giulio Girardi, *Marxism and Christianity*, \$5.95, or on two-hour reserve; Peter Riga, *Church of the Poor, a Commentary on the Development of Peoples*, \$2.95.

ORGANIZATION: The only examination will be the final, which will cover the material contained in the required reading. In place of the exam the student may opt for a half-hour oral exam. After the books by Berdyaev, Niebuhr and Girardi there will be a required paper of 7 to 8 pages. Class participation and attendance will be very important. Graduating seniors with at least a B average from the three papers and class par-

ticipation are excused from the final exam. The grade will be derived as follows: the three papers 50%; class performance 25%; and the final 25%.

Fr. Biallas

Theology 240

Theology of Revolution

CONTENT: Fr. Biallas' aim is to amplify the student's personal dimension and give the student an attitude of fresh awareness, new sensitivity to himself, nature, to others and to God by examining various existentialists and humanists. He tries to take off certain blinders. Some of the men taught include Feurbach, Nietzsche and Kierkegaard.

PRESENTATION: Fr. Biallas has a sincere, easy-going, enthusiastic lecture style and explains the topic thoroughly. He is definitely a most interesting lecturer. He is spontaneous and values class discussion and questions highly. He has an ability to explain very complex concepts. He usually lectures the first fifty minutes of the class and leaves the last 15 minutes open for criticism and discussion.

READINGS: The reading list will probably include *The Portable Nietzsche*; Bonhoeffer, *Letters and Papers from Prison*; Kierkegaard, *Sickness unto Death* and/or *Fear and Trembling*; Dostoyevsky, *Notes from the Underground* and *The Grand Inquisitor*. The cost does not exceed \$10.00. Some of these may be resold. The reading load per week is not excessive though it is essential to the course.

ORGANIZATION: Fr. Biallas assigns two 7-10-page papers and a 10-page take-home final. Grades are based on the papers, class participation and the final. Fr. Biallas is not a harsh marker.

COMMENT: Fr. Biallas encourages intelligent discussions. His enthusiasm is apparent and his interest is contagious. His lectures are well prepared and cohesive. This course comes recommended. Most of the students, when asked whether they would take another course from Fr. Biallas, replied in the affirmative.

Joseph Blenkinsopp

Theology 301

Hebrew Scriptures

CONTENT: "As the title of this course suggests, the principal aim will be to acquire some insight into and acquaintance with the Hebrew Scriptures." This course is a requirement for theology majors. Much of the past interest of the course has been in Genesis, Deuteronomy and Exodus. Dr. Blenkinsopp presents techniques of the form-critical method of investigating scripture, an overview of the historical setting of the periods and an introduction to the thoughts and world of biblical Judaism. In the past, the general approach of the course has been problematic. However, Dr. Blenkinsopp wishes to approach the texts this semester more thematically, examining the progressive thought of the Old Testament about sin, death, evil, etc.

PRESENTATION: The course is generally lectures on the various Biblical texts and related topics. Dr. Blenkinsopp is a quite good lecturer and is very exact in his presentations. He hopes to generate discussion in the class and encourages questions, often by asking some himself. He is usually able to answer the queries or, if not, is able to refer a student to a source which can answer them.

READINGS: The readings are not overly demanding and are generally worthwhile. Aside from, obviously, the Hebrew Scriptures of the Old Testament, two very short history books are to be read: W. F. Albright, *The Biblical Period from Abraham to Ezra* and E. L. Ehrlich, *A Concise History of Israel*. G. von Rad's commentary, *Genesis*, and P. Ricoeur's *Symbolism of Evil* will also be used. Recommended readings are many and are extremely helpful: T. Meek, *Hebrew Origins*; A. Alt, *Essays in Old Testament History and Religion*; W. Harrelson, *From Fertility Cult to Worship*. Students are encouraged to purchase and read a good introduction to the Old Testament: O. Eissfeldt, E. Sellin & G. Fohrer, A. Weiser, B. Andeson. Dr. Blenkinsopp

recommends books in his lectures that are pertinent to the topics being discussed. Certain short readings are required from the supplementary readings as preparation for lectures.

ORGANIZATION: There are two tests—a midterm and a final. They are a combination of objective (names and some dates) and essay forms. Neither is overly taxing but each is a good estimate of a student's knowledge of the subject. A term paper is also to be written: length: not less than 3,000 words and not more than 5,000 words. This is intended as an opportunity to develop some interest of your own and will have an important part in final evaluation.

COMMENT: Hebrew Scriptures is an interesting, enjoyable and worthwhile course. Although it is a requirement for the major, it is certainly not "beyond" any non-major. In fact, it may be extremely exciting for him to examine Scripture in a way he seldom hears. It is often the first exposure to Scripture the major has also—all are in the same boat.

Mr. Blenkinsopp is extremely personable and makes the course enjoyable. He is not the task-master as some mistakenly think nor is the course impossibly demanding. He certainly knows his subject and chances are good that when a student finishes Hebrew Scriptures, he will know something of it.

Girardot

Theology 246

Far Eastern Religion

CONTENT: China and Japan have a rich spectrum of religious ideologies, some of them (Confucianism, Taoism, Shinto) indigenous in origin, others (especially Buddhism) introduced from outside but so profoundly merged with the Chinese and Japanese cultures as to present fascinating examples of religious syncretism. This is a new course. Mr. Girardot is presently completing his doctoral work in Atlanta, Georgia.

Wilken

Theology 248

Christianity and Pagans

CONTENT: This is a new course. The original title for this course was "Pagan Resistance to Christianity," though "Christians and Pagans" was more congenial to the computer. Instead of the usual approach to early Christian history "from within," this course will consider early Christianity from the viewpoint, precisely, of the pagan resistance to the encroachments of the growing and expanding Christian movement.

Robert J. Nogosek, C.S.C.

Theology 250

Theology of C. S. Lewis

CONTENT: Father Nogosek offers this course for the first time in the Fall Semester 1972. He offers an introductory study and evaluation of the theological implications of the fiction of C. S. Lewis, as well as several of his theological essays. His remarkable insight into people and Christian life treats such themes as mystery, faith, love, joy, pain, evil and redemption. Selections are from the best of his space fiction, fairy tales, fantasies and theological essays.

PRESENTATION: Lectures will be delivered whose aim is to elicit questions for discussion.

READINGS: *Out of the Silent Planet*, *Perelandra*, *Till We Have Faces*, *The Screwtape Letters*, *The Great Divorce*, *Mere Christianity*, *The Four Loves*, four of the classic stories from the collection about the Kingdom of Narnia which explain many of life's mysteries in Lewis' uniquely tender way (for boys and girls of every age over nine). Lewis authored each selection. They are available in paperback editions. This listing is the reading material for lectures, discussions and papers.

ORGANIZATION: Class participation (25%), three papers reflecting the student's tastes for the literature (50%), and a final examination (25%) constitute the grade.

William Storey

Theology 303

Church Evolution

CONTENT: Church Evolution I is the first half of an entire year of Church history. It is a chronological and topical survey of the historical evolution of the Church, emphasizing its theological, liturgical and structural developments. This first semester covers material from the beginnings of the early Church (Jerusalem, et al.) into the Middle Ages (1250-1300 A.D., approx.). The emphasis of the lectures is upon the historical facts of the Church's past. This, of necessity, involves the theology of the times, the politics, the social structure, literary achievements, wars, language, etc. It would be best to say that the lecture portion of Church Evolution involves a "chronological survey," to which the topical is affixed at appropriate times. The seminar portion of this course is more topical. Church Evolution is a required major's course.

PRESENTATION: The class meetings are exclusively lecture, although questions and comments are welcomed and are offered occasionally. The lectures are generally historical, generally factual with some historically interpretative comments and elucidations added. Dr. Storey is a good lecturer and is generally quite easy to listen to. The seminars are meant to be discussions of the readings of each particular week. Their format involves the reading of a number of papers written on the readings and discussion arising out of these papers. These seminars are once a week, generally in the evening and are from two to three and a half hours long.

READING: There are two or three history texts, each covering different time periods. Each is extremely good. Two used are: H. Chadwick, *The Early Church*, and R. W. Southern, *Western Society and the Church in the Middle Ages*. To get the most out of this course, these two books are indispensable.

Each week a book is assigned to be read for the seminar discussions. These are chosen topically within the chronological framework of the periods. They are, for the most part, primary sources. Those used in the past were: C. H. Dodd, *The Founder of Christianity*; Eusebius, *The History of the Church and Early Christian Writings*; T. Merton, *The Wisdom of the Desert*; Augustine's *Confessions*; Bede, *A History of the English Church and People—The Song of Roland*; Z. Oldenburg, *Destiny of Fire*; *The Little Flowers of St. Francis*; H. Wasdel, *Peter Abelard*; St. Bonaventure, *The Mind's Road to God*.

ORGANIZATION: No tests. A book is to be read and a short paper (3-5 pages) to be written on the book each week. These are discussed at the weekly seminars.

COMMENTS: Church Evolution is certainly not an easy course but like many demanding courses, is well worth the effort put forth. One can certainly learn some Church history—if he listens to the lectures and does the readings. This in itself is quite an accomplishment. One is given the opportunity in Mr. Storey's lectures, but even more in the discussion and thought of the seminars, to learn something of Christianity's struggle to remain Christian. Each age encountered this problem in a different way. In the readings and seminars, one is given the opportunity to consider these ways. And, inevitably, this consideration of other ages speaks to the individual in his time. The Christian, and sometimes non-Christian, witness of different times comments upon the present and each individual's encounter with the problem is this present. Answers are not provided. Paths are searched out; sometimes they are pointed out. To experience these things is very worthwhile.

Of course, not all is milk and honey—Mr. Storey covers quite a bit of material (quite well) and it is often overwhelming. It often appears that what has to be said on a topic is unending. Lethargy in the lectures is common, not because of Mr. Storey's delivery and style, but because of the immense amount of information presented in each lecture. Likewise, one gets tired eventually of reading and writing each week. Dread of the coming week (and book and paper) occur occasionally.

William Storey

Theology 417

Western Mysticism

CONTENT: This course will introduce students to the strong mystical tradition in the Western Church, that, at least, parallels mystical experience and theology in the Eastern Churches and some oriental religions. Through a study of the experience of some latter-day mystics, especially the chief English mystics of the fourteenth century, Mr. Storey proposes to show the similarity between this tradition and its biblical counterparts, that is, its biblical roots, since the Bible itself is a record of several forms of experimental knowledge of God. He plans to deal with these English mystics because they stand out significantly among other Catholic mystics; they are more accessible to us since they wrote largely in English and are closely related to us culturally; and, not least of all, he knows them best.

The course will set the authors within the framework of the medieval Church, eliciting what is common to them within the Catholic tradition. It will seek to analyze the experience and teaching of each of the mystics and introduce the students both to the possibility and the availability of the experimental knowledge of God.

PRESENTATION: The class will meet three times weekly centering around a format of both lecture and close analysis and discussion of the mystical writings themselves. The size of the class will probably determine the frequency of discussions.

READINGS: The readings consist of *The Basic Writings of Richard Rolle*; *The Anonymous Cloud of Unknowing*; Lady Julian of Norwich, *Revelations of Divine Love*; Walter Hilton, *The Ladder of Perfection* and *The Book of Margery Kempe*. Some general introductory material on mysticism may also be included.

ORGANIZATION: The student will write a four- to five-page evaluative paper on each of the mystics treated. The final grade will be based upon these and general participation in class discussion.

COMMENTS: This course has not been offered before, but indications are that it will be conducted in a manner similar to his Church Evolution course. This means ample time for discussion of the readings and a satisfying personal grasp of the material. At the same time that the student may find the opportunity to know Mr. Storey on a rewarding individual basis, he will also discover in him a truly academic approach, which is certainly necessary to theological study and this study in particular.

Leonel Mitchell

Theology 421

The Anglican Reformation

CONTENT: This is a one-semester course (no prerequisites) in the history of the Reformation in England, from the split between Pope Clement VII and King Henry VIII in 1529, to the Restoration of Charles II as king in 1662. The emphasis of the chronology will probably be on the former half of the continuum, with the accession of Elizabeth I being the pivotal historical event. Nevertheless, Fr. Mitchell wishes to stress the importance of the second half of the chronology for a true understanding of the Anglican Church which resulted. Fr. Mitchell's basic approach will be to demonstrate that, from 1529 to 1601, the emphasis was against the Church of Rome; and from 1601 to 1662, the emphasis was against the presbyterian (Puritan) influence; and that the Via Media, the catholic non-Roman Church of England, was the result.

PRESENTATION: Depending on the size of the class, Fr. Mitchell will incorporate questions at any time during the class, or perhaps a set day (once a week?) for discussion; otherwise, the basic format will be lecture.

READINGS: The required texts for the course will be: A. G. Dickens, *The English Reformation*; A. G. Dickens and Dorothy Carr, eds., *The Reformation in England*; and H. G. Alexander, *Religion in England—1558-1662*. Dickens is probably the foremost historian of the Anglican Reformation, and his text will be of great value; the text edited by Ms. Carr and Dickens is a book of primary sources; and Alexander will supply continuity for the second half of the course. In addition, Fr. Mitchell will have numerous volumes on reserve, all (or most) being primary sources, from Erasmus and More to Ridley and Cranmer. A bibliography will be prepared at the beginning of the course, pertaining to these and other texts and sources, both on reserve and on the shelves of the library. Cost of texts: about \$7.00.

ORGANIZATION: Again, much will depend upon the size of the class. Concerning exams, the class will have the choice of a final exam or two hourly exams during the course of the semester. Two research papers will be expected (8-10 pages), or one of more substantial scope and depth. A list of topics for papers will be available at the beginning of the semester, for which utilization of the readings on reserve will be essential, if not minimal. Fr. Mitchell does not plan on assigning topics which can be covered by the assigned texts alone. If the class is small enough, perhaps one of these papers would be presented by the student (once a week) as a seminar of sorts, to be followed, of course, by discussion on the paper. But if the class is too large to facilitate discussion of this kind, or to get every student to present his or her paper, then they will be of the ordinary (i.e., to be handed in) kind.

COMMENTS: This course is new to Notre Dame, and so is Fr. Mitchell, who is finishing his first year here after teaching at General Episcopal Theological Seminary in New York. He has taught one other undergraduate course here: *The Meaning of Worship* (fall, '71), which was an introduction to the texts and rituals of the Christian liturgy. In this course, Fr. Mitchell proved his vast knowledge of this topic. The Anglican Reformation is something which (obviously) interests Fr. Mitchell very much, and he has been an excellent teacher of subjects which interest him, although he ordinarily takes some time in each class to "warm up," as it were, usually finishing the period on the high note. He is enthusiastic and warm; his office is always open to students. The course should prove interesting to history majors (to gain a new perspective on the Reformation other than the spectacles of Luther and the Germans); it would be valuable for English majors interested in Elizabethan and early 17th-century literature, to gain the contextual perspective in which these works were produced; and it would be a valuable elective for theology majors, for insights into the development of Protestant (Puritan) theology which carried over into the United States; and for the liturgical developments which gave birth to the High Church.

Girardot

Theology 420

Taoism

CONTENT: One of the major religious traditions of China, Taoism finds its classical expression in the writings of Lao Tzu and of Chuang Tzu. It is an attempt to live in accordance with the "Way" (Tao) manifested in the structure of the Cosmos, with its polar movements of concentration (yin) and expression (yang). This is a new course. Mr. Girardot is presently completing his doctoral work in Atlanta, Georgia.

Edwin Aranowski Accounting 261 Basic Accounting

CONTENT: Mr. Aranowski offers an introduction to the terminology and techniques involved in the basic accounting processes. Designed for nonbusiness majors, the course is a one semester overview of general principles. There are no prerequisites.

PRESENTATION: Class time is devoted mainly to lectures, but there is ample opportunity for the student to ask questions and to have problems worked. If need be, Mr. Aranowski can rely on his vast experience as a CPA to make his point clear.

READINGS: The basic text is Pyle and White, *Fundamental Accounting Principles*, Fifth Ed. Also helpful is Pyle and Her-manson, *Programmed Learning Aid For Elementary Accounting*. The combined cost of these is approximately \$13.

ORGANIZATION: The student is expected to read one chapter per class period in preparation for three in-class non-cumulative tests. The final counts as 25% of the grade and it is comprehensive. Tests may be short answer or problems depending on the material covered. Mr. Aranowski requires class attendance and is a fair though rigid grader.

COMMENTS: Though Mr. Aranowski is a skilled accountant and highly qualified teacher, an entertaining lecturer he is not. His well-prepared talks are fact filled though often dull to the point of being boring. Rarely is new material presented in class, though many examples are clarified and expanded here.

Raymond Powell Accounting 334 Cost Control

CONTENT: Mr. Powell seeks to convey to his students the importance and the intricacies of cost accounting. The course instills confidence in the student as he learns to handle various price and cost strategies in relation to a firm's operations. Principles of accounting is a preferred prerequisite.

PRESENTATION: Mr. Powell assigns daily homework and re-views this material in the next period. He also assigns optional oral questions, which a student may wish to prepare. Powell occasionally makes use of videotape machines and electronic

calculators in his class.

READINGS: Horngren, *Cost Accounting*, and handouts.

ORGANIZATION: There are 3-4 tests and a final. One of these tests will be the morning Thanksgiving vacation begins. Attendance and homework comprise 10% of the grade, with test grades making up the balance.

COMMENTS: Mr. Powell comes to class with a professional outlook towards accounting. Many students are enthused about his course, thus, competition is keen.

James Dincolo Accounting 476 Federal Income Taxes

CONTENT: Federal Income Taxes: The major objective of the course is to create a general understanding of the tax laws. The student is exposed to the Federal Income Tax Code and its applicability to corporations and individuals. The emphasis is placed on general concepts rather than minute technicalities. The course is a requirement for accounting majors. Therefore it will be composed primarily of seniors who are lucky enough to have their last name begin with the letter M thru Z, in the fall semester.

PRESENTATION: Mr. Dincolo is extremely knowledgeable in the subject matter. Because of this he is able to put highly technical aspects of taxes into relatively easy terms. His insertion of very interesting anecdotes makes comparably dry material more palpable. Materials discussed in class are highly correlated with the assigned readings and to the test material.

READINGS: The text used last semester was the 1972 *Federal Tax Course*. This will probably be updated. The approximate cost is twelve dollars. The readings themselves are long and highly sophisticated.

ORGANIZATION: There are weekly homework assignments composed of approximately ten problems which are often dittoed and handed out before the assignment is due. There are three examinations which determine the final grade. The exams cover only materials discussed in class but often are too long for the time allotted.

COMMENTS: This is definitely not a course on how to save money through tax tricks. It is a course on the Federal tax code and the mechanics of tax work. It can be considered valuable to any business-oriented student or one contemplating law school. The student gets out of the course whatever he puts into it, which is left completely up to the student.

George Viger
Finance 371
Insurance

CONTENT: Mr. Viger's course is a very good introduction to and survey of the field of insurance. It is a course which could prove very helpful to the student later on in life when he faces the difficulty of choosing different types of policies for all kinds of insurance. All types of insurance are discussed to a great degree within the course. Insurance is a Finance elective and most of the students in the class are business majors; but the course is open to all students.

PRESENTATION: Professor Viger spends most of the class period lecturing, but questions are always welcome. The subject matter at times can be dry, but the professor adds his own charm and humor to make things more bearable.

READINGS: *General Insurance.*

ORGANIZATION: There are five or six tests given throughout the semester, all of about the same length and weight. The tests deal with material from the book and the notes from class. Class attendance is not mandatory, but is strongly suggested in order to do well in the course. There are no papers or projects.

COMMENTS: Mr. Viger's tests are rather difficult and the student must put in some time if he expects to do well. All in all the course is very worthwhile and well worth taking for one's own benefit.

Paul Conway
Finance 231
Business Finance

CONTENT: Mr. Conway's course is a very good introduction to the field of business finance. The student studies the field of corporate finance and all its related subjects. The best description of the course is related by the Professor: "Following the current trend of approaching enterprise finance from the internal, problem-solving point of view, this course is designed to explore the descriptive, theoretical and analytical materials necessary for a basic understanding of business finance." The Professor uses two texts and a workbook, which is purchased at the student's option, geared at helping the student more fully understand the problems he will face in the business world. The course is a business requirement and most of the students in the class will be business majors, but the course is open to all students.

PRESENTATION: Mr. Conway is a very good lecturer and does a good job of relating the course to the student. Most of the period is spent on lecturing and problem-solving both from the text and workbook. Class discussion and conversation and demonstration and analysis of cases are techniques used in the class to generate interest.

READINGS: Readings include Kent, *Corporate Financial Management*; Brigham, ed., *Cases in Managerial Finance*; Robinson and Johnson, *Self-Correcting Problems in Finance*, (Optional); and other suggested readings.

ORGANIZATION: Three full-period examinations and a final are given during the semester. There are also written case assignments due throughout the semester at specified dates. There is no rigid formula for the final grade. The final grade represents the overall performance of the student. Although attendance is not mandatory it is necessary to attend regularly in order to reap all the benefits of the course, as a portion of the test material comes from the class notes.

COMMENTS: Mr. Conway's course is a very good base for any future business student. The course is well constructed and aimed at helping the student attain a complete knowledge of the subject matter. The student must put some time in on the subject to do well. Mr. Conway is very fair in his grading and is always willing to help the student. The subject matter is covered very thoroughly and the course is well worth taking.

Donn Novotny
Business 340
Introduction to Computers and Programming

CONTENT: Business 340 is a business oriented computer course open only to business majors. This course prepares the student to utilize computer systems at ND and elsewhere. Mr. Novotny sees that this course may be integrated with other classes in Business for the solving of complex problems. Topics covered in the course include: introduction to COBOL programming; problem solving; comprehensive COBOL programming; tape input and output; direct-access input and output; hardware concepts; operating systems and job control language; and terminal utilization. There are no prerequisites for this course.

READINGS: The texts are: Mike Murach, *Science Research Association Standard COBOL* \$7.95; and the IBM s/370 Operating System ANS COBOL \$4.50.

ORGANIZATION: Grades are based on three exams and on approximately 8-12 computer assignments.

COMMENTS: Mr. Novotny presents his course well. Knowledge of the COBOL system is valuable, since it is the most extensively used system in industry.

Farragher, Conway and Arnold
Finance 370
Principles of Investments

CONTENT: This course is essentially a survey examining the mechanics of investment, particularly in the stock market. Topics covered will include stocks, bonds, mutual fund, security analysis, portfolio management, etc.

PRESENTATION: The plans for next semester are not yet completed due to a restructuring of the course. Preliminary plans call for division of the sections between business and non-business students with the approach geared to each group's background. Current plans call for Mr. Farragher, who is teaching the course this semester, to teach the section geared for the non-business students.

READINGS: Not yet determined.

ORGANIZATION: In the past Mr. Farragher has required two short papers, five pages, in addition to two to three exams. Exams are short essay, requiring application of the subject matter. Messers. Conway and Arnold have not taught the course previously.

COMMENTS: Principles of Investments is highly recommended to anyone with the desire to learn about this part of the business world. Most students find the course useful and would definitely take it again. Non-business students should find the course very interesting and not too difficult.

John L. Houck
Management 488
Innovation and Technology Management

CONTENT: A case course that is designed to help the student understand, and deal effectively with, change and stability in the future. A long-range "macro" forecast of social, technological and business factors is attempted, followed by an analysis of how a business firm can make it "fit" with the changes that will likely occur.

PRESENTATION: The course is a seminar-type of course that places equal responsibility on the student and teacher for the discussions that take place in the classroom. The course begins and takes for its central theme the question of which road business and society should take in the United States, be it a Maximum Technological Growth, or a complete emphasis on Humanistic and Personalistic Growth. All areas in between these two poles are explored in the discussions that take place in class. These discussions are usually excellent because of the wide range of opinions that are present with the members of the class.

READINGS: A person could go through the semester without reading one thing in this course but he would not add much of anything to the discussions. Books that are suggested are the following: *Greening of America*, *Pursuit of Loneliness*, *The Age of Aquarius*, *Daedalus: Toward the Year 2000*, *the Making of a Counter-Culture*, and others along the same line. Students are allowed and encouraged to bring up ideas from any other books that they have read outside of class and use these ideas as the basis of, or additions to the discussions.

ORGANIZATION: The student is expected to read some of the above-mentioned books and contribute to the discussions in class. The teacher in no way tries to force any of this on the student but instead relies on the person to motivate himself to do some reading and contributing in class. The grade is based mostly on the quality of the comments that a person makes in class. Attendance is not required but a large percentage of the class is always on hand. This only shows how enjoyable the class is. Grading policy is very easy. One or two short "position papers" are done during the semester. There are no tests or lengthy papers that have to be done.

COMMENTS: For this writer, Mr. Houck's Innovation and Technology Management class is the best class that he has had here at Notre Dame. The easy organization of the class gives the student time to examine some of his own ideas and let's him pursue things completely outside of the course. If a person takes an active role in the classroom proceedings, he comes out of the class with a much better idea of how he, as a future business man, is going to treat the rest of society with his business. Aside from that, it gives the student great exposure to a wide range of ideas and opinions that sorrowfully are greatly lacking on this campus. For the business student, it's an excellent way to escape from some of the traditional ideas taught in the business college and makes one broaden his horizons. For the non-business student, it is still an excellent course and is definitely recommended if one is able to get into the course, as it usually closes early.

Salvatore Bella
Management 373
Union Management Relations

CONTENT: The foci of this course is on the history of labor unions and their impact in our society. Collective bargaining and the political implications behind labor agreements are explored. Contemporary union disputes are also considered.

PRESENTATION: The course is not rigidly structured—it is part lecture and part discussion. Mr. Bella welcomes student comments that may clarify his own lectures. He also uses extensive handouts to supplement his lectures.

READINGS: A new text is being considered for the fall.

ORGANIZATION: Mr. Bella gives two examinations on the lecture, handout, and text material. The exams will constitute 60% of the grade. Two papers, which require individual creative thinking, are required. The papers constitute 40% of the grade, and no outside texts are to be used for their composition. Class participation makes up the final 10%. Mr. Bella also takes note of the student's improvement in the course.

COMMENT: Mr. Bella is well versed in the field of labor relations. He respects the student's point of view, and his lectures make the course profitable.

Matt Starcevic
Management 475
Personnel Management

CONTENT: The course will cover four major areas: manpower planning; selection and placement; training and development; and wages and salary. The course's approach will be the application of theory to practical situations in a straightforward manner. This course is required for all management majors. Prerequisite is the Principle of Management.

PRESENTATION: This course is basically lecture, but Mr. Starcevic welcomes discussion and questions.

READINGS: Audio-visual aids will be employed. The text has not yet been chosen.

ORGANIZATION: One paper will be assigned and an in-class mid-term and final will determine the grade. Tests are generally reviews of readings and lectures. Class participation is also important.

COMMENTS: An understanding of personnel management can only be an aid to a business major who will find his livelihood in an organization.

Architectural Staff Architecture 144 Design Theory

CONTENT: The purpose of this course is to introduce the student to the basic principles of the creative design process and to develop in him an understanding of the forces which direct it. It also begins to introduce the student to the professional aspects of the practice of Architecture. Another purpose of the course is to orient the student to the changing needs which he will have to cope with as a professional architect. There are no prerequisites for this course, but this is not to say that the topics covered in the course are of common knowledge. A major part of the course is discussion and reaction to the subject matter. It is a course designed to develop in the student an aesthetic attitude toward architecture.

PRESENTATION: This course is presented in a lecture-discussion format with an emphasis placed upon visual aids. During the semester, a broad range of topics are discussed. The student is exposed to each member of the Architectural staff in these lectures. Discussion is emphasized because the students are encouraged to develop an understanding of the thought processes which are required in design.

READINGS: Because of the nature of this course, no particular books are required. However, books are placed on reserve in the library for the students to refer to for further information.

ORGANIZATION: Approximately 8 papers of 2 or 3 pages are required during the course of the semester. The topics are chosen by the student, but are to be related to the previously completed lecture series. Each paper is graded separately with the final semester grade being the average of all of the papers. Illustrations are asked to be turned in with each paper, and these should demonstrate an application of the topic to real architecture. Creativity is an important attribute for an architect, and these drawings help to develop such a quality in the student.

COMMENTS: The Architectural staff does a very good job of providing a series of lectures which introduce the student to the field of architecture. The professors encourage questioning and discussion, and try to answer all of the questions without becoming too technical for freshman. All of the members of the staff are licensed architects. Therefore, they present a realistic view of the architectural profession to the student.

Patrick Horsbrugh and Enrico Plati Architecture 541 Introduction to Environic Design

CONTENT: Open to juniors, seniors and graduate students, this course is an introduction to the concept of environic conditions as the discipline which must influence design. "Emphasizing the need to comprehend the environmental materials, factors and forces upon which human conditions depend. Organized society, on any scale, depends upon the better understanding of environic disciplines upon which location, material and design depend. A revised hierarchy of environic values based upon ecological factors, is essential if any improvement of the urban and natural scene is to be achieved."

PRESENTATION AND ORGANIZATION: Similar to Ecology of Cities, Arch 552.

Patrick Horsbrugh Architecture 552 Ecology of Cities

CONTENT: "The city shares with all other forms of life an 'aesthetic of purpose' which reveals the influences of location, people and function." The principle consideration is the context of the city in time and human aspiration.

The initial concept of a city as a living organism (biopolis) introduces the city in a different realm with the vicissitudes of the inanimate fabric now transposed to the natural laws of biological life, in origin, structure, and growth.

The course is open to all majors and is urged for those who seek an awareness of urban conditions.

PRESENTATION: Horsbrugh's lectures are informal and presented with a thoroughness that fully commands one's attention. He encourages students to ask questions which usually result in interesting discussions with a diversity allowed with students of different majors. Lecture is complemented with use of slides and various literature.

READINGS: A varied and well chosen book list is provided with a range of reading for those interested in aesthetics, law, sociology, history and city planning. A short (1-2 pages) paper is

asked from each reading expressing the reaction of the student. Books are available from the libraries. No text required.

ORGANIZATION: The seminar meets once a week for three hours. Students are required to select and review a city well known to them for presentation and analysis. A written review is to be submitted in support of the verbal presentation. Grade is based on the paper and class participation.

COMMENTS: Mr. Horsbrugh is open to all intelligent viewpoints. The course depends largely on the individual student who must incorporate Mr. Horsbrugh's lectures and class discussion with individual research. As Mr. Horsbrugh gives excellence he likewise demands it from his students. He has proven to be a great aid and companion.

Charles Ingram Aerospace Engineering 213 Space Technology— Applications and Effects on Society

CONTENT: (New Course) The material in this course is designed to be non-mathematical in nature. According to the engineering department, the purpose of the course is to "provide a survey of the space sciences; to describe in the appropriate context some of the progress that has been made and its impact on society; to indicate the lines along which further investigations are being considered." Tentatively, the topics to be discussed include: 1) The Universe and Solar System, 2) History of Space Exploration, 3) Justification of the Space Program, 4) Applications of Space Technology. It is expected that today's engineering programs will be critically viewed in juxtaposition with social and economic programs, that is, in relation to the returns of such programs to society. For those persons who are not technically oriented, the course should give them insight to engineering method and philosophy.

PRESENTATION: Lecture-discussion orientated. Audio-visual aids in forms of slides and films.

READINGS: Expected to consist of contemporary literature of socio-technical interest, and readings from various technical magazines.

ORGANIZATION: Short papers, one exam. Possibly a long-term project (depending on student interest), designed to give a feel of engineering to the outsider. Class discussion to be of considerable importance.

John Lucey Mechanical Engineering 213 Nuclear Energy

CONTENT: This course is designed to acquaint the non-technical student with an overview of the sources and uses, both current and potential, of nuclear energy. Topics covered include applications of radioisotopes, biological effects of radiation, principle applications and safety of nuclear reactors, application and effects of nuclear explosives, nuclear fusion, and future prospects. There are no pre-requisites, as such, and this course is open to all students.

PRESENTATIONS: Mr. Lucey's lectures were very well prepared, interesting, and supplemented with several movies dealing with different aspects of nuclear energy.

READINGS: The text is *Sourcebook on Atomic Energy* by Glasstone and costs about \$14.00. Mr. Lucey also will hand out several booklets from the A.E.C.'s "Understanding the Atom" series.

ORGANIZATION: There are 2 one-hour tests, together worth 1/3 of the final grade; one paper which should be a *critical review* of some aspect of nuclear energy about 10 pages long, worth 1/3 of the final grade, and a 2-hour final worth 1/3 of the final grade.

COMMENTS: Mr. Lucey's classroom style is very easy going and informal. He presents some very technical material in a manner that can be understood by almost any student. There are two separate grading scales, one for science and engineering majors and another for arts and letters students.

Tenney, Echelbarger, McFarland and Singer Civil Engineering 213 Man and His Environment

CONTENT: Designed for non-engineering majors. Involves the study of the relation of man to his environment, with emphasis upon the proper control of the environment by scientific and engineering methods. Topics include environmental problems in air, water, and land, and systems approach to environment.

PRESENTATION: Lecture-discussion format, planned but informal. Field trips within the South Bend area.

READINGS: No required texts, some suggested readings.

ORGANIZATION: Two exams, one final, one term paper. A choice allowed between objective or subjective exams.

COMMENTS: Excellent course for everyone interested in the environment and associated problems such as pollution. A difficulty encountered by the professors is in gearing the course to suit the diverse backgrounds of the individual students who represent a wide cross-section of the student body. Technically, the professors are more than competent, and appear to enjoy teaching the course.

Biology

Ralph Thorson
Biology 401, 401L
General Parasitology

CONTENT: The animal parasites of man and related hosts, the pathology caused by these parasites, epidemiology, life cycles, prophylactic and therapeutic control are considered. Prerequisites are either Bio. 141-142 (majors only) or Biol. 201-202 (general biology).

PRESENTATION: Three one-hour lectures and one three-hour lab a week with open discussion. Visual materials are presented periodically.

READINGS: Faust, Beaver, and Jung, *Animal Agents and Vectors of Human Disease*; Cable, *An Illustrated Laboratory Manual of Parasitology*.

ORGANIZATION: Two lecture tests and a final are given in class, in addition to two lab tests requiring identification of unknowns. All tests are weighted equally.

COMMENT: Mr. Thorson believes a student should receive a thorough education for his money, and he works toward that goal. He has a total grasp of the subject reinforced by field work in Southeast Asia and the Mideast, all of which makes a lecture 50 well-spent minutes. Emphasis in lab is on the recognition and identification of parasites in natural locations, i.e., blood, feces and body tissues.

Ralph Thorson
Biology 201, 201L
General Biology

CONTENT: Introduction to living organisms, with emphasis on biological principles and processes. This is a two semester course. Prerequisite is chemistry 115-116.

PRESENTATION: Three one-hour lectures and one three-hour lab per week with open discussion in each. Guest lecturers (biology department faculty) appear in both semesters. Living material, slides and experimental material are observed and used in the labs.

READINGS: A new and yet unchosen textbook will be used next year. McGrath, *Survey of Biology*, is the primary lab source.

ORGANIZATION: Three tests (40% of grade), lab quizzes weekly and hand-ins (30%) and final (30%). Tests are cumulative emphasizing the most recently covered material.

COMMENT: Hard work is encouraged in this course. Mr. Thorson is a good (and demanding) lecturer, and the guests add variety, different viewpoints and personal expertise to this part of the course. The labs are good and improve every year. A wide range of topics, including genetics, physiology, reproduction, plants and anatomy are considered. After this course most students have a firm grasp of what biology entails.

However, the tests composed by Mr. Thorson are tricky and ambiguous, and require that the student memorize the text, including bibliography and footnotes. The professor holds only a nominal respect for students. If a student approaches him with a question concerning exams or a disagreement about a test answer, he receives a hostile reception.

Jeremiah Freeman

Chemistry 223-224

Elementary Organic Chemistry I and II

CONTENT: The course's aim is to choose topics that are of primary importance in organic chemistry now and for the foreseeable future. It touches upon such areas as basic organic compounds, their properties and stereochemistry, and their relative importance in this world. The course is intended mainly for the pre-professional students and some science concentrators. Prerequisites are Chem 115 and Chem 116.

PRESENTATION: The course consists of lectures supplemented by handout notes summarizing what Mr. Freeman feels are the more pertinent points in the readings. Weekly review sessions are at the disposal of anyone interested.

READINGS: The text for the course is *Organic Chemistry* by Allinger, Caua, De Jongh, Johnson, Lebel, and Stevens (\$15.95), which can be supplemented with the former text by Morrison and Boyd, although this is up to the student's discretion.

Daniel Pasto

Chemistry 235-6

Organic Chemistry I and II

CONTENT: Intended for Chemistry majors and concentrates, the two semester course covers the whole spectrum of organic chemistry, from its historical origins in the early 1800's through the modern instruments of today. The first semester introduces the student to nomenclature, structure, and basic chemistry of organic compounds. The second semester takes off from there. The emphasis is on the synthesis and chemistry of functional groups, most of which were introduced in the first semester. The main thrust in both courses is toward the recognition of what to do when faced with a synthesis problem. Rote memorization is out, the student must be able to think the problem out. Pre-requisites; Chemistry 115 and 116.

PRESENTATION: The course is a straight lecture course while questions are welcomed if there is any point that is unclear. A voluntary problem session is held weekly for those who feel the need for extra help.

READINGS: The text presently in use is a manuscript of which Mr. Pasto is a co-author. The book is purchased through the professor at the beginning of the fall semester for five dollars.

ORGANIZATION: The student is expected to perform well on the three hourly exams, problem sets, and final. All things weigh into the final grade. Problem sets for 20%, the hourly tests for 60% and the final for 20%.

COMMENTS: This course is required of all Chem. majors and concentrates, but two semesters with Mr. Pasto is not all that bad. A rigorous course is offered but Mr. Pasto is not unreasonable in his assignments and is very flexible in working out due dates and test dates. Mr. Pasto is available for help and consultation but he leaves it up to the student to seek him out. A very personable man, Mr. Pasto's course reflects his interest and concern for the student.

Maurice Schwartz

Chemistry 321

Physical Chemistry

CONTENT: The course is designed to give a rather comprehensive view of physical chemistry and is focused on the molecular aspects of thermodynamics and quantum theory. The subjects covered thoroughly are quantum mechanics, the Schrodinger equation, statistical mechanics, and thermodynamics.

This course is in the chemistry major sequence, and most students are either majors or concentrators in chemistry, with a few Physics and grad students. Prerequisites are Chem 116, Phys 116, and Math 116.

PRESENTATION: The course consists mostly of lectures which are oriented to a derivation of the equations of physical chemistry from first principles. A weekly session with a grad student is available for problem-solving and other difficulties.

READINGS: The text(s) for this course will be either *Physical Chemistry*, by Eggers, Gregory, Halsey, and Rabinovitch (\$14.95) or *Molecular Thermodynamics*, by Dickerson (?), and *Quantum Mechanics*, by Hanna (?). The text is often supplemented by handouts and references from other texts and monographs. This outside reading is encouraged but not a requirement.

ORGANIZATION: Four somewhat difficult, thought-provoking tests are administered throughout the semester. They are generally oriented toward the lectures, and include some derivations. "Plug-in" questions are non-existent. The difficult final exam is most important: if one does better on it than the average of his tests, it counts 2/3 of the grade; otherwise it counts 1/3.

COMMENTS: This is a difficult course, but as Dr. Schwartz says in the first class, it is more coherent at the end of the semester than during. This is because the material is very much interconnected, and it is hard to realize this while considering only one section in depth. The greatest drawback to the course has been eliminated: it will be taught at 11:00 rather than 8:00. Some mathematical complexities beyond first year calculus are encountered during the semester; these can be overcome by going to the problem sessions. Some of the best things in the course material are the derivations of the orbital shapes from first principles, and seeing how Thermodynamics can be applied to systems to derive most of the "Laws" of Physical Chemistry (Nernst equation, Osmotic Pressure, etc.).

Rudolph Bottei

Chemistry 333

Analytical Chemistry

CONTENT: The course is a survey of chemical and instrumental methods of analysis as applied to inorganic, organic, and occasionally biochemical systems. The instrumental techniques covered include an introduction to electroanalytical methods, absorption and emission spectrochemical methods, and separation techniques. Hopefully, the student will be exposed to a sufficient number of techniques so that when he encounters a new analytical problem, he can intelligently select the best method of analysis. Chemistry 333L accompanies the lecture course, but is not required. The lab consists of instrumental methods of analysis illustrating material covered in Chem. 333. Experiments include: precipitometric and complexometric titrations, electrogravimetry, coulometry, polarography, multicomponent spectrophotometry, flame photometry, gas chromatography, infrared spectrophotometry.

PRESENTATION: Chem. 333 is primarily a lecture course, there is not enough time for discussion. Students have been known to leave Mr. Bottei's lectures with writers-cramp, as he is an extremely fast lecturer. A fair amount of the course is presented using an over-head projector. Students are given ditto sheets for most of the material.

READINGS: Douglas Skoog and Donald West: *Fundamentals of Analytical Chemistry*, cost \$15.00.

ORGANIZATION: The grade breakdown in the lecture course is: 3-4 hour exams, 45%; final exam, 25%; 8-9 short quizzes, 25%; and homework 5%. Grades are based in the lab on the accuracy of the unknown determinations and the lab reports required of the instrumental experiments.

COMMENTS: Mr. Bottei teaches with the philosophy that "the more the student studies, the more he will learn". Consequently, students taking "analyt" face an impressive work

load. Exams are of greater than average difficulty, but curved fairly. The lab is a worthwhile experience, with the chief goal being to "develop good lab technique". This part of the course suffers from an over-emphasis on your accuracy in the unknown determinations. Mr. Bottei's knowledge of analytical chemistry, his enthusiasm, and availability for consultation are excellent. It is a proven fact that if the student wants to learn analytical chemistry, he *will learn* it from Mr. Bottei.

Roger Bretthauer
Chemistry 420
Principles of Biochemistry

CONTENT: The major areas covered in this course are proteins, enzymes, metabolic synthesis and breakdown of proteins, lipids, and carbohydrates, and structure and function of nucleotides. The major metabolic pathways and cycles are studied in detail, with emphasis upon those processes occurring in the human body and higher animals. Organic chemistry and general chemistry are prerequisites for this course and it is advisable to have a background in biology.

PRESENTATION: Biochemistry is a lecture course which meets three times a week. The readings in the textbook parallel the lectures. Mr. Bretthauer covers a great deal of material in the lectures and presents information and insight not available in the textbook. Relevant questions are answered during the lectures. An optional workshop is offered two afternoons a week to aid students in working problems and to clear up any difficulties encountered in the lecture material.

READINGS: The textbook for the course is Biochemistry by Lehninger. Although the price is high (\$17.95), the book is excellent and presents the material in a straightforward manner with many helpful illustrations.

ORGANIZATION: There are two hour exams and a non-cumulative final exam. Short quizzes which may or may not be given each week also count together as one hour exam. Problem sets are not assigned but are strongly recommended. The course requires a great deal of memorization but the exams are designed to test primarily the students ability to apply concepts presented in the course.

COMMENTS: There is no getting around the fact that this course requires a great deal of work. The course is very fast-paced. At times the student is held responsible for material not covered in the lectures, but is explained in the book. This course gives the student a good foundation in the fundamentals of biochemistry.

Gerald Goe
Chemistry 431
Structural Organic Chemistry

CONTENT: Structural Organic Chemistry is a course for senior chemistry majors and concentrators who are interested in learning the principles of structural elucidation in organic chemistry. The course consists primarily of an explanation of instrumental techniques which can be used in determining the unknown structure of an organic compound. In this way, background information is presented which is useful in solving not only assigned problems but actual situations which arise in the laboratory. Topics covered include a discussion of IR, UV, NMR, mass spectrometry and optical rotatory dispersion.

PRESENTATION: Mr. Goe bases his lectures for the most part on outside material while using the text as a supplementary source. In addition, time can be taken to discuss questions about the lecture material or the solution of problems.

READINGS: The textbook used, *Organic Structure Determination*, is written by Pisto and Johnson (price \$14.00). Other books which the student may find helpful in solving structural problems are found in the science library at Nieuwland. Some handouts are also given to illustrate lecture topics.

ORGANIZATION: There are two exams consisting of an in-

class mid-term and a take-home final. There are also approximately 45 problems assigned in groups of 5-8 throughout the semester. Both the exams and the problems test the student's ability to interpret instrumental data in deducing chemical structures. Some of the problems tend to be fairly difficult. The course grade is arrived at by the following scale: mid-term — 25%, problem sets — 35%, and the final — 40%. Along with the course there is a separate two credit hour lab which demonstrates the use of many of the techniques discussed in lecture. Registering for the lab, however, is not mandatory.

COMMENTS: This course is recommended for all chemistry majors and is especially suited to those students, either major or concentrator, who might be going on in chemistry and have occasion to encounter structural analysis in the laboratory or industry. While the amount of time spent on working problems can often be extensive, perhaps more time-consuming than is warranted by a two credit hour course, the educational experience gained is well worth the effort. In addition to acquiring a proficient understanding of the use of instrumentation, other skills such as searching chemical literature for information and taking a more logical approach to solving chemical problems tend to develop. Also Mr. Goe, because of his lecture style, makes the course very worthwhile.

Hayes, Castellino, Pierce and Thomas
Chemistry 439L
Advanced Physical Chemistry Laboratory

CONTENT: The object of the course is to familiarize the student with the theory and practice of techniques used in Advanced Physical Chemistry. Consequently, the subject matter is a group of 4 to 5 distinctly different experiments in Physical Chemistry using very sophisticated instrumentation. These will include Molecular Spectroscopy of Iodine, Electron Paramagnetic Resonance, Microwave Spectrum of COS, Laser Flash Photolysis of Pyrene, Stopped-Flow Kinetics, Ultracentrifugation, and possibly a Light-Scattering and/or Molecular Beam Experiment. As these titles might indicate, the student is expected to have some familiarity with the principles of Physical Chemistry; most students are at least in their second semester of the lecture course and have taken the 322 Lab.

PRESENTATION: The course is divided into two-week periods, each of which is spent on a given apparatus. The first hour or two of such a period consists of a lecture-explanation of the apparatus and principles involved in the study. Almost all the rest of the time is spent working in the laboratory.

READINGS: There are no texts in this course. There are, however, several assigned readings during the semester; these are either major works discussing the particular technique (e.g. EPR) or original articles in the literature. These readings average 2 per experiment, and are very helpful for the subsequent write-up.

ORGANIZATION: Between 4 and 6 experiments will be performed by each student. All require a lab report, which is fairly extensive. No tests or quizzes are given. The lab reports and the student's performance in the laboratory help to determine the grade.

COMMENTS: There are a number of really great things about this lab. The student/teacher ratio is very low: last semester it was 4/6! As a result, much personal attention is gained. The professors are available almost anytime, and they encourage visits by confused students. This is where most of the theory becomes clear, by discussing it with the professor after performing the experiment. The experiments themselves are impressive—all are done on research equipment, so (unlike some other labs) they always work, and excellent results are obtained (e.g. =0.5 ppt in the ionization potential of I₂). The equipment is first-rate, and sometimes unique (e.g. the 800 Mwatt laser). Unlike the 322 lab, one works at a comfortable pace, and there is little restriction on hours spent in the laboratory, with less on the deadlines for reports. The reports themselves are difficult and require some care and work in preparation. This is not an "easy" lab, but the opportunities to work with these instruments and professors should not be overlooked by those interested in physical or experimental chemistry.

M. Schwartz and L. Pierce
Chemistry 445
Modern Physical Chemistry I

CONTENT: The course is designed to be an intermediate level treatment of quantum mechanics, quantum chemistry and molecular spectroscopy. Some of the topics covered in detail are explicit solution of the Schrodinger equation, angular wavefunctions, hydrogenic atoms, and perturbation and variational theories. Electronic structure and molecular spectroscopy will also be covered. The course is intended for senior chemistry majors and first year graduate students who desire a deeper

treatment of theoretical chemistry than Chem. 322 offers. Prerequisites are Chem. 322, and math through calculus, although vector calculus and matrix algebra will be of use. Most additional math will be covered as needed.

READINGS: The text for the course will most probably be Karplus and Porter *Atoms and Molecules*. Coverage of certain topics will be supplemented with handouts.

ORGANIZATION: This is a new course, and the organization is still somewhat uncertain. Mr. Schwartz will teach the first half of the course, the quantum mechanics, and Mr. Pierce the second half, the molecular spectroscopy. Heavy emphasis will be placed on a number (25-30 per half) of non-trivial problems to be worked by the student. The number and nature of examinations is as yet uncertain.

Geology

Erhard Winkler
Geology 459
Natural Resources in Modern Society

CONTENT: The goal of "Natural Resources" is to present a basic but total, up-to-date view of the environment in which we live. It is Mr. Winkler's belief that if the student can first understand how the balance of the Earth's resources should naturally exist, then compares this knowledge to observed effects of man-induced alterations, that he will then be more able to get a true picture of the ecological state of the world today, and possibly get some insights into how the world might be in the future. There are no prerequisites for the course, however some understanding of elementary chemistry would be beneficial. The selected subject matter is always geared for a general audience of all classes and intents and consists mainly of information every informed citizen should know.

PRESENTATION: This course is made up almost entirely of lectures which are normally accompanied by either slides, overhead projections, handouts, or occasional movies. Graphs play an important part in being able to understand much of the scientific data used, so Mr. Winkler incorporates a secondary course in graph reading along with the normal course material.

READINGS: The texts include two paperbacks; one, *Earth's Resources* by Brian J. Skinner, (Prentice Hall, 1969, \$3.75) and the other, *The Biosphere*, which is a collection of articles from the September, 1970 issue of *Scientific American* magazine (Freeman, 1970, \$3.25). These texts serve as background references to the basic geological and ecological processes of nature. But in order to see man's part in the up-setting of these processes and in order to stay as current as possible, articles from valid sources such as *Science*, *Nature*, and *Time* magazines are also utilized.

ORGANIZATION: The grade for the course is based on a compiling of scores from weekly quizzes, two exams, and one paper. The brief weekly quizzes (5-10 short-answer questions) count heavily in a student's final mark and are graded on a curve which is based on the combined points of all the quizzes. The mid-term and final exams each cover half the semester's work and contain only the material covered in lecture. The paper's topic and length are left entirely up to the student as long as they remain reasonably within the scope of the class.

COMMENTS: In our modern ecology-crazed society it is easy to become confused with regards to the true state of our environment. By giving specific definitions for words such as pollution, ecology and environment, and by explaining exactly what our natural resources are, the course tends to orientate a person so that he can judge for himself the validity of much of the ecological data presented by our modern media. This skill would obviously be of at least some value to a person no matter what field of study he is interested in.

Mr. Winkler's own enthusiasm for the course adds much to his presentation which is usually very interesting. His exams and quizzes sometimes contain ambiguous questions which often

cause dissatisfaction among the students, but the fact that all tests are always curved means that the proper grade will usually be arrived at.

Raymond Gutshick
Geology 454
Introduction to Oceanography

CONTENT: Oceanography is an integration of the sciences of Chemistry, Physics, Biology, and Geology. Introduction to Oceanography, a course directed toward Marine Geology, is designed to reflect this integration.

Subject material includes the JOIDES Deep Sea Drilling Project, from which major concepts are developing concerning the origin of ocean basins. Environments of deposition related to mineral resource deposits and pollution are also studied.

Course prerequisites are first year Chemistry, Physics, Mathematics, and Geology. Enrollment is limited to science and engineering majors, who have a good science background.

PRESENTATION: Geology 454 is predominately a lecture course supplemented with slides and overhead projections. Along with material from the text, Mr. Gutshick lectures on new discoveries and data taken from current publications. Handout sheets are discussed in class. Ten to twelve movies which are shown outside of class, are scheduled at the students' convenience.

READINGS: The text is *Introduction to Oceanography* by D. A. Ross. Four to five articles are assigned each week for outside reading. These articles are included in six pages of references compiled by Mr. Gutshick for students interested in further research. All assigned articles are placed on reserve in the Geology Library.

ORGANIZATION: Geology 454 is offered every other year. It contains two one-hour examinations, a final exam, and unannounced quizzes. Examinations require a general knowledge of subject material, as well as practical application of this material to oceanographic problems.

Three or four "do it yourself" laboratory projects are assigned. Projects entail map work, observations of ocean flora and fauna, some problem solving, and short research papers.

A field trip to Lake Michigan will be taken to examine oceanographic related studies utilizing the resources afforded by Lake Michigan. The trip will be scheduled according to weather conditions. A \$5 transportation fee will be charged.

COMMENTS: Introduction to Oceanography touches all aspects of oceanography—biological, chemical, physical, and geological. Though prerequisites have not been strictly adhered to, a good science background is necessary. Special emphasis should be placed on the Geology pre-requisite. This course leans heavily toward Marine Geology, and a strong background in Geology would benefit a student taking this course.

Lecture material does not lend itself to notetaking and memorization. General knowledge and application, rather than specifics, are stressed throughout the course, and in examinations.

Mathematics

Alan Howard

Mathematics 205

Elements of Calculus III

CONTENT: This course covers selected topics in plane analytic geometry, infinite series, functions of several variables and partial differentiation. This course is in the Math 205 series and is a requirement for arts and letters pre-med students.

PRESENTATION: The course is all lecture.

READINGS: The text this year was *Calculus and Analytic Geometry* by Bresch and Ogilvy. It is likely, though, that the text next year will be different.

ORGANIZATION: Normally there are three or four tests and a final. Mr. Howard sometimes gives extra credit assignments.

COMMENTS: This is a good course for a non-science student who wants to take a math course which is not on the upper division level.

Ronald Goldstein

Mathematics 212

Computer Programming and Problem Solving

CONTENT: This course deals with modern problem solving techniques in applied mathematics. More specifically, the areas that will be covered are linear programming, game theory, classical optimization methods, Kuhn-Tucker Theory, and dynamic programming. While there are no prerequisites, some previous experience in computer programming would prove to be most helpful. Mr. Goldstein is more concerned with methods of solution than with the actual programming that is involved. However, he will devote some time to go over the basics of PL/I and FORMAC.

PRESENTATION: A large class would necessitate a lecture format for the course. If the class is small, each student may be asked to give a presentation of some aspect of the material covered.

READINGS: The text used is *Nonlinear and Dynamic Programming* by Hadley. Recommended books are *A Guide to PL/I* by Pollack and Sterling and *Introduction to Operations Research* by Kaufman and Faure.

ORGANIZATION: Depending on the size of the class, and how it progresses, there may be a test sometime during the semester. The assignments will probably form the bulk of the grade, although some form of final exam can be expected.

COMMENTS: This is a course in problem solving using the computer; it is not a course in computer programming. The computer is used merely as a tool for working out the computations that are involved with the problem solving methods covered in the course. Mr. Goldstein is an interesting and humorous fellow and a student should get to know him. His lectures tend to deal with generalities, thus leaving the details to be worked out by the student. The material is interesting, and this course provides an excellent opportunity to discover the contribution that applied mathematics is making to our society.

Patrick Ryan
Mathematics 211
Computer Programming I

CONTENT: This is an introductory course in computer programming and problem solving using PL/I batch. Emphasis is placed on practical applications of the theory presented in the classroom. Integration, Gaussian elimination, the Gauss-Seidel method of solving systems of linear equations and linear programming are among the topics covered. There are no prerequisites for this course. This course is required for math concentrators.

PRESENTATION: The class lectures are the most important part of the course because they present fundamentals of computer operation. Homework problems are given in class, thus, it is important to attend class regularly.

READINGS: Last semester, Mr. Goldstein used *APL/ 360: An Interactive Approach* by Gilman and Rose (\$6.95) and *Elementary Computer Applications* by Barrodale, Roberts and Ehle (\$5.95). This semester, as APL was not available, Mr. Ryan substituted *Modern Programming: PL/I* by Mullish (\$5.95). *A Guide to PL/I* by Pollack and Sterling (\$7.00) was also suggested this semester.

ORGANIZATION: The student's grade is determined by his performance on the homework assignments, quizzes and a final project which the student selects after consultation with Mr. Ryan. There are normally one quiz and one assignment a week. This semester two teaching assistants were available for consultation if a student was having trouble.

COMMENTS: This is an excellent course for the student who wants to learn something about the black boxes on the first floor of the Math Building. There has been quite a problem this semester with the new system (an IBM 370-155 with TSO—Notre Dame is the first place in the country to have this system) which has a distressing tendency to turn itself off. However, these problems should be solved by the fall. Also, it is very easy to spend too much time on this course. The classes are seventy five minutes long—which is too long for a math class.

Mathematics 235
Calculus III Enriched

CONTENT: This course is intended to give the student a better understanding of the theoretical basis of the topics covered in sophomore calculus without spending a lot of time on rigorous proofs. The topics covered include vectors and parametric equations, partial differentiation, multiple integration and infinite series. The professor may, at his discretion, add any topics he considers important but this is not normally done first semester. In approach, Math 235 falls somewhere between the drill of problem solving of Math 225 and the emphasis on pure theory of Math 265. The prerequisite is Math 126. This course is not a requirement for any major and is composed, for the most part, of physics majors and math concentrators.

PRESENTATION: As is the case with most math courses, the classes are lectures with most of the time spent proving theorems. The professor teaching the course also conducts a problem session that meets once a week.

READINGS: The textbook is Thomas' *Calculus and Analytic Geometry* (\$13.85), which is the book used by Math 125 and 225.

ORGANIZATION: In all likelihood, the professor will assign written homework, possibly on a daily basis. Last semester, the final grade was based on three tests (20% each), daily homework (10%) and the final (30%).

COMMENTS: The success of the course depends upon the professor teaching it. However, the math department has in the past selected excellent teachers for this course. The caliber of the students is usually high in Math 235. This course serves as a good preparation for Math 236 (linear algebra and differential equations), which is significantly different from Math 226. If you were bored by Math 126 but do not want to get into a strictly proof-oriented course, this course is recommended. Perhaps, the addition of vector analysis could improve the course. A good knowledge of vector analysis is of theoretical importance and also of practical knowledge to anyone taking Physics 247 or Physics 247M.

Mathematics 221 Linear Algebra

CONTENT: Mr. Huckleberry, who taught this course last semester, considers its major topic the theory and mechanics of matrices. The course also covers some fundamental concepts progressing to the study of algebraic structures, including vector spaces, linear transformations, linear dependence and bases. Since this course introduces subjects which open a new avenue of study for the math student, Mr. Huckleberry wants to convey a complete understanding of the basic mechanical and theoretical concepts of linear algebra. This course is a requirement for sophomore math concentrators. There are no prerequisites.

PRESENTATION: This is a lecture course. The professor enumerates the basic ideas in the book and provides insight into their mechanical and theoretical aspects.

READINGS: The book used this year was *Elements of Linear Algebra* by Moore (\$9.95).

ORGANIZATION: This year, there were two tests and a final, each of which thoroughly tested the student's comprehension of the material. The final was comprehensive and similar to the other tests. Mr. Huckleberry had his students keep their homework in a notebook that was turned in at the end of the semester. He also expected his students to see him in his office on a more or less regular basis.

COMMENTS: Students who enjoy math will find this an interesting and profitable course. This course is also recommended to students who think that calculus is all there is to math.

Mathematics 265 Honors Calculus III

CONTENT: This course includes series and sequences, series and sequences of functions, vector calculus, the implicit and inverse function theorems and integration up to Stokes' Theorem. Beyond that, the professor may do what he wants. For example, last year Dr. Phan devoted the entire year to the above topics while this year, Dr. Chapin covered those topics first semester and taught differential geometry second semester. Prerequisite for this course is Math 136, 164 or 166. A knowledge of linear algebra or a concurrent course in linear algebra is very helpful, but not absolutely essential. Math 265 is required for sophomore math majors who make up the bulk of the course.

PRESENTATION: There are three lectures and one tutorial session a week. The lectures are usually devoted to examining theorems and examples while the tutorial session is for problem solving.

READINGS: The book is usually *Calculus of Vector Functions* by Williamson, Crowell and Trotter. Spivak's *Calculus* is helpful in series and sequences.

ORGANIZATION: There are normally two or three tests and a final. Last year Dr. Phan's tests were in class; this year Dr. Chapin gave take home tests (open book and open notes). The tests emphasize theoretical concepts although problems are not excluded. The weighting of the tests depends upon the professor, although homework generally counts for 10% to 20% of the grade.

COMMENTS: While this course is designed for the honors math program, physics majors, pre-med majors and even a G.P. major have taken this course and done quite well (these are normally students who had honors math freshman year). The professors who have taught this course have been very helpful and popular with the students. The book is extremely good, although most of its numerical problems do not have the answers—which is frustrating if you are not sure you are doing the problem correctly. This course is recommended to science students if they have a good mathematical background and if they are willing to spend time on it. If you want more theory than is taught in Math 225, but do not want a strictly theoretical course, you should probably take Math 235.

Norman Haaser
Mathematics 517
Numerical Methods

CONTENT: As the title suggests, this course is devoted to the formulation and use of numerical techniques for solving mathematical and engineering related problems. These techniques are then used on the computer to solve the problems. Initially, the concept of the iterative technique is stressed heavily, which is an ideal way to show the student the close relationship mathematics can have with the computer. After this relation is shown, the course delves into topics such as the theory of polynomial approximation, interpolation polynomials and numerical integration. The intent of the course is to infuse in the student techniques of solving problems which can be adapted to the computer and thereby save time. Prerequisites for this course are sophomore calculus and some computer background. The majority of the students were engineering or physics graduate students.

PRESENTATION: Numerical Methods is taught in a lecture format. As the spirit of the course demands that the student have a good comprehension of the material, questions are always invited.

READINGS: The text used this year was *Analysis of Numerical Methods* by Isaacson and Keller (\$11.95). A useful reference is *Intermediate Analysis* by Haaser and Sullivan. Mr. Haaser also gives out a good number of handouts which provide useful supplementary material to the lectures.

ORGANIZATION: Assignments are given once every three weeks. These assignments require a very thorough understanding of the material and, together with the oral final, constitute the basis for grades.

COMMENTS: Surprisingly, the work load does not overburden an undergraduate, considering that this is a graduate math course. As the level of mathematical rigor is quite high, a student contemplating taking this course should feel at home with some mathematical theory. Mr. Haaser has effected a tight organization in the course structure and disseminates the theory with ease. Thus, the pace of the course is rapid. He also seems to care whether the student is learning the actual methods involved. Understanding of the theory provides a great insight into why the methods work but is not totally essential for the actual computer programs. The main criterion for the person considering this course is whether he is willing to make a genuine effort to assimilate and master the techniques.

Mathematics 365
Honors Analysis I

CONTENT: This is a more rigorous treatment of differential equations than Math 325. This course first covers the existence, uniqueness and techniques of solutions of differential equations and then covers the same concepts for systems of differential equations. Math 266 is the prerequisite. A knowledge of linear algebra, including canonical forms, is very helpful. This is a requirement for junior math majors.

PRESENTATION: Three lectures a week. This year, Mr. Otter occasionally promoted discussion by asking the class whether a certain claim was true and, if it was not, what was needed to verify it.

READINGS: The readings will depend upon the professor who teaches the course. This year Mr. Otter used *Ordinary Differential Equations* by Brauer and Nohel (\$14.95) and suggested *Ordinary Differential Equations* by Birkhoff and Rota for reference.

ORGANIZATION: In most upper division math courses, there are two tests and a final. Homework normally counts for part of the grade. This year Mr. Otter's tests consisted of two parts, one done in class, the other a one hour take home (closed book). One section of the test was based on definitions and proofs while the other part consisted of problems.

COMMENTS: This course is recommended to the science student who wants a rigorous course in differential equations. However, because this course assumes the student has no background (other than integration) in differential equations and because it spends a lot of time on existence and uniqueness, certain topics covered in Math 325, such as the Laplace transform, may not be covered.

Mathematics 324

Math Statistics

CONTENT: The first of the course is spent on Elementary Probability and the second half on Statistics. Probability spaces, elementary laws of probability, random variables and probability theorems are introduced in the probability half. Sampling and testing techniques are discussed in the statistics section. At least one year of calculus is a prerequisite.

PRESENTATION: The course uses a lecture format but ample opportunity exists to answer questions concerning theory or the problem sets.

READINGS: The required text this year was *An Introduction to Mathematical Statistics* by Brunk.

ORGANIZATION: One problem set, consisting of five or six problems, was assigned each week. There were three tests and a final. The tests may be taken home. While the tests involve problems, definitions and understanding of certain concepts are covered on the final. Homework, the final and each test are given equal weight for the final grade. All this may change if Mr. McIntyre does not teach this course next year.

COMMENTS: The course was successful in that a basic understanding of probability and statistics was achieved. Since the statistics half of the course follows the probability half, it tends to get rushed at the end of the semester. The student does achieve, however, a working knowledge of statistics so that he can study with little difficulty the topics not covered. The text used was not very readable and hopefully will be replaced.

Mathematics 325

Ordinary Differential Equations

CONTENT: The course covers the theory of ordinary differential equations and is normally taught by Mr. Mast. In the past, the student was not assumed to have much previous

knowledge of differential equations. However, this year Mr. Mast will assume that the students have had at least the background of differential equation theory taught in Math 226. Topics covered will include series solutions to variable coefficient linear equations, linear systems, boundary value problems, Laplace transforms, and hopefully approaches to nonlinear differential equations. Basic linear algebra will be reviewed during the course. Mr. Mast will assume the student understands exact equations, first order differential equations and linear equations of the constant coefficients (including nonhomogeneous). This course is required for junior physics majors, who make up bulk of the course. The emphasis of the course is placed on "understanding the material." That is, the students are not expected to work out rigorous proofs, nor are they expected to grind out solutions to problems like variable coefficient problems.

PRESENTATION: Lecture is the method of teaching. Lectures in class often include digressions from the book to show, for example, the applicability of certain theories to quantum mechanics or three body problems. Occasional questions are asked by Mr. Mast to stir up interest.

READINGS: The text is *Elementary Differential Equations and Boundary Value Problems* by Boyce and Diprema (\$12.95). Outside readings in related topics not covered in the text will be required for the take home test.

ORGANIZATION: Last semester, two one-hour tests were given in class in addition to one take home test. Outside research was required to do the problems on the take home. A final was also given. Homework was given but did not count towards the grade.

COMMENTS: This course would prove worthwhile for the student seeking a nonrigorous understanding of the basic theory of differential equations. The work load is reasonable, but the pace of the course is a little slow as Mr. Mast sometimes spends too much time on a given topic. Mr. Mast is very personable and concerned about his students. However, his lectures often drag and his ability to hold interest is limited. This course is recommended for science majors who have no requirement in differential equations.

Physics

Cornelius Browne Physics 247C General Physics III

CONTENT: A rigorous treatment of electricity and magnetism, special relativity, propagation of electromagnetic waves and a brief survey of modern physics including energy quantization, the Schrodinger Equation and atomic structure. Prerequisites are Physics 126 and Math 126. This course is required for chemistry majors and science math majors. The sequel is Physics 248C.

PRESENTATION: First semester, there are three lectures and one demonstration lecture a week. The demonstration lecture is simulates a lab with the professor carrying out the experiment and the class watching.

READINGS: *Physics II* by Halliday and Resnick (\$9.50), *The Feynman Lecture Series, Vol. 2* (\$9.95) and *Introduction to Special Relativity* by Resnick (\$4.25) are used.

ORGANIZATION: Four "Black Tuesdays" and a final. Although this is listed as a departmental course, this is the only section, and Mr. Browne is very easy to persuade to delay a test a week or so. These tests are quite a bit more theoretical (and more difficult) than the tests in Physics 126. Occasionally, there is an essay question on the test where the student is asked to explain the principles behind one of the experiments carried out in the demonstration lecture (previous topics include the Faraday Ice Pail Experiment and the Michelson-Morley Experiment).

COMMENTS: This is not an easy course. If you had the least bit of trouble in freshman physics, this course is probably not for you. However, if you can make it through this course, you will see that it is extremely worthwhile. Every year Mr. Browne looks at the class list, sees that about three quarters of the students are on dean's list, and announces that this is the most impressive class list he has ever seen. Mr. Browne is more than willing to tell you how to do the problems and also relate some entertaining stories about the old van der Gaaff generator at M.I.T. and the Notre Dame power system. This course is recommended to students who have a good aptitude for math and physics.

Paul Kenney Physics 203 Physics of Urban and Environmental Problems

CONTENT: Urban and environmental problems, chosen for their amenability to scientific study, are presented through case histories. Each case consists of the appropriate political, legal, social, and economic background to the problem, the relevant physics, the necessary data, and a number of mainly quantitative questions. The introduction of physics into the discussions is motivated by the contribution that physics can make to rigorous presentations and analyses of the problems. Prerequisite for the course is any of the one-year science courses normally taken in the freshman year to fulfill the university science requirement. This is a completely new course.

PRESENTATION: The course will be primarily lecture, though there is ample room for discussion. The exact details will depend upon the number and composition of the students.

READINGS: There is no required text, though background readings will probably be required. These will be taken from periodicals and varied sources.

Walter Johnson
Physics 247M
Electricity and Magnetism

CONTENT: This four-credit course offers a more intensive treatment of topics which are covered in the second year of general physics. This course is designed for students in the Physics Majors program and for other qualified students in science and engineering. It examines, develops, and utilizes a mathematical approach to principles of electrical and magnetic phenomena of the propagation of electromagnetic waves. The objective is for the student to obtain a thorough understanding of electromagnetic phenomena from a theoretical perspective. This approach focuses upon electrostatics, charge conservation, steady currents, charge invariance, vector fields, Lorentz transformations of coordinates, electromagnetic induction and the electrical and magnetic polarization of matter. The student's mathematical equipment is extended by adding the tools of vector calculus: gradient, divergence, curl, and the Laplacian operator. These are introduced into the course as they are needed. The prerequisites are General Physics I and II and two semesters of calculus.

PRESENTATION: The course is organized into three areas: two

hours of lecture, one hour for problem-sessions, and one hour of laboratory-demonstrations. The lectures concentrate on the derivations of the important principles of electricity and magnetism. The weekly demonstrations allow the student to observe the applications of theory with various devices and electrical equipment. Problem sets are worked out by the students and professor during the weekly problem-session.

READINGS: The textbook used is the Berkley Series Vol. II on "Electricity and Magnetism," by Purcell.

ORGANIZATION: There are four quizzes and a final exam worth 60% and 30% of the grade respectively. These tests focus upon the student's understanding and applying principles of electricity and magnetism. The ability to modify, transform, or derive physical relationships for a specific situation is also required. The final 10% is the professor's evaluation of the student's performance and contribution during the problem-sessions.

COMMENTS: Mr. Johnson is an excellent instructor. His lectures are well-prepared and delivered in a succinct and methodical fashion. He has a mastery of his material that few science professors have. The course is a rigorous one, however. The tests are fairly difficult, but Mr. Johnson is interested in eliciting the major principles on exams rather than upon parroting back equations. In general this course introduces the student to the type of reasoning necessary for physics.

Sperry Darden

Physics 302

Introduction to Modern Physics

CONTENT: This is a one semester course in modern physics intended primarily for preprofessional and engineering students who have had a year of calculus, chemistry and physics. The content of the course will vary depending on the makeup of the class. Topics which may be included are: an introduction to the special theory of relativity, relativistic dynamics, elementary concepts of quantum theory, the Schrodinger equation, the structure of the hydrogen atom, many-electron atoms, atomic spectra including x-rays, nuclear structure and reactions, and a brief introduction to molecular and solid state physics.

READINGS: A text has not yet been chosen for the course.

ORGANIZATION: During the semester there will be two one-hour tests and a final examination. Assignments of two or three problems may be given periodically.

Brij Khorana

Physics 321

Introduction to Molecular Biophysics

CONTENT: This course is intended primarily as an elective for senior preprofessional students but is also open to students in other departments who have adequate backgrounds in physics and chemistry. Topics to be treated include the physics of nerve, muscle, and eye; molecular basis of nerve conduction, muscle contraction, and vision; physics of biological measurements and instrumentation, and the effects of ionizing radiation on biological molecules. Prerequisites include one year each of calculus, physics, and chemistry.

PRESENTATION: Presentation is exclusively lecture and closely follows the material in the texts.

READINGS: The required text is Setlow & Pollard, *Molecular Biophysics*, (\$15.50), while Ackerman, *Biophysical Science*, is suggested and used occasionally in the lectures.

ORGANIZATION: The student is expected to complete a moderate homework assignment at the end of each chapter which is to be handed-in and graded. There will be a mid-term and a final, and the grade breakdown will be approximately as follows: homework 40%, midterm 30%, final 30%. A short paper (about 7 pages) may be required, and will be considered part of the homework for grading purposes. The tests are fair and draw heavily on the homework problems.

COMMENTS: The lectures are orderly and to the point though they rarely include material not covered in the texts. Mr. Khorana is not a dynamic lecturer; he does not attempt to be. The course is only one year old here, and its content is still in a state of flux. This year, prerequisites have been established so as to make the course accessible to preprofessional students, and the range of topics treated should make the course especially appealing to them. Unlike last year, no second semester sequel to the course will be offered. Mr. Khorana intends to cover the full range of topics treated last year, however, in less depth. This course should be a solid introduction to the rapidly emerging field of experimental biophysics.

Walter Johnson and Norman Haaser

Physics 333

Computer Programming and
Numerical Methods for Physicists

CONTENT: This is a course in computer programming of FORTRAN IV and numerical methods for physical problems. The programs will be run in batch process on the IBM 370, though the terminals may be used if there is interest and FORTRAN is implemented on TSO. The purposes of the course are to introduce students to digital computing equipment, numerical calculations, and techniques for solving physical problems, and to provide practice programming and analysis of problems of intermediate mechanics, electricity, and magnetism. The area of numerical analysis includes the consideration of the theory of methods polynomial approximations, numerical integration and differentiation, solutions of differential equations, elementary methods for solving partial differential equations, and functional equations. The applications that will be used involve problems that are often encountered by physicists. A two-year calculus-based course in general, physics, and Calculus IV are prerequisites. The course is intended for junior and senior physics majors and concentrates, though others may take it.

PRESENTATION: The course will be co-taught by Messrs. Johnson and Haaser. There are two 75 minute classes per week, of which Mr. Haaser will lecture about half of the class period and Mr. Johnson will take the other half. Mr. Haaser will lecture on the theory of numerical analysis and techniques; while Mr. Johnson will treat programming, computer operation, and applications of numerical methods to physical problems. Mr. Johnson's period will not be just lecture; some class discussion and problem sessions are important. A tour of the IBM 370 is also planned.

READINGS: The texts tentatively are *IBM 370 FORTRAN Programmers' Guide* and *Numerical Methods* by W. Jennings. Readings from Kopal and Collatz may also be given.

ORGANIZATION: The semester is organized into sections that deal with various topics. The first few weeks will include an introduction to programming and computer operation. The majority of the course will deal with numerical analysis and its applications. Assignments will be made at the end of each topic. Although no semester tests are proposed, there will be required one large scale physics problem on the computer as a term paper. A final exam, probably a take-home, will be given at the end of the semester. As this is a new course, the details may be changed during the course of the semester.

Walter Tomasch
Physics 345
(General Physics IIIA)
Atomic Physics

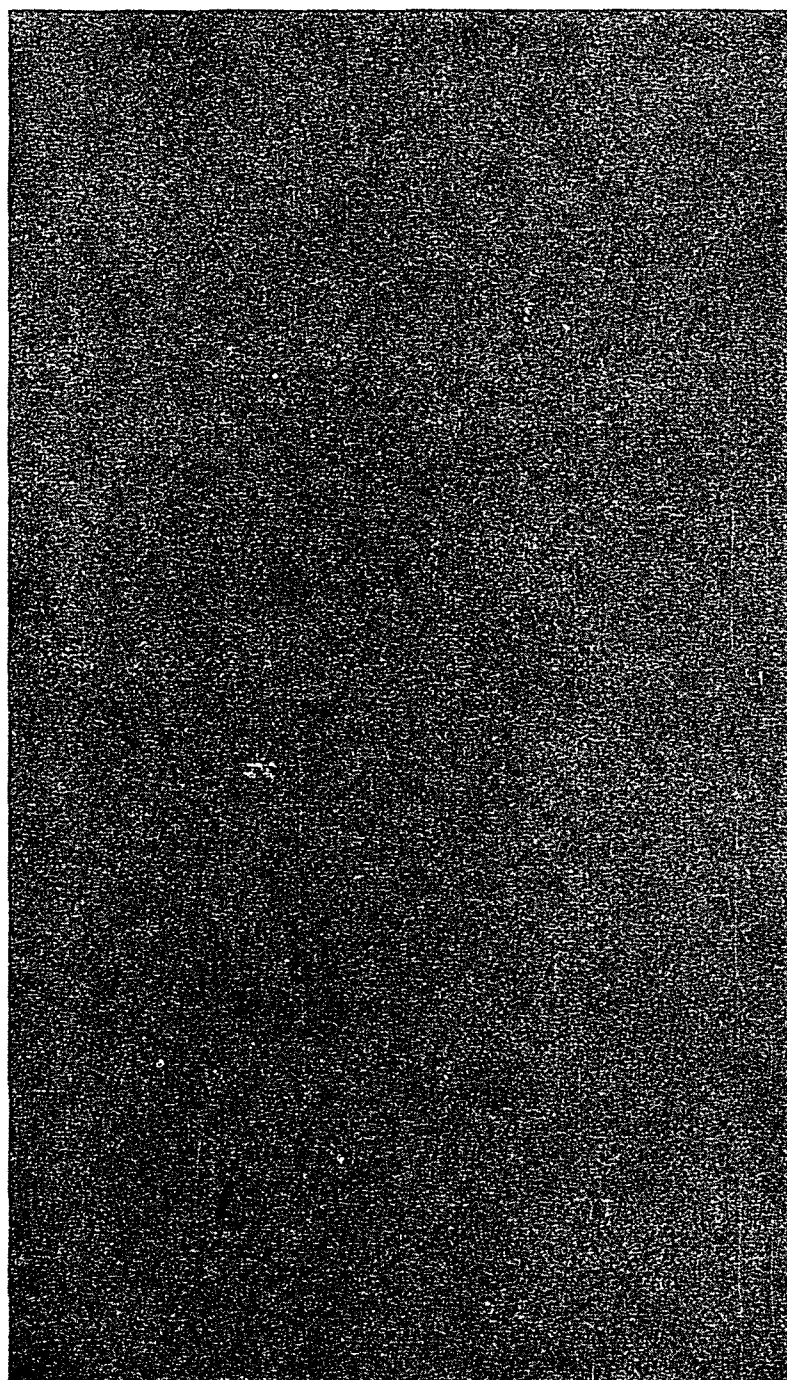
CONTENT: This course is primarily intended to be an introductory course in atomic structure usually taken by junior Physics majors. Mr. Tomasch plans to spend a brief time covering relativity and giving a historical background of the old quantum theory before getting into the Shroedinger theory of quantum mechanics. The major part of the course will be concentrated on the development of wave mechanics and its application to the one electron atom, multi-electron atoms, and simple chemical bonding. A knowledge of two years of the majors sequence in physics and math is assumed as a prerequisite.

PRESENTATION: This course is a lecture course.

READINGS: There is a fifty-fifty chance that Mr. Tomasch will retain the use of the text used in the past, *Fundamentals of Modern Physics* by Eisberg, which sells for \$13.95. He feels, however, that this text is too detailed and is considering a change.

ORGANIZATION: The student's grade is determined by three "Black Tuesday" type 1½ hour exams and a final. All are weighed equally. The several problem sets assigned during the semester will be used in the determination of the final grade if Mr. Tomasch feels sufficient information as to the student's ability can be drawn from them. The problem sets could become as important as one test. The tests draw primarily from the class notes, are challenging, and are aimed at testing the student's understanding of the fundamentals of quantum mechanics.

COMMENTS: Although last year's course fell short in the amount of material Mr. Tomasch had hoped to cover, he promises to spend less time on background material such as relativity and more on atomic structure. His lecture notes, which prove very valuable in studying for the tests, are well organized and of more depth than the readings. His lectures offer much more depth and emphasis on understanding than the text and are thus a very valuable part of the course. The only failing of Mr. Tomasch's lectures is that they are sometimes quite difficult to hear, for he lectures in a very soft voice. His grading of exams is somewhat critical and he usually encourages doing the problems in a particular way. Overall, this course is an excellent introduction to quantum mechanics as applied to the atom and provides a firm conceptual foundation.



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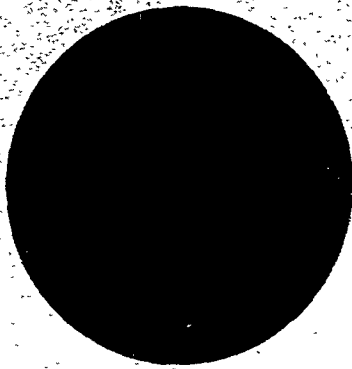
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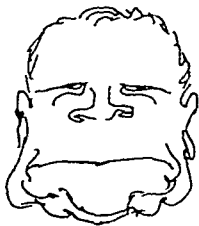
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epilogue

Words, words, words. *Hamlet*, Act II, s.2, 1. 196

This year witnesses another attempt to give direction to the Course Evaluation Booklet. We have kept the same format—Content, Presentation, Readings, Organization, Comment, but we have tried to change the general approach taken by students in evaluating courses. Most of our effort was directed at restructuring the Comment section. As you all know, comments in former issues have been flights of literary fancy, vindictive or praiseworthy statements about professors, or just plain mediocre. Many past comments could be summed up as follows: Prof. X is a good guy, his course is a valuable educational experience, and a student shouldn't leave ND without taking it.

We feel that critical comments pointing out strengths and weaknesses of a professor and his course create the best evaluations. We realize that one student's words of love or hate of a course don't provide much information for his fellows. We urged our evaluators to give specific reasons and examples in their critiques. Conversations with other students who had taken a particular course was suggested as a means of balancing one's comments. However, we had to rely upon our evaluators. We couldn't keep a close watch on the 200 or so students writing for us. In light of our expectations and limitations, you judge the success or failure of our Booklet.

Special thanks to our student department chairmen who collected evaluations, to the old and new editorial boards of the SCHOLASTIC for proofreading, to Jim Palenchar, ex-CEB editor, for advice, and to Mike Lonier for layout. We appreciate the hard work and help of Ed Sanna, Gene, George and the staff at Ave Maria Press.

—jim fanto

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