

evaluation

booklet /

1973

Course

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notre dame - st. mary's

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APRIL 24, 1973
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The American Studies Major Sequence

The American Studies Major has undergone a minor change this year. This change will effect only Juniors coming into the major. Seniors will continue under the present system. The changes in the major are as follows:

American Studies: The format has been changed from the present 3-2-2-2 delegation of credits to one of 2-2-2-4. This entails the following changes. The student will be asked to choose 3 areas in which he will concentrate. He will be required to take at least 6 hours in each of these disciplines. They are American Literature; American Government; American History; American Art; and American Philosophy. The 12 hour sequence will be taken in the American Studies Department. This will consist of 2 seminars (6 hours) and 2 free electives in the Department.

American Studies-Communication Arts Intent: The format for this is the same as that of the American Studies Major except that instead of 2 free electives (6 hours) in the American Studies Department, the C.A. Intent should take Visual Communication and some Writing course as well as his 2 seminars (6 hours).

NOTE: This will effect only incoming Juniors in the major.

Schlereth

Amst 352
09TT11

Amer Thgt and Cult I
seq. 101260

DESCRIPTION: This new course will interpret cultural, intellectual, and social ideas and movements throughout seventeenth, eighteenth, and early nineteenth century American life. Emphasis will be placed on the development of American thought within the context of the Western intellectual community as well as on the changes in indigenous cultural patterns. Topics to be examined include: the New World in the European imagination; Puritanism and the role of religion in early American history; the American Enlightenment and its ramifications; the rise of democratic social and political theory. Two lectures a week will each be followed by a question-discussion period. Readings will be examined and discussed parallel to the lecture topics. Throughout the course a special effort will be made to familiarize the student with the methodological approaches of American Studies and the techniques of cultural and intellectual history. American Studies 352 is designed to be followed by a subsequent course in the spring semester which will continue the investigation through the nineteenth and twentieth centuries.

READINGS: Levine and Middlekauff, eds., *The National Temper, Readings in American Culture and Society to 1877*; Nennig Cohen, ed., *Approaches to the Study of The United States: The American Culture* (Vol. I); *The American Experience* (Vol. II); McGiffert and Skotheim, eds., *American Social Thought: Sources and Interpretations: Colonial Beginnings to the Civil War*; Edmund Morgan, *The Puritan Dilemma, the Story of John Winthrop*; Sumner Chilton Powell, *Puritan Village, The Formation of a New England Town*; John Barth, *The Soft-Weed Factor*; Cedric B. Cowing, *The Great Awakening and the American Revolution: Colonial Thought in the 18th Century*; Daniel Boorstin, *The Lost World of Thomas Jefferson*; H.H. Clark, *The Writings of Thomas Paine*; John William Ward, *Andrew Jackson, Symbol for an Age*; Henry Nash Smith, *Virgin Land, the American West as Symbol and Myth*.

STUDENT WORK: There will be several short essays dealing with various aspects of the course, a mid-term, and a final examination.

Stritch

Amst 357
01 MWF

Arts of America I
seq. 101460

DESCRIPTION: This popular American Studies elective open to all students has now been expanded into two semesters. The first semester focuses on art in general, how to look at paintings and architecture, the meaning of music, and form in the narrative arts. There are no pre-requisites for the first semester course, but the first semester course is a necessary prerequisite to the second semester course, which concentrates on American Achievements in the arts. Lectures, slides, films, discussions and museum projects comprise the method of presentation, and because of the number of "visual" lectures, regular attendance is important.

READINGS: Readings include Langer, *Feeling and Form* and *Problems of Art*; Read, *The Meaning of Art*; Knight, *The Liveliest Art*; Andrews, *Architecture, Ambition, and Americans*; Nye, *The Unembarrassed Muse*; Rose, *American Painting Since 1900*. Total cost of books is \$10 to \$12.

STUDENT WORK: Class attendance, 5 to 8 short papers (2-3 pages), individual conferences with the professor, and a mid-term and a final exam required of all students.

COMMENT: Professor Stritch is in his own element when discussing the Arts of America. His informal lectures are lively, pointed, and well-flavored with his acute aesthetic sensibility. His genuine interest in each student promotes the learning experience, which, when shared with Professor Stritch, is both "delightful" and "charming."

Weber

Amst 381
03MW5

The Amer Char
seq. 101660

DESCRIPTION: The American Character is a lecture course exploring the tension and paradox in the national character from colonial times to the present. The course argues that what is most characteristic about America is its baffling array of contradictions--and that its contradictions have created within America a complexity of feeling that is at once a source of strength and weakness. The course develops its structure from the pursuit of three themes of particular resonance in America--the land, the city and the road. The course is open to about 50 students and is recommended to all Juniors in the American Studies department. This course is no longer a requirement for Juniors, but it is recommended for various reasons. There are two primary reasons: 1) to gain some insight into the development of the American Character as a reference for later study, and 2) to acquaint the student with Prof. Weber.

READINGS: The materials of the course are basically drawn from classic American literature and include the following: D.H. Lawrence, *Studies in Classic American Literature*; J.F. Cooper, *The Pioneers*; A. deTocqueville, *Democracy in America*; M. Twain, *The Adventures of Huckleberry Finn*; H. Garland, *Main Traveled Roads*; S. Crane, *Maggie*; R. Hofstadter, *The Age of Reform*; S. Lewis, *Babbitt*; H. Alger, *Ragged Dick and Mark the Match Boy*; J. Kerouac, *On the Road*; T. Wolfe, *The Electric Kool-Aid Acid Test*; and F.S. Fitzgerald, *The Great Gatsby*. There will also be a few supplementary readings for the American Character. They will be taken from the following: Crevecoeur, Franklin, Jefferson, Thoreau, Emerson, and Bellamy.

STUDENT WORK: The reading list is a bit long but it is not impossible for the student to keep up on the readings. During the first weeks of the course the progression is rather slow and the student is able to read ahead. There will be slides and films to augment the course as time permits. This year the course will meet on Mondays and Wednesdays for a one hour lecture and there will be a supplementary meeting on Friday for all who are interested and wish to take part and discuss the ideas presented in class and the readings. This is a great asset as the class period often does not present a sufficient opportunity for the student to discuss his own thoughts on the works. There will be 3 or 4 small (1-2 pages) papers as well as one longer (5-10 pages) paper. In addition to the papers there will also be a mid-term and a final.

COMMENT: Do not let the rather large work load scare you away from the American Character. This is indeed one of the finest courses presented by the American Studies Department. Professor Weber calls the class a monologue, but it is exceptionally interesting. His lecture style is one that never tires the student. Prof. Weber has the uncanny knack of getting his students to really think of the ideas that he presents. The mid-term and the final as well as the papers afford the student a chance to express their thoughts on certain topics by relating to specific books. Many students feel that Prof. Weber's enthusiasm for the subject makes his presentations all that much more enjoyable. So, if you would like to gain some valuable and sometimes cryptic insights into the American Character, by all means sign up for this course.

Kolbenschlager

Amst 383
04TT6

Image of Woman
seq. 101860

DESCRIPTION: This is a reading course that will focus on the stereotype of woman as a received image in the American cultural milieu. Readings and discussions will explore the visual and verbal sources of popular mass images: American language, fiction, film, advertising, psychology, theology and various representatives of public mythology.

READINGS: The texts to be used in the course will be announced in the fall.

STUDENT WORK: There will be one paper and one project due in the course.

Fischer**Amst 443**
11 MWF**Vis Commun**
seq. 102060

DESCRIPTION: This course presents an experience in basic design--line, shape, form, color, harmony, balance, etc.--in both theory and practice. The course attempts to provide an understanding of the principles that underlie the areas of advertising, film, television, magazines and sometimes the writing involved. There are no requirements for Visual Communication. The course is, however, required by all Communication Arts Majors. There are presently 25 places open in the course and any places not filled by American Studies majors will be open as University Electives.

READINGS: None.

STUDENT WORK: This course is primarily a work by doing course. The course will begin with about 2 weeks of lectures and slides presentations on the elements of design theory. The remainder of the semester will be a utilization of the design theory in the preparation of 12-15 assigned design projects. The projects progress from the simple to the non-representational; that is from the simple cut and paste to the more complex designs of book jackets, record covers, brochures, magazines and three dimensional packaging. There is ample time given for the preparation of each project and tardy work is thus frowned upon. Because of the importance of the in class guidance of Prof. Fisher, cuts in the class are discouraged.

COMMENT: This is that infamous American Studies elective that is termed Cutting and Pasting I. It is indeed more than Cutting and Pasting, it is an exercise in the use of the imagination and its representation in the media. The creative element of the mind is challenged and the student learns the essentials of design as well. If you decide that you would like to try your artistic ability at design, take this course. If you believe that designing a record album or a book cover is the easiest task in the University, then take the course. The fact is, you may surprise yourself.

Kolbenschlag**Amst 446**
06M9**Newswrit**
seq. 102260

DESCRIPTION: The course is designed for beginning journalists who are directly involved in the production and reporting staff of the *Observer*. Lab sessions include practice in the basic news story, speech reporting, interviewing, interpretive and in-depth reporting, and copyediting. Prerequisite: clearance by Sr. Kolbenschlag or editor-in-chief of the *Observer*, Jerry Lutkus. (Sr. Kolbenschlag may be contacted at the American Studies Office, 349 O'Shaughnessy Hall, 7316).

Fischer**Amst 450**
02TT4**Writ Publication**
seq. 102560

DESCRIPTION: This course, as the title suggests, places emphasis upon writing for publications, especially magazines. The works are prepared in hopes of being published in various types of campus publications as well as the magazine in general. There are no prerequisites for the course, though some previous writing experience will be of a definite advantage to the student. The course is geared toward a career in professional writing and is open to American Studies Majors with a Communication Arts Intent. The course is open to 15 students.

READINGS: None.

STUDENT WORK: The class will meet for about the first two weeks of the semester for general lectures on writing tips and basics of journalistic writing. Prof. Fischer will read a few works of his own as examples of the final goal of the course. Following this introduction students are assigned their first topic for research. From this time on the class session will become individual meetings with Professor Fischer. During these sessions students will discuss their progress and their problems with the articles. Since there are no readings, it is strongly suggested that the student spend considerable time each week in the preparation of his article. During the semester each student is expected to complete a minimum of two research magazine articles. These should be of a considerable length and should be completed before the end of the semester. The articles will be considered for publication in local magazines and the students will have an opportunity to meet with the editors of these magazines and to discuss the potential of their works as well as their careers in writing.

COMMENT: It is always helpful to have an insightful professor and Professor Fischer is exceptional in this department. But an insightful professor is of little value to a student who lacks motivation. It seems natural that a student interested in learning the essentials of magazine writing and publication will benefit a great deal more than the student who enrolls to merely fulfill a

requirement. As usual the student gets out of this course only what he invests in it of himself. Professor Fischer is indeed a very amiable man when the assignments are completed when they are supposed to be but late assignments are not the best way to stay on his good side. He is always available and often eager to help students smooth out the rough spots in their work. If the approach that the student has chosen is too complicated he will help him tone it down. So if you have always wanted to attempt a masterful command of magazine writing, partake of the experience provided in Writing for Publication. Who knows what fate may await those who endeavor to become journalistic whizzes?

Stritch**Amst 471**
04TT6**Cult of South 1855**
seq. 103060

DESCRIPTION: This course investigates, through readings, seminar-type discussions and short papers some of the aspects of southern culture, specifically omitting Faulkner and, as far as possible, the race question. The course is limited to 15 students. This will be counted as a Senior seminar or an AMST History requirement.

READINGS: Topics include *The Legend, The New South, Demagogery and Reform, God, Agrarians Old and New, Today, and Journalism, Oratory and Literature*. Some of the authors studied are Donald Davidson, John Peale Bishop, Sidney Lanier, David Potter, C. Vann Woodward, W.J. Cash, Eudora Welty, V.O. Key, Flannery O'Connor, and Tennessee Williams. Total book expense is roughly \$10-12.

STUDENT WORK: The amount of reading is commensurate to the level of the course, but not over-burdensome. Each student will be asked to write roughly six papers, all of them relatively short. Seminar participation is also expected of each student. In addition, Professor Stritch will hold mid-term conferences with each student.

COMMENT: This course is Professor Stritch's gem. Having been born and raised in Nashville, he enlightens the discussions through his broad experiential interest and knowledge of the South. This course provides the relaxed learning atmosphere which a Stritch course emanates. It is ideal for the student who wants a real learning experience, one which promises to explode any stereotypes of the South one might have.

Kolbenschlag**Amst 475**
01TT3**Amer Best-Sell**
seq. 103260

DESCRIPTION: The complete title of this Seminar is American Best Sellers: Studies in Popular Culture. The seminar will explore the relationship between popular fiction (and some non-fiction) and the unique qualities of the American cultural consciousness. Genres explored will include the spiritual revelation, self-help manual, political pamphlet, biography, dime novel, pulp magazine story, utopian fantasy, Western, muckraking sketch, and others. This course will count as either a senior seminar or as a literature requirement for majors, and will be open to about 20 students.

READINGS: The texts for the course are as yet unchosen and will be announced in the fall.

STUDENT WORK: There will be a minimum of two papers and one project that will demand extensive research in the periodical of the 19th and 20th century.

COMMENT: Students agree that Sr. Madonna conducts a well researched and interesting class. She takes a personal interest in her students and is always willing to consult with or answer a student's questions outside of class. Papers and tests though demanding are graded fairly. Students concur that their grades were truly representative of the effort they had put into the course. The only criticism consistently leveled was that Sr. Madonna, in an effort to cover a great deal of material, proceeded too quickly at times.

Weber**Amst 482**
02TT4**Contem Amer**
seq. 103460

DESCRIPTION: This is a seminar exploring the change in American life in the 1960's and 70's with particular attention given to issues that are raised by the Viet Nam war, the decline of religious and institutional authority, racial tension, shifting social relations, and styles of performance in the arts. In these specified areas two questions will be dealt with, where America is now and where it should be. This will be a key to the understanding of the position of the above areas in the American society at the present. This will be a senior seminar in the American Studies Department and will be open to 15 students.

READINGS: Key readings for the course will include *The Best and the Brightest*, D. Halberstam; *Bare Ruined Choirs*, G. Wills; *America is Hard to Find*, D. Berrigan; as well as works by Saul Bellow, Theodore Roszak, James Dickey, Paul Goodman, Philip Slater, and Nora Sayre.

STUDENT WORK: Since the format of the course will be that of a seminar, the students will be expected to participate in the discussion as well as be responsible for the readings of the books. The reading list is not too lengthy, but a

comprehensive reading of each book will be essential in the consideration of the two seminar questions. The student will be expected to submit small (1-2 pages) seminar papers on each of the works that is read in class. The student will also be held responsible for a larger seminar paper. This major piece of writing in which the student will not only analyze the changes in a particular aspect of the American culture but will attempt to offer a blueprint for the change and the effects that it has on the culture. There will be no exams.

COMMENT: Professor Weber is indeed a competent seminar leader. If his previous classes are any indication of his style, this seminar will be one of the finest offered in the department. The focus of the course is one that is not touched by any other department of the University, that of the contemporary American in contemporary America. This is indeed an area for discovery and each student will do a great deal of that on his own. Professor Weber's style is such that the inducement to learning is natural and not forced.

Schlereth Amst 485 Artifact in Amer Hist
10TT12 seq. 103660

DESCRIPTION: This new course in the department is designed as an interdisciplinary approach to the study of American culture primarily by means of non-literary dimensional sources such as architecture, the fine, decorative, and graphic arts, folklore, oral history, balladry, technology, photography, and domestic artifacts. Using various anthropological, archaeological, and historical techniques, the seminar will explore the relation between verbal records and artifacts as a way of investigating and understanding the American past. This is a senior seminar open to twenty American Studies majors.

There will be two seminar meetings a week, except when a research expedition is scheduled. The semester's study will be organized, collectively as a class and individually via independent research, to explore the problems and possibilities of the artifact as an historical resource. Extensive use will be made of slides, films, and visual resources.

Several research expeditions will be made to various local and regional museums and research centers such as Northern Indiana Historical Society, Chicago Historical Society, Fort St. Joseph, Art Institute of Chicago, Henry Ford Museum and Dearfield Village, DuSable Museum of African-American History, and Chicago Museum of Science and Industry. Transportation costs will be minimal but students will be expected to bear this expense as part of the course.

READINGS: A tentative list of required readings includes: Richard M. Dorson, *American Folklore and the Historian*; Allan Gowans, *Images of American Living: Four Centuries of Architecture and Furniture as Cultural Expression*; John A. Kouwenhoven, *Made In America: The Arts in Modern Civilization*; Alan Trachtenberg, *The Brooklyn Bridge: Fact and Symbol*; John Burchard and Albert Bush-Brown, *The Architecture of America, a Social and Cultural History*; Carl Bode, *Anatomy of Popular Culture, 1840-1865*; Leo Marx, *The Machine in the Garden, Technology and the Pastoral Ideal in America*; John Anthony Scott, *The Ballad of America, the History of the United States in Song and Story*; George Kubler, *Hard Times, an Oral History of the Great Depression*; John Sumner Chilton Powell, *Puritan Village, the Formation of a New England Town*; Constance Rourke, *The Roots of American Culture*; Siegfried Giedion, *Mechanization Takes Command*; Harry Russell Heibel, *Things in the Driver's Seat, Readings in Popular Culture*.

STUDENT WORK: Several short research reports will be required on certain aspects of the course's inquiry as well as a major research essay that will identify, document, and explain an actual historical artifact and its cultural significance. Students will be expected to attend and participate fully in all seminar sessions and research expeditions. During the course of the semester, probably in collaboration with a colleague, each student will prepare and be responsible for a class presentation.

Various scholars in the fields of archaeology, historic preservation, art and architectural history, folklore, and museum curatorship will be invited to bring their expertise to particular problems that the seminar will investigate.

COMMENT: All of Mr. Schlereth's students agree that he is enthusiastic in his teaching. He is young and genuinely interested in his students. Several students felt that his major problem in teaching was perhaps his inexperience, and the resultant lack of a highly polished lecture style. But due to his constant careful preparation all have seen improvement throughout his teaching here at Notre Dame. The discussion following lectures is interesting when it does occur, but often does not due to lack of student interest or questions or to lack of time. Mr. Schlereth is most receptive to questions in and out of class, and is constantly questioning and reevaluating his own opinions. Papers and written work are carefully read and returned promptly.

Schlereth Amst485 Hist of N.D.
03MW5 seq. 103860

DESCRIPTION: This will be a new reading course that will explore the development of the University since 1842 in the context of several important dimensions of American cultural, intellectual, and religious history: the history of the Catholic experience in America; the development of American higher education in the nineteenth and twentieth centuries; and the national visibility and significance of modern American Catholicism since Vatican Council II. This seminar will investigate a variety of materials pertinent to the University's history and its involvement in regional and national cultural and intellectual

trends in the United States. Such sources will include archival sources, unpublished manuscripts, public documents, newspapers, campus publications, general histories, and scholarly monographs. Extensive use will be made of the University Archives in the investigation of these materials. During the semester various scholars also working on the University's history will be invited to bring their expertise to bear on particular topics that the seminar will investigate. The class will be limited to eight students.

READINGS: A tentative list includes: Edward Sorin, *Chronicles of Notre Dame du Lac*; John T. Wack, *The University of Notre Dame du Lac: Foundation, 1842-1857*; Gary MacEoin, *Father Moreau, Founder of Holy Cross*; John Tracy Ellis, *American Catholicism*; Mary C. Coquillard, *Alexis Coquillard-His Time, A Story of the Founding of South Bend, Indiana*; Theodore Maynard, *Orestes Brownson, Yankee, Radical, Catholic*; George P. Schmidt, *The Liberal Arts College: A Chapter in American Cultural History*; Arthur Hope, *Notre Dame, One Hundred Years*; Ralph Weber, *Notre Dame's John Zahm*; Thomas McAvoy, *Father O'Hara of Notre Dame*; Richard Sullivan, *Notre Dame*; Joel R. Connelly and Howard R. Dooley, *Hesburgh's Notre Dame*; Frederick Rudolph, *The American College and University, A History*.

STUDENT WORK: Each student will be responsible for certain weekly assigned readings that all course members will read and prepare to discuss together. Students will also pursue various avenues of independent reading and study, write several short research reports, and maintain a research journal.

art nd

STUDENT ADVISORS: Margaret Kleinhenny; Jennifer Luhrs, 1010 Notre Dame Ave. Apts; Mark Riley, 1303 Michigan Ave., LaPorte; Edward Scloego, 54018 Ivy Road, South Bend; Timothy Standring, 824 So. Bend Ave., 233-5336; James Lewis Thomas; John Vitale, 1179 So. Bend Ave.

Leader Art 151 Art Traditions
08 MWF seq. 111001
01 MWF seq. 111002

DESCRIPTION: This is an introductory course for all students interested in Western Art. The areas covered the first semester range from prehistoric art at Altamira, through ancient Egypt, Crete and the Aegean Islands, and then on to the glorious periods of Greece and Rome. The work of the first semester ends with the Byzantine Period in Ravenna and Istanbul.

The course has a slide lecture format and the representative pieces of work from each period are shown and analyzed. Prof. Leader tries to communicate to his students a feel for each period and a sense of historical continuity in which these periods arise and evolve.

READINGS: There are two paperback texts: *Readings in Art History*, Vol. I (ed. Harold Spenser) (\$4.95). *Art, Style and History*, Jon Longaker (\$4.50).

STUDENT WORK: There are three exams including the final. These exams draw on the material covered in class (i.e. usually specific slide identification) and the lectures. Also covered on the exams are the reading assignments which are rarely discussed in class. There is an optional term paper of 2500 words in length which provides an excellent opportunity for independent research and for the more mercenary participants in the class, extra points for falling somewhat short on the exams.

COMMENT: Art Traditions is an excellent course for those who have no background in that subject. It is also an excellent course for those would-be dilettantes in the colleges of Sciences and Business Administration, there are no prerequisites. The tests are relatively difficult but with regular class attendance and attendance at the review sessions, held before each exam, they are very fair.

Staff Art 210 Intro Studio Art
various times

DESCRIPTION: This course is designed to acquaint the student with several forms of the creative process: Drawing, painting, design, sculpture. This course entails a mixture of lecture, discussion and practice of the aesthetic principles of art. Along with the work done in the studio the class usually makes trips as a body to both the Notre Dame Gallery and ISIS student gallery for discussion purposes. Most of the class time, however, is allotted to the gutsy problem of artistic production.

READINGS: There are no formal readings required.

STUDENT WORK: There are a series of short papers during the semester concerning various exhibits and other aspects of art. Two brief informal exams which are more correctly termed as quizzes. The material covered on the quizzes is usually reviewed immediately before they are given. The grade is determined from the work done in class and the progress of the individual student not on the aesthetic correctness of his work.

COMMENT: This course offers an excellent opportunity for relief from the "A B C" pressures of academia, however, it should not be taken with that purpose in mind for it requires enthusiasm and intent. The pace of the course is set by the student himself and while working with an artist, one gains an insight (through experience) into the sensitivity required in the process of artistic production. The average cost of the necessary materials is about \$10 to \$12 for the entire semester.

Hunt

Art 353
11 MWF

Ancient and Classical
seq. 113800

DESCRIPTION: This course traces the history of art from its known origins in the prehistoric caves of the Franco-Cantabrian region, through the civilizations of Mesopotamia, Egypt, ancient Crete, and Mycenae and ends with the classical worlds of the Greeks, Etruscans and the Romans.

The basic presentation of this course takes the form of slides, but the essence of the course resides in the amazing array of knowledge exhibited by Brother Edmund Hunt. The classes are usually small and this makes for an extremely beneficial learning experience. There are no prerequisites for the course, unless they be an acute sense of humor in order to appreciate Brother Hunt and an interest in the ancient foundations of myth and religion.

READINGS: Tentatively the text will be the *La Rousse Encyclopedia of Prehistoric and Ancient Art*, Putnam, (\$17.95).

STUDENT WORK: The work load in this course is not one of the more strenuous in the university. It consists of a mid-term and a final in which characteristics of the particular culture are required but not specific identification of the work itself. In addition to this there is a paper requirement for all students with more expected from majors and graduate students.

COMMENT: The opportunity of studying under Brother Hunt is one that most any student should welcome. This man is not only a teacher but has personally experienced this era of art longer than most of us have been alive (sorry Brother). Brother Hunt once told the Director of the British Museum that some of the bull-head harps which they had on exhibition from ancient Mesopotamia were not strung correctly, they did not restrung the harps but Brother Hunt was indeed correct in his criticism.

Porter

Art 355
09 TT 11

Rom and Goth Art
seq. 114000

DESCRIPTION: An in depth survey of art produced in Western Europe from the coronation of Charlemagne in 800 to the international style of 1400. The major monuments in architecture, painting, manuscript illumination, sculpture, metal and ivory carving will be included. Specific problems will be dealt with. For example, is there substance to the popular ideas that a renaissance occurred in the ninth century under Charlemagne's rule or in the twelfth century during the so called Golden Age of Romanesque?

The social, political, religious, and intellectual climate will be examined in relation to the arts produced during the period. The personalities of Charlemagne, the Ottos, Bernard of Clairvaux, Henry of Blois, Charles the old, Jean de Berry, Villard de Honnecourt, Bishop Bernward, etc. will be discussed in terms of their influence on the great artistic heritage of the Middle Ages. An exhibition of mediaeval art will be employed so that the students may work with the object. Unpublished material, such as architectural renderings and the material available in the Medieval Institute will be employed in the course.

READINGS: George Zarnecki, *Romanesque Art*, \$6.95. Florens Deuchler, *Gothic Art*, \$6.95.

STUDENT WORK: A midterm thought organizer and final exam. One paper to be given orally in a 20 minute presentation.

COMMENT: Let's face it, an art history course consisting of slide lectures dealing with places you've never been (Chartres, Reims, St. Denis--catch the latest Pan Am ad?) or art objects you've never thought were objets d'art, rather things kept in your mother's credenza (metal work, ivory carvings, manuscripts)--can surprisingly turn out to be nothing but a literary travelogue. If that's what you expect from this course either reread the course description or cancel your plans to register for it. But if you want the real thing, don't just drink Coke, sign up for Professor Porter's class. This is a field that Mr. Porter excels in and as a consequence feels most comfortable in. His lectures are not mere readings of notes, but verbal, articulate expressions stemming from a thorough knowledge of the material covered. The classes are casual and informal, yet not without a keen seriousness towards objects, ideas, and feelings of Romanesque and Gothic Art.

Stevens

Art 385
01TT3

Photography II
seq. 116260

DESCRIPTION: 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.

READINGS: There are no required readings. Cost of film, paper, and other supplies (aside from the camera) average \$35-\$40 per semester. One may easily spend more than that.

STUDENT WORK: 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 20 prints. Student participation is essential in class. There are frequent slide presentations and both lecture-discussion outside of darkroom time.

COMMENT: Mr. Stevens is well versed in many aspects of photography and complements the interest in the photography of his students. Students choose their own subjects, and experimentation within the medium is encouraged. Mr. Stevens' often challenging opinions offer the students the opportunity to expand their knowledge of photography as an art.

Rushton

Art 457
09 MWF

Ital Renaissance
seq. 115400

DESCRIPTION: This course will cover the painting, sculpture, and architecture of this passionate period of Italian history from the 1300's to the end of the High Renaissance. The basic problems of the artists: revival of interest in the natural world, and the revival of interest in antiquity.

The course is a slide-lecture format with a third of the course set aside for the various problems of how art is related to the thought and the powerful European families of this time.

READINGS: F. Hartt, *A History of the Italian Renaissance*, about \$13.00. This basic text will be supplemented by books and articles placed on reserve in the library.

STUDENT WORK: There are two one-hour exams, which are basically used by Mr. Rushton to prepare the student for the exam. In addition to this there is a 10-12 page research paper.

COMMENT: Mr. Rushton is an extremely academic teacher. He is not concerned with the history of art as an isolated subject but in its relation to culture, philosophy, literature and music among other things. If one is looking for a study, not singly antiseptic, but of a total experience of one of the most important epochs of man, the course is highly recommended.

Fern

Art 461
04TT6

The 19th Century
seq. 115600

DESCRIPTION: This course basically deals with the development of modern art in Europe: Neoclassicism, Romanticism, Realism, Impressionism, and Post Impressionism. This century is the first definite break from the framework of traditional authority which confined and sustained the artist since the time of the Renaissance, this is the century which enabled the artist to act with the latitude both frightening and exhilarating and which we know as modern art. This course is open to all students, no prerequisites.

READINGS: The readings have not yet been decided upon.

STUDENT WORK: The student work is based around the traditional ND midterm and final structure with slide identification constituting a large part. There is a term paper requirement for all majors and grad students leaving the major portion of the class free for any of various outdoor games lightly and capriciously attended on fall Saturday afternoons.

COMMENT: Mr. Fern is a competent artist in his own right and recently his own work has dealt with the extremely important problem of traditional artistic presentation and the transcendence thereof. As chairman of the art department he surprisingly finds the time to talk over the problems of students at their own convenience. The student who elects to take this course has the unique opportunity to study under a man who is both artist and art historian and competent in both fields.

Rushton

Art 467
01 TT 3

Master Draughtsmen
seq. 115800

DESCRIPTION: Drawing forms is possibly one of the foremost tools of the vocabulary of the artist. A drawing is usually the first thing which the artist uses to record his sensual impressions, in this respect it is the first register of his immediate thoughts, it records the creative process.

This course will consider the major European draughtsmen from the fifteenth to the twentieth centuries in order to uncover the differing approaches to drawing as an expressive art form. Among other things to be covered during the semester are: different types of drawing, sketches, studies, etc., and the different media and techniques employed by the artists.

The course is basically a lecture-slide presentation but with argumentation growing in each class. This is encouraged by Mr. Rushton who feels that if a point is worth discussing it is worth discussing on the spot. Some major questions arising in the course are the significance in the development of the history of drawing and drawings as works of art in their own right.

READINGS: D. Mendelowitz, *Drawing*, is the text. The majority of readings concerning individual draughtsmen will be taken from books and articles on reserve in the library.

STUDENT WORK: One research paper of 10-12 pages, one one-hour exam and a final exam (both of which are essay).

COMMENT: Mr. Rushton is an excellent man to hold a discussion with. His knowledge of the subject and the historical and cultural aspects relating to it make for interesting and exciting discussions. Mr. Rushton encourages students from all colleges and majors which makes his discussions extremely entertaining and broad in differing points of view.

Kinsey Art 491 Etching-Woodcut
09 TT 12 seq. 116450

DESCRIPTION: This is a course that is very open to new areas of self-expression. Two processes are utilized in the format of the course. One is intaglio, that is a printing process of etching done on a metal plate, the other is woodcut relief. That is etching that is done from a woodcut board. Both processes are taught but an emphasis is placed upon intaglio. There are various presentations and demonstrations of other techniques that are important in the study of the subject. The class begins by learning the intaglio process and then continues on to the woodcut process. There is an emphasis upon artistic ability as well as artistic content—composition, shading, lighting and texture. As previously said, there are demonstrations and little need for lecture. Mr. Kinsey is always helping the student in the progression of his study and work from one process to the next. Since the process of intaglio involves several adjustments between proofs it is often necessary to plan your next stage of etching before the present one is completed.

READINGS: There are no readings. There are, however, several books introduced at the beginning of the semester as recommended readings. These may be obtained from the Library or the Architecture Library.

STUDENT WORK: A student must produce at least two editions, each consisting of five prints per credit hour. Various intaglio techniques should be included in the student's portfolio of prints. Attendance is required. Since the student is expected to work at least three hours a week per credit hour, he must often work outside the class hours. At the mid-term, a portfolio of two editions must be presented by the student. The portfolio must include a matted print of each edition. Materials for the course, tools and plates, are available from Mr. Kinsey. The studio furnishes the printing process material and supplies.

COMMENT: This course is a valuable course for all students interested in learning the essentials of the processes of etching. The work load may appear to be great but under the circumstances it is a sure way of developing a discipline in the subject. Mr. Kinsey is always helpful and often times demanding.

Vogl Art 493 Lith and Silk
01 MW 4 seq. 116650

DESCRIPTION: No prerequisites—open to all art majors and with departmental approval other creative minded students. This course is an exploration of printmaking techniques and artistic potential of planographic and stencil processes. The student also learns to build his own screens and to prepare them for printmaking.

READINGS: The text is *Silkscreen As A Fine Art*, (Clifford T. Chieffe) - (\$12.50). However, the student should check other books and periodicals to keep up with what is being done in this media.

STUDENT WORK: 15-20 prints per edition per credit hour. However, emphasis is placed on good single prints rather than good editions.

COMMENT: The creative possibilities of this course are unlimited. Students on their own and with the help of their instructor are able to explore the many areas of this media. A good companion course for photographers. The instructor is readily available for comment and discussion. Class time is six hours per week, but additional time should be spent on the course. All costs are borne by the student: screen, paper, inks, and miscellaneous supplies. If there is a question concerning finance the student should check on approximate costs before enrolling in the course. Note: Time and money are important factors in taking this course.

Beckman Art Visual Communication
08 TT 11 seq. 113261
09 MWF seq. 113262
11 MWF seq. 113263

DESCRIPTION: The aim of the course is to investigate and become acquainted with the phenomenon called the corporate identity and the devices used to produce that identity. The student will gain both research and studio experience in the techniques used by those people engaged in the practice of corporate image making.

READINGS: *The Corporate Search for Visual Identity* by Ben Rosen.

STUDENT WORK: The class will be broken up into small groups of four to six students each. As projects are assigned each group is responsible for its own presentation. Professor Beckman will designate one company to be the subject of a full corporate study. Each group will have one portion of the study to research and present.

COMMENT: This course is not intended for art majors. The course is a blend of many arts and letters and business majors. Professor Beckman is always available for consultation.

art smc

Paradis

Art 111
08 TT 11

Ceramics I
seq. 801060

DESCRIPTION: Ceramics is a studio course intended to introduce the student to clay and its possibilities as an art form. The class meets for two hours on Tuesday and Thursday, with additional time (out of class) expected at one's own schedule. Lectures and demonstrations are given throughout the semester, acquainting the student with slab and coil construction and wheel-throwing techniques. Glazing variations using engobes, mishima, wax resist, and oxides are also introduced.

The beginning semester is geared toward a basic knowledge of the ceramic process, from mixing clay bodies through firing. All students enrolling in this course are asked to remain for the entire year in order to insure enough time for the skill and interest to develop.

READINGS: The texts used are: *Ceramics* by Glenn C. Nelson and *A Potter's Handbook* by Bernard Leach, both approximately \$10.00.

STUDENT WORK: Students are given a sheet of course requirements at the beginning of the semester listing projects required for a grade of "C". The emphasis lies on both quality and quantity.

COMMENT: Mr. Paradis is seen as a demanding teacher, but most seem to find the class enjoyable. In addition to class days, Paradis is often available on MWF, when he is working on his own pieces. (Paradis is also offering two workshops this summer—one on throwing techniques and one on glaze experimentation.)

Levin

Art 203
09 TT 12

Design I
seq. 800460

DESCRIPTION: A study of the successful use of line, shape, volume, texture and color. The object of the course is to learn to work effectively with various tools such as the ruling pen, T-square, compass and exacto-knife. The semester will be incorporated into the use of basic elements of design, and a combination of techniques in varied media. The course involves 2 studio periods a week (each 3 hours long).

READINGS: None.

STUDENT WORK: Numerous projects with emphasis on creative productivity.

COMMENT: Most students find Sarita a very demanding teacher yet extremely flexible. She is sensitive to the students' needs and desires which makes working with her a very enjoyable and rewarding experience. The course itself is a tremendous introduction to design.

Raymo

Art 221
08 TT 11

Photography I
seq. 803660

DESCRIPTION: Beginning Photography involves the use of the camera, film developing, and printing. Basic exploration of the photographic medium through a creative problem solving approach. Projects are introduced through the use of slides, books, photographs and class discussion. Techniques are presented through group demonstrations and student instruction on an individual basis.

READINGS: None.

STUDENT WORK: Projects due periodically throughout the semester. The final presentation includes the mounted, final prints of the best work submitted for each project.

COMMENT: The assignments are designed to give the student direction, not restrict him. The student is encouraged to work in any creative manner he pleases. The course is demanding and good work and improvement is expected of the student. As a teacher, Mr. Raymo is considered by his students as one of the best they have ever had.

Kelly

Art 301
12 MW

Response Drawing
seq. 805060

DESCRIPTION: A perceptual approach to the act of drawing, stressing the development of the visual, rational and emotional response to the subject. Mixed media. There is a prerequisite of one semester of drawing.

READINGS: There will be a text, the title of which is uncertain at this point.

STUDENT WORK: Exhibition of work is an integral part of this course. A portfolio is required at the end of the semester.

COMMENT: This course is directed at students already familiar with the basic drawing techniques. Sister Kelly, herself a talented artist, handles her class with great interest and the concern that the students need.

Levin Art 303 Design II
12 TT 3 seq. 802860

DESCRIPTION: Design I is a prerequisite for this course. It is a study of the concepts of design in relation to two-dimensional and three-dimensional communications. The course will entail the development of total design problems including the areas of layout, typography, illustration and printing processes.

READINGS: None.

STUDENT WORK: The exact work required of the students is not certain at this time, however it will include actual work with various businesses and industries in this area.

COMMENT: This is one of the first courses at St. Mary's which is designed to offer actual working experience in commercial art. It should prove to be extremely helpful to anyone who is interested in commercial art as a career.

Raymo Art 325 Photo Silk Screen
01 TT 4 seq. 806060

DESCRIPTION: This course is open to anyone having one semester of beginning photography. It will deal with the use of photographic images, ideas, and techniques in the graphic process of serigraphy. The class presentation will be based on group discussions and critique.

READINGS: None.

STUDENT WORK: 5 separate editions of final prints.

O'Brien Art 348 Baroque Art
09 MWF seq. 807260

This course is crosslisted as HUST 328. It is evaluated in the Humanistic Studies department.

Levin Art 403 Design in Nature
03 TT 6 seq. 805260

DESCRIPTION: An exploration and correlation of the basic structural units of design and nature with emphasis on creative interpretation of both areas. A variety of media will be used to fit the individual students' needs. The class presentation will include lectures, discussions, slides and field trips.

READINGS: None.

STUDENT WORK: Student work will include various projects throughout the semester with a presentation of a portfolio at the end of the semester.

COMMENT: This is a new course but the fact that it will be taught by Sarita is promise of it being a very demanding yet rewarding experience.

Paradis Art 411 Jewelry and Metals
time and course sequence number unavailable

DESCRIPTION: This course is open to both art and non-art majors and is counted as a fine arts credit. The aim of this course is to use metal as a creative art media and stress is placed on the use of new and original designs combined with knowledgeable use of construction techniques. For beginning students, a two week period is spent learning the handling of tools and equipment, construction techniques and design. After this work in silver is done, anything from jewelry to bowls can be made.

READINGS: A general text on jewelry is required (\$10).

STUDENT WORK: It will depend on the individual student as to the amount of work produced and types of projects chosen. No examination as such is given, however, at the end of the course a presentation of work done during the semester will be required.

(NOTE: The title of this course is actually Ceramics and Form in which three-dimensional design in the student's desired media can be studied as a structural form.)

Raymo Art 443 Hist of Photography
07 M 10 seq. 807850

DESCRIPTION: An indepth visual exploration of the development and creative application of the photographic medium. From Camera Obscura to the Holograph, all important trends are covered. The method of class presentation will include slides and lecture format. Additional films and guests will add scope to the discussions.

READINGS: *History of Photography* by Beaumont Newhall.

STUDENT WORK: Mid-term and final exams.

COMMENT: This is a new course designed for those students who always had an interest in photography, but were too shy to show their skills behind a camera. Mr. Raymo is a knowledgeable professor in this field and greatly respected by his students. This course should prove to be very informative and definitely worthwhile.

black studies

STUDENT ADVISORS: Vince Campbell, 3 Fisher, 1875; Carl Elliso 6749; Terrence Harris, 354 Alumni, 1218; Susan Jackson; R. Irvin 402 Fisher, 3057; Robert Syburg, 1146 So. Bend Ave., 233-4300.

The following courses are available for credit under the Black Studies Program. They are cross listed and the reviews for most of these courses can be found in their respective departments.

Carby-Samuels BLST 220--Econ 220 Econ Anal I
01TT3 seq. 121560

Herring BLST 325--Eng 325 Srv Afr Am Lit
01TT3 seq. 122560

Che-Mponda BLST 419--Govt 419 Sem on Afro-
Amer 10TT12 seq. 123060

Che-Mponda BLST 431--Govt 431 Linkage Pol
Africa 10 MF seq. 123560

Lamanna BLST 435--Soc 435 Intergroup Rel
02MW4 seq. 124060

Walshe BLST 451--Govt 451 Tropical Africa
01TT3 seq. 125060

Carby-Samuels BLST 463--Econ 463 Ec Dec Mkg
Blk Exp 09TT11 seq. 125560

Che-Mponda BLST 480--Govt 480 Black Pol
Thought 11 MWF seq. 126060

Scott BLST 437--Soc 437 Man in Amer
10TT12 seq. 124560

collegiate seminar

Broe-Fiorenza Sem 441 Images of Women
01TT3 seq. 164060

DESCRIPTION: This team-taught course, for Theology or Collegiate Seminar credit, will examine the various images of women in select literary and theological works. Emphasis will be on an in-depth analysis of the readings, seeking to discover whether the image presented reflects women's real situation and her own reaction to it, or initiates and justifies conventionally defined values in any given cultural milieu.

There will be two lectures per week, alternating the theological and literary approaches, as well as ample opportunity for small group discussion. Active class participation is encouraged. Much of the shape of the course will be determined by the class itself.

Registration is by permission of the professors. (No invidious distinctions will be made between serious male and female students!)

READINGS: Certain sociological writings will be suggested as a preface. The theological discussions arranged in four parts: Old Testament, New Testament, Church History and contemporary theology. Readings will range from a treatment of the figures of Lilliy, Esther, Ruth and Judith (OT) to the concept of women in Paul and Post-Pauline writings and in Apocryphal literature (NT). "Church History" will include selection from the Fathers, Thomas Aquinas, Luther and Schliermacher, while contemporary theological discussion will include select papal encyclicals, Tillich, Jung and the woman theologies.

Literary selections will begin with Grimm's **Fairy Tales** and Anne Sexton's **Transformations** and include the following: selections from Chaucer (*Wife of Bath*, *Clerk's Tale*), selections from **Paradise Lost**, a Shakespeare play, **Tess of the D'Urbervilles** by Thomas Hardy, **Major Barbara**, **Saint Joan** by George Bernard Shaw, a Virginia Woolf novel, **Woman in Love** by D.H. Laurence, and **Ariel** and later poems, Sylvia Plath.

STUDENT WORK: Three projects (open to definition); final exam.

economics

STUDENT ADVISORS: John Abowd, 41 Lyons, 7812; Peter Homer, 100 Morrissey, 3447; Sue Anderson; Dale Belock, 246 Lyons, 7924; Mike Casale, 423 Grace, 1814; Buzz Craven, 622 California, 234-9535; John Horeled, 534 Jackson; Larry Velchek, 364 Dillon, 1849.

Bonello Econ 223 Prin of Econ
02 MW seq. 210962

DESCRIPTION: A basic introductory course in Economics. The major emphasis is Macroeconomics; that is, what forces in the economy determine such broad measures of economic activity as national unemployment, inflation, and economic growth. Once a theoretical framework is established, the question of economic policy is raised: How can the government through monetary and fiscal policy as well as less conventional actions affect economic activity. Other topics treated included basic economic problems, poverty in the United States, and poverty in developing countries. The course is required for all first semester BA majors and all economics majors; however, many students opt to take the course as an elective.

STUDENT WORK: The course is divided into two parts, the lectures and the tutorials. Prof. Bonello lectures to the entire class of approximately 300 students twice a week while the third hours is spent in tutorial groups of about 20 students. There are two hour long exams worth 30 percent each and a cumulative final making up the rest. The exams are generally multiple choice covering the readings and notes, with an occasional problem thrown in.

READINGS: The required text is Samuelson's *Economics* (\$11.50), and in addition to that, there might be some other required supplemental readings which are discussed in the tutorials.

COMMENT: Due to the size of the lecture class, the flow of material is generally one way, with an occasional question by the students. On the other hand, the tutorial sections serve to clear up any questions the students may have about the material presented in the lectures, with the flow of conversation generally being two-way.

Prof. Bonello's style of lecture helps to make the material more interesting, and his ability to use good examples makes the material easier to understand. The exams are a fair test of the student's understanding of the material, and with careful reading of the text and faithful attendance at class, the course will prove to be quite rewarding, both in terms of the knowledge gained and the

Davisson Econ 302 Macroeconomics
09 MWF seq. 211961

DESCRIPTION: This course is the study of Macroeconomic influences in our society. Specifically it involves the measurement, analysis, and control of aggregate economic activity---i.e., business cycles, changes in the level of employment.

This course analyzes the Keynesian and Classical systems as the approach to the problem of Macroeconomic activity.

READINGS: *Macroeconomics*, Durenburg and McDougal; *Money and Markets: A Monetarist View*, B.W. Sprinkel.

STUDENT WORK: One paper, one final, more than one empirical study, using a model of the American Economy (including data) from 1948-1970.

COMMENT: Prof. Davisson normally employs a lecture format but encourages discussion and class participation. He relates the material in a very clear and interesting manner and remains after class to answer outside questions or help solve problems. The assignments require the assimilation and interpretation of economic data---both from the lectures and individual research. The work load is not overbearing but conducive to those really interested in learning Macroeconomic theory and its applications.

Durbin Econ 310 Econ of Consump
10 MWF seq. 212160

DESCRIPTION: Economic principles and practices in the U.S. directly related to the consumer and from the consumer's viewpoint. An analysis of consumers' problems and solutions in the areas of credit, contracts, home and auto financing, leases, mortgages, warranties, insurance, annuities, endowments, investment options, and investment management. Particular attention is also given to fraudulent and deceptive practices in advertising, contracts, etc.

READINGS: The text currently used is *Economics for Consumers*, by Gordon and Lee. Bibliographies and mimeo notes dealing with the various aspects of consumers' problems are also provided.

STUDENT WORK: There are 2 in class exams, one paper, and a final based on the lectures and the readings.

COMMENT: The purpose of the course is to provide the students with the knowledge they will need to solve the many personal and family consumption problems which they will face in the future. This course is open to all students. The class can tend to drag at times but the advantages of the course far outweigh the disadvantages. This course is recommended for all as a free elective.

Swartz Econ 341 Fiscal Policy
09TT11 seq. 212560

DESCRIPTION: Analyzes the past, current, and future expenditures, and tax policies. The format emphasizes a seminar type presentation more than lecture. Discussion is openly encouraged and is interrupted only by an occasional short lecture.

READINGS: A moderate and consistent load of reserve readings.

STUDENT WORK: No tests are planned as of now. One term paper is required. Standard grade is a B.

COMMENT: This course is geared to the economics student who is interested in applying his theoretical knowledge. Professor Swartz removes all the drudgery and makes it a very worthwhile course.

Brown Econ 301 Inter Micro
11 MWF seq. 211862

CONTENT: Since Dr. Brown will be returning next semester from a two year leave of absence in Africa not much is known about the exact content of his course. Microeconomics generally deals with supply and demand analysis as it is applied to the theory of consumer utility, the firm and the general structure of an industry. Topics like indifference curve analysis (derivation of the demand curve), monopoly, oligopoly, monopolistic competition and perfect competition are generally covered. Econ. 301 is required of majors. Some students take Econ. 301-302 instead of Principles of Economics (Econ. 223-224) because they are interested in a more theoretical approach to the subject.

Worland Econ 225 Intro to Econ
02 MWF seq. 211260

DESCRIPTION: A precise analysis of Microeconomics, Macroeconomics, and International economics in one semester. The course is taught in a lecture format but students are encouraged to interject pertinent questions.

READINGS: One textbook is required, *Contemporary Economics* by Spenser, \$10.00.

STUDENT WORK: There will be take home problems every week to supplement the lecture material. Grade will be based on two one hour tests and a final.

COMMENT: This course is limited to sophomores from any major. It would be a good course for those interested in a basic knowledge of economics but do not want to take the principles course.

Masters Econ 353 Labor Econ
11 MWF seq. 212660

DESCRIPTION: Topics to be covered include an economic analysis of employment, unemployment, wages and wage control programs, unions, industrial relations systems in other countries and labor market aspects of education, poverty and discrimination.

READINGS: Prof. Masters is not yet definite on the books to be used in the course. He is opting for two or three "mini-texts," that is, then paperbacks in lieu of a large textbook. There will also be various supplemental readings to allow the student a broader perspective of the labor economics situation.

STUDENT WORK: The students will be required to write a term paper and take a final. Prof. Masters noted that if there was pressure from the students for a mid-term, that too could be arranged.

COMMENTS: This is the first semester Prof. Masters has taught the course, but he is changing the style of presentation considerably. Rather than having a lecture format, Prof. Masters is going to make the course a seminar. His knowledge in the field is excellent and his determination to make the course both interesting and rewarding for the students should make the semester with Prof. Masters a must for economics majors.

Durbin Econ 367 Econ of Pollution
09 MWF seq. 212760

DESCRIPTION: A systems analysis approach to the economic causes, extent, and the technical feasibility of controlling pollution, the economic and social costs of pollution, and appropriate public policies.

The purpose of the course is to analyze the economic and technological factors which explain why man is now faced with the problem of saving his own industrial and social environment, and what remedies he might have to apply if he is to successfully solve his pollution problems.

READING: There is no text for the course. Besides the lectures, students will be provided with an extensive bibliography, mimeograph treatises on many of the major topics covered, and a list of reference sources reserved for the class in the library.

STUDENT WORK: Normally there are two quizzes and a final exam based on the lectures and handouts.

COMMENT: Father Durbin's lecture style is dry but overall the course has a lot to offer someone looking for an elementary background in the area of pollution control. Non-economics majors should have no problem grasping the material. Grading policy is extremely fair.

Worland

**Econ 405
10 MWF**

**Hist Econ
seq. 213360**

DESCRIPTION: Covers the area of economic thought starting with the mercantilists and ending with Karl Marx. The material is presented in a combined lecture and seminar form. He gives the initial insights on the various economists and lets the students develop these ideas.

READINGS: One paperback text is required, *Readings in the History of Economic Theory* by Rima, \$6.25. Several reserve readings are also required.

STUDENT WORK: There will be two tests and a final. The student may substitute a paper for one of the tests. Standard grade is a B.

COMMENT: Nearly every undergraduate major is represented in this course. There are no prerequisites although it would be useful to have taken the two semester principles course. Professor Worland takes a deep interest in his students. It would be a mistake not to take at least one course from him before you graduate.

Davisson

**Econ 417
09TT11**

**Pollution
seq. 213560**

DESCRIPTION: Prerequisite: Economics 224 or 331. An economic investigation of the causes and nature of society's pollution of its natural resources. A microeconomic approach will be the basis of analysis of society achieving jointly its demand for national output and its environmental objectives. The course will examine in depth the trade off between pollution and technological advancement. Case studies will be analyzed that present the costs (private and social) and benefits of pollution control projects.

READINGS: Marshall I. Goldman (ed.), *Ecology and Economics: Controlling Pollution in the 1970's*. Other works and selected articles.

STUDENT WORK: There will be two tests (one take-home, one final) and one research paper studying some aspect of pollution.

COMMENT: Econ of Pollution with Prof. Davisson takes an up to date look at the pollution problem around us. The class involves actual case studies of pollution problems in various parts of the United States. The course deals mostly with water and air pollution and searches for incentives to solve these problems. There are guest lectures from South Bend and the surrounding area. The class takes a field trip also. This class is excellent for anyone interested in pollution and is probably the best pollution course offered at N.D.

Fitzgerald

**Econ 451
10 MWF**

**Reg & Priv Ind
seq. 213900**

DESCRIPTION: The course seeks to put stress on the major types of public policy toward business activity such as controlling monopoly through anti-trust enforcement and by regulation of utilities, communications and transportation.

Attention is also given to maintaining and controlling competition to protect consumers; investors and future generations. Appraisal is made of the comparative merits and demerits of these policies in view of past experience and of their impact on the general welfare.

READINGS: Text: *Public Policies Toward Business*-Wilcox. Major readings: *The Closed Enterprise System*-Green; *Monopoly*-Goulden; *Report on the Federal Trade Commission*-Cox; *The Interstate Commerce Commission*-Fellmeth; *The Food and Drug Administration*-Turner; *The Impact of Multi-National Corporations*-Stephenson; *America, Inc.*-Mintz and Cohen, and in the Name of Profit-Heilbroner.

STUDENT WORK: Father Fitzgerald requires a 10-15 page paper along with 3 in class exams and a final. The tests are a general review of the lectures and the required readings since the last exam. Attendance is taken.

COMMENT: Although quite a lot of work is required of the student, it's not that difficult and is worth the effort. Father Fitzgerald adds a lot to this course and makes it very interesting with his knowledge of the subject. The course is recommended for majors and non-majors interested in the subject. This writer believes the course and the teacher to be among the best in the Economics department and highly recommends it.

McDonagh

**Econ 459
09 MWF**

**Trade Unions in U.S.
seq. 214160**

DESCRIPTION: An interpretation of the American trade union movement based on historical and institutional factors of development. The course will

trace the growth of the unions from the 1870's to modern times. The focus will be on an interpretation of the economist Seileg Pearlman and the basic operation of the A.F. of L.

READINGS: Because this is a new course there is no definite text as yet; however, Prof. McDonagh is leaning towards a text incorporating a series of essays by economists, historians and political scientists.

STUDENT WORK: Prof. McDonagh is not certain whether or not there will be a term paper but there will be three exams during the semester.

COMMENT: This is the first semester the course has been offered. The presentation will be of a lecture-discussion form with the first two classes covering the historical aspect of the course up to Pearlman's interpretation. However, the third period will be student conducted focusing on current trade

Carby-Samuels

**Econ 463
01TT3**

**Econ Anal and Black Exp
seq. 214360**

DESCRIPTION: This semester's subject is explicitly as well as implicitly an exercise in applied economic analysis. Students who take this course must have had at least Economics 220 and 221 or their equivalent.

The course uses the particular social problem of the Black experience as a vehicle for encouraging willing and capable minds to apply their energies to social phenomena. In the process the semester's subject encourages the student to resolve for himself, the extent to which existence of particular social phenomena as well as that which is reported about them, are due to problems in the victims of economic discomfiture, or can be traced to problems in the use of economics as an analytical framework that is applied to the experienced social problems.

READINGS: These are extensive and from a wide selection. They include: *The Economics of the Ghetto*, C.S. Bell; *The Star Spangled Hustle*, Blaustein and Faux; *Politics Economics and Welfare*, Dahl and Lindblom; *Economics*, Lipsey and Steiner.

STUDENT WORK: A term paper on a subject of the student's own choosing, but with context that reflects the learning experience over the semester, is required. Examinations are open book, the students are given questions in which they must use analytical and supportive reasoning and identify the truth, falseness, or uncertainty of the presented proposition.

COMMENTS: According to the Economics department, this is the first semester this course is being offered. Prof. Carby-Samuels own comments on the course are: "The semester subject is analytical. It in no way reinforces any particular ideological position. However, it also makes no attempts to skirt unpalatable analytical truths. What the student therefore gets out of the course, is intended to be an accurate reflection of what he puts into it." Judge accordingly.

Jameson

**Econ 469
03 MWF**

**Econ Behav & Const
seq. 214560**

DESCRIPTION: The course will examine the varieties of constraints to which economic units are subjected. Along with resultant behavior. Historically the common constraints were "natural" as survival was the crucial economic problem. This same constraint is in operation today in many developing countries, as well as in our own as the ecological crisis deepens.

Now, however, the constraints on behavior are no longer natural but are developed in the process of socialization. Time will be spent in investigating how constraints on our behavior are developed. Analytical techniques will include behavioral theory, computer simulation, and statistical testing. Prerequisites are Econ 223, 224 or the consent of the instructor.

READINGS: Mostly articles on reserve. Dacy, *The Economics of Natural Disasters*, on reserve; Morgan, J., *Human Behavior in Economic Affairs*, on reserve; Meadows, d., *Limits to Growth*; Polanyi, K., *Primitive, Archaic and Modern Economics*.

STUDENT WORK: One student paper-presentation, two essay-type athletics, computer simulations.

COMMENT: The course will be of a lecture-discussion format. This should serve to amplify Mr. Jameson's fine teaching style. Mr. Jameson is knowledgeable in the area of developing countries which may well prove to be insightful.

Rakowski

**Econ 471
10TT12**

**International Econ
seq. 214660**

DESCRIPTION: The course is structured in a lecture format. The lectures which are carefully prepared deal with the general theory of international trade.

READINGS: There is one hard cover textbook and occasional reserve readings.

STUDENT WORK: Three tests and a final, all a rigorous challenge. Standard grade for the course is a C.

COMMENT: This is a theory course on an integral area of economics. As a subject matter it is difficult and as a course it has as its only salvation, Professor Rakowski. Though he cannot make the course any more exciting than the subject matter he is able to handle it with the precision and coolness of a computer.

Skurski Econ 473 Comp Econ Systems
10TT12 seq. 214760

DESCRIPTION: The basic objective of the course is to provide the student with the opportunity to increase his or her understanding of alternative economic systems: their goals, their structure, their performance and their problems. In the first section of the course different theories of economic organization are analyzed and compared, and contemporary controversies are examined. In the second part of the course, the structure, the decision-making process and the current difficulties of several representative economies occupy the center of attention. The economic systems of such countries as the USSR, Yugoslavia, France, Japan and the U.S. are compared not only with each other but also with the ideal of the system they seem to espouse. The last section of this course will be devoted to a brief examination of some of the current problems in the field such as the evaluation of economic systems, the possible convergence of systems and problems of development. Economics 223 and 224 or Econ 225 is prerequisite for this course.

READINGS: Readings will be taken from materials in the library reserve room and two textbooks: Bornstein, M. (ed.), *Comparative Economic System*, revised edition; Shonfield, A., *Modern Capitalism*.

STUDENT WORK: A combined lecture-discussion format will be employed with the readings supplementing the lectures, and providing a basis for the discussions. There are two in-class examinations during the semester which are elective and a final which is required. Grades are determined on the basis of the examinations taken and participation in class.

COMMENT: The course is mostly discussion and unfortunately they often become tangential to the topic. The readings are excellent, if difficult. This course does not offer a penetrating comparative analysis of economic systems but it does provide a working knowledge of the problems facing economic systems throughout the world.

Skurski Econ 477 Soviet Econ System
02TT4 seq. 214960

DESCRIPTION: The purpose of this course is to expand the student's knowledge and understanding of an important alternative to the capitalist economic system, that of the USSR. The course begins with some political and historical background in order to put the study of the economic system in perspective. Soviet economic history and economic growth are taken up next followed by an examination of Soviet economic planning. Although many Soviet plans still drawn up in physical terms, prices, wages, finance and credit have increasingly significant roles to play in the functioning of the economy and they also are discussed. The next section of the course looks at some of the key sectors of the economy including that of labor and the proverbial problem sector of agriculture. After that such current topics as the consumer, the reforms and foreign trade will be analyzed. Finally, the Soviet experience will be evaluated and discussed from the point of view of its relevance for developing countries of today. Prerequisites are Econ. 223 and 224 or Econ. 225.

READINGS: Nove, A., *The Soviet Economy*, Second Revised Edition; Bornstein, M. and Furfeld, D., *The Soviet Economy: A Book of Readings*, third edition. Other materials will be available in the library reserve room.

STUDENT WORK: A combined lecture-discussion format will be employed with the readings supplementing the lectures and providing a basis for the discussions. There are two in-class examinations during the semester which are elective and a final which is required. Grades are determined on the basis of the examinations taken and participation in class.

COMMENT: This is an excellent course for all economics majors. The detail and depth with which Professor Skurski treats the subject provides for stimulating discussion. Professor Skurski is one of the most amiable people in the department and he has an excellent knowledge of Soviet economics.

Walshe Econ 480 Eco Dev Pol Modern
09TT11 seq. 215060

DESCRIPTION: Professor Walshe is currently on sabbatical and this is unable to submit a course description. A year ago the course emphasized the political implications of the economic situation in Third World countries. Professor Walshe also examined suggested ways for developed countries to aid the poorer nations.

READINGS: *The Economics of Underdeveloped Countries* by Bhagwati; *The Economics of the Developing Countries* by Myint; *Modernizing Peasant Societies* by Hunter; *Economic Growth and Development* by Baldwin; and *Partners in Development* by Pearson. Also several reserve readings.

STUDENT WORK: A mid-term and a final and one major paper.

COMMENT: Mr. Walshe is a South African and he has a vast knowledge of the developing countries. The lectures are clear and lend themselves to note taking.

Leahy Econ 487 Urban Econ
01TT3 seq. 215260

DESCRIPTION: Topics covered in this course are: an analysis of urban location and land use, central place theory and system, urban economic growth,

economics base theory, and urban manpower development, and model cities programs.

READINGS: *Urban Economics: Theory, Development and Planning* by Leahy; *Spatial Economic Theory* by Leahy, McKee and Dean, and other selected readings.

STUDENT WORK: A final exam and a term paper on a subject chosen by the student.

COMMENT: As can be seen from the reading list Professor Leahy is very much in tune with current developments in the field of urban economics. He is readily available for consultation and he invites discussion of topics he covers in class. For both the city dweller and the country bumpkin, Econ 487 gives a good birdseye view of current and past trends in our modern cities.

education smc

Leggett Educ 200 Intro Practice Sped Ed
01 MW 3 seq. 840860

DESCRIPTION: This course is an introduction to the exceptional individual. The blind, deaf, mentally retarded and culturally different are among those discussed. The course is designed to give the students a better understanding of the problems these individuals have in learning and some ideas why. In this way the student should be better equipped to help them. The course is required of Special Education students but others may take it.

READINGS: *Exceptional Individual* by Telford-Sawrey, \$10.75.

STUDENT WORK: The course is divided into seven tasks which consisted mainly of a lecture, reading material, a stimulation exercise (i.e. going blind) and a diary describing that experience. It is also required to do some observations in various assigned schools. There are no tests.

COMMENT: This course is based on the honor system. Although few lectures are given, the knowledge gained by the students is far more beneficial than that learned in other courses in this department.

Campanale Educ 305 Child Psychology
08 MWF seq. 842860
09 MWF seq. 842660

DESCRIPTION: This course is still very much in the planning stages. The professor plans to combine class discussion with classroom observations which will correspond to material being presented. It is desired to have one-third class and two-thirds observation, although this is still tentative and may depend partially on class size. This course will deal with the pragmatic, substantiated by basic psychology. It will afford the Education major another classroom experience before the student teaching experience.

COMMENT: This is a new course which is structured differently from previous courses on the same subject. Dr. Campanale is completely open to discussion and concerned with the learning of each individual student

Mefford Educ 350 Behavior Char Men Ret
01 TT 3 seq. 843460

DESCRIPTION: Behavior Characteristics in the Mentally Retarded is offered for those in Special Education. Definitions, classifications, and diagnosis and treatment procedures from medical, psychological, sociological and educational points of view are covered in this course. It is taught in lecture form.

READINGS: The text will be either *An Introduction to Mental Retardation* by Smith or *The Mentally Retarded Child: A Psychological Approach* by Robinson and Robinson. There will also be outside readings to supplement the text.

STUDENT WORK: Questions will be handed out at the beginning of the semester. When the professor feels a test is necessary, he requires the students to write an essay on one or two of these questions. There may also be a related project.

COMMENT: Mr. Mefford's lectures are instructive, but tiresome.

Doherty Educ 353 Children's Literature
04 TT 6 seq. 843660

DESCRIPTION: This course, open to juniors and seniors, is designed to provide elementary school teachers with the criteria needed to evaluate imaginative literature for children. Methods of presentation are lecture and discussion. Readings include poetry and the various narrative forms with the greatest emphasis on myth, folk and fairy tales, and the short novel. Fiction is both classic and contemporary.

READINGS: Book lists vary but usually include folk and fairy tales from the collections of Perrault, Jacobs, the Grimm brothers, and Lang.

STUDENT WORK: 20 reviews (200-300 words) of contemporary children's books and one paper (1500-2000 words), or 5 papers (1500-2000 words); one hour exam and a final.

COMMENT: Although the lectures tended to be a bit boring, a large amount of material is covered in this course. The amount of work required is well above average. More movies would benefit the students considerably.

DESCRIPTION: This course will follow a basic class discussion format with some lecture. Outside class experiences coupled with the lectures, films, etc. will form the basis of the discussions.

READINGS: Readings will include a text and supplementary articles.

STUDENT WORK: The students will be required to administer two reading diagnostic tests and write diagnostic reports using **Durrell Analysis of Reading Difficulty**. There will also be work with a child who has some problems in reading. This can be done through the ND-SMC tutorial program or classroom participation. There will be three tests given covering the lectures and readings. These are given when the basic subject matter changes, not at midterm and final dates.

COMMENT: The tests for this course are fair. Dr. Bochtler keeps the class relaxed and moving at each student's own speed. He is always open to questions and general group discussion.

english nd

STUDENT ADVISORS: Neil Resini, 1112 Grace, 1802; Dan O'Donnell, 315 Notre Dame Ave., 232-9828; Timothy Corrigan, 801 Park Street, 234-2334; Patrick Crowe, 1317½ Lincolnway, 232-7442; John DiCola, 805 E. Corby, 234-4914; David Kaminski, 101 Keenan, 7474.

Sullivan

Engl. 301-401
01Tu4
01Th4

Fiction Writing
seq. 240662
seq. 240663

DESCRIPTION: There are no specific prerequisites for fiction writing except a sincere desire to write and to criticize fiction. Most members of the 401 section, however, have had some previous writing experience, often in 301 or 302. The atmosphere is that of a writers' workshop, a sensitive seminar where a serious concern for prose fiction contributes toward its improvement. The usual anonymity of authorship for stories submitted is actually optional at the writer's discretion.

READINGS: The stories submitted by class members.

STUDENT WORK: Three short stories or their substantial equivalent. Meeting the deadlines occurring at three-week intervals is obviously immensely important. The first two stories submitted are typed on ditto masters. Beginning in September 1973, students might be required to procure their own ditto masters, the cost for which has been assumed by the department up to the present time.

COMMENT: No room here for the unmotivated. A course with few organizational demands, it yet requires much thoughtful attention both in the classroom and behind the typewriter. Professor Sullivan, a veteran writer of more than half a lifetime who has published stories and novels, also has a uniquely capable ability to lead discussion through difficult areas. What makes the course successful ultimately is an enthusiastic class of writer-discussants.

Doubleday

Engl 308
09 MWF

Intro Linguistics
seq. 240960

DESCRIPTION: This course is primarily a comparison of two different grammars of English, structural grammar and transformational-generative grammar. As part of the study of structural grammar we will learn to use a phonemic alphabet for modern American English. The final question of the course will be the relation between English linguistics and English literature and composition.

STUDENT WORK: The course will be organized around two one hour exams and a final examination. A term paper will also be required, and Prof. Doubleday also mentioned the possibility of quizzes.

Doubleday

Engl 317A
01 MWF

Orient Lit I
seq. 241560

DESCRIPTION: A study of some few masterworks of two major literatures; those of the Islamic world, and the literatures of India, in translation. The course will examine both the work itself and its social, political and religious context.

STUDENT WORK: The work load for this course is the same as most English courses, a mid-term and final as well as one research paper.

READINGS: A complete booklist was unavailable at this time. Islamic Lit. **The Koran**, Firdausi, **Shaknama**; Khayyan, **Rubaiyat**; **Arabian Nights**. Indian Lit. **Bhagavad-Gita**; Kalidasa, **Shakuntala**; Ghandi, **Autobiography**.

DESCRIPTION: A study of the nature of the hero and of the heroic situation in early medieval epic, heroic poem, myth legend, and saga.

STUDENT WORK: The workload for this course will entail either: two extensive evaluations of heroic values and a creative piece of literature, art work, or music composition that relates to some aspect of heroic folklore; or three short papers dealing with some problem in one of the tales.

READINGS: Old Irish: **The Tain**, Middle Welsh: **The Mabinogion**, **Culhwch and Oliver**; Old English: **Beowulf**, **Finnsburg**, **The Battle of Malden**; Old French: **the Song of Roland**; Middle High German: **the Niebelungenlied**; Old Norse: **Njal's Saga**, **Hrafnkel's Saga**, **Thattr Authunar Vestfirzka**.

COMMENT: Prof. Doubleday is a very knowledgeable teacher who wishes to elicit some type of creative response from his students. At times his lectures, however, can be somewhat dull but the student should realize that in order to obtain any significant value from Doubleday's courses, the student must realize the potential that is within him as well as in Prof. Doubleday. Once he transcends these two dichotomies the student will have gained a valuable insight into the design and makeup of English literature but also a more valuable insight into himself as a person.

Huber

Engl. 309
10MWF
02TT4

Nonfiction Prose Writing
seq. 241061
seq. 241062

DESCRIPTION: The course will not teach you to write, but it will give you an opportunity to learn. Members of the class will write about six essays on any subject, according to deadlines ruthlessly enforced. You may wish to write autobiography, history, criticism, technical reports, argument; attempts at the novel or short story are discouraged, because there are other courses for that. In addition to the six essays, students will be expected to read actively and intensely each other's work. Student essays are duplicated for class discussion, usually in small groups, sometimes for the class as a whole. The class therefore provides an audience, a judge and a guide to revision and the control of style. Little class time will be given to grammar, but when students come to the course with feelings of inadequacy (as one-third of the class usually does), individual help will be offered.

READINGS: Ken Macrorie, **Telling Writing**; cost of duplicating essays, about \$2.00 or \$3.00 for the semester.

Huber

Engl. 315
09TT11
09MWF

Western World Literature
seq. 241361
seq. 241362

DESCRIPTION: Out of the endless possibilities suggested by the title, Mr. Huber has chosen works that provide some kind of continuity, but at the same time deserve study as independent works of art. The readings all deal in some way with two central themes: the problems of freedom and fate, and the lot of women in Man's world and Man's literature. Despite these common themes, the readings shall be discussed primarily to understand literary form, not to advance philosophical or sociological theory. Presentation is mostly discussion with occasional background lectures.

READINGS: (All readings in English translation). **The Epic of Gilgamesh**, **The Book of Job** (any translation), Homer, **Iliad**, Euripides, **Ten Plays**; Ovid, **Love Poems**, **Beowulf**, **Song of Roland**; Chretien de Troyes, **Arthurian Romances** (Dutton); Gottfried von Strassburg, **Tristan and Isolde** (Penguin); **The White Pony**, Chinese poems; **The Tale of Genji**, Part I (Doubleday); Cervantes, **Don Quixote**.

STUDENT WORK: Frequent open-book quizzes, class reports where possible, mid-term, essay in criticism and final exam.

COMMENT: Mr. Huber is an honest, fair and reasonably flexible teacher, willing to devote his time to the individual student. Yet, his courses are by no means easy or "jock," and the student must show himself sincere in his work to earn Mr. Huber's respect. To a greater degree than in the Lit course, the quality of his Writing course will be determined greatly by the character of the class; Mr. Huber could very well carry the Literature class by himself, working from his vast knowledge and interest in the material. The classes are not limited, and Mr. Huber is hoping for an interesting mixture of intents.

The Literature course considers the classical, medieval, and Renaissance periods of Europe; a continuation in the second semester will reach the modern age. Works from Chinese and Japanese will be offered for comparison.

Gutierrez

Engl 322
09 MWF
03 MWF

The Novel
seq. 241861
seq. 241862

DESCRIPTION: This will not be a novel survey course in the usual sense, but a survey in the novel of the polarized social concepts of communalism and collectivization (or to put it in Martin Buber's language, Humans as a Thou to

one another, as against man regarding man as an It). The (good) novel posits, even if only implicitly, an idea of relatingness in terms of the novelists's sovereignty over the lives and situations in his novel. The novel as the Beloved Community, then, either as a vision in the narrative or as an accomplishment of the art, will be one pole the course will strive towards. The other pole, is for this course, the dark one, the world of *Gesellschaft*, of human beings either being subordinated to, or even destroyed by, their society, or defining their humanity and integrity in opposition to, or in isolation from their society. In this conception of the "Beloved" and the "Community" have separated and even become warring forces.

READINGS: Of the book titles listed below, probably one will be changed or dropped. It is essential that the editions cited below be used for the course so as to correlate our readings. Cervantes, *Don Quixote* (Mentor abridged edition); Dickens, *Great Expectations* (Washington Square Press); Twain, *Huck Finn* (Signet); Hardy, *Jude the Obscure* (Signet); "B. Traven", *The Death Ship* (Collier); Hemingway, *The Sun Also Rises* (Scribner); Conrad, *Under Western Eyes* (Anchor); Ksrka, *The Castle* (Modern Library-hardback); Lawrence, *Lady Chatterly's Love* (Bantam); Barth, *The End of the Road* (Bantam); or Amis *Take a Girl Like You* (Berkely Medallion).

STUDENT WORK: The course mechanics will most likely consist of a mid-term, a final exam, either a paper of moderate length or several mini-papers two to three pages long, and a quiz or two. There will be opportunity for discussions.

Gutierrez Engl. 591 Mod. English Lit.
09TT11 seq. 248260

DESCRIPTION: This course will consist of a selection of representative British drama, poetry, and fiction from the 1890's through World War I. We begin with dark comedy in an early Shaw play (so "dark" that it was banned for years) and end with dark comedy in the symbolic murk in Conrad's novella *The Shadow Line*. Symbolic places, "dark" relationships, rotting institutions are scrutinized, cauterized (where thought necessary), or (where possible) celebrated. *Dubliners* offers the possibilities of a Joycean symposium, a sharing by all in the *Dubliners* stories and spirit. The Howe text, a fine collection of essays, will define the modernist temper so characteristic of some of the writers in this course, and help to relate these authors to their comrades in Europe and America.

READINGS: The list of titles is subject to minor change. Shaw, *Mrs. Warren's Profession*; Joyce, *Dubliners*; Shaw, *Hearbreak House*; Lawrence, *Sons and Lovers*; Conrad, *Under Western Eyes*, *The Shadow Line*, *The Secret Sharer*; Forster, *Howard's End*; Synge, *The Playboy of the Western World*; Howe, *Literary Modernism*; Saunders, *Poetry Anthology*.

STUDENT WORK: The course will proceed by lecture and discussion. There will be a midterm, final exam, and one or two moderate length papers.

COMMENT: Mr. Gutierrez's teaching reflects his wide knowledge of English literature and literary criticism. He creates a diversity in his lectures by references to contemporary and historical thought particularly in psychological theory. The works studied are thus seen in the light of the world experienced by the author as well as the world the student experiences today. Mr. Gutierrez tries to elicit as much student response as possible. The class is very much dependant on student input in discussions. One will find Mr. Gutierrez very willing to answer questions and very respectful of student opinions. His grading is quite fair. Much depends upon student interest as reflected in class discussion. Optional papers allow the shy talker to boost his (her) grade.

Krier Engl. 322 The Novel
10MWF seq. 241863

DESCRIPTION: A study of the novel as a relatively well-sustained art form. Hence, there will be a minimum emphasis on historical considerations, a maximum on theoretical questions. Those questions will be raised by means of a close study of the following books.

READINGS: This list is highly tentative: *Don Quixote*, *The Scarlet Letter*, *Trout Fishing in America*, *Pigeon Feathers*, *Slaughterhouse-Five*, *David Copperfield* and *Lost in the Funhouse*.

The last part of the semester will then be given to a study, first of the development of a novelist, probably F. Scott Fitzgerald (*This Side of Paradise*, *The Great Gatsby*, *Tender is the Night*, selected short stories) and then, of the novelistic treatment of a human problem, probably, the problem of love. A tentative list for this problem would include in addition to the previous novels, *Women in Love*, *The Moviegoer*, *Wuthering Heights*, *Bimini*.

STUDENT WORK: There will be two exams, one extensive research paper and perhaps quizzes (depending on class size.) Students will be expected to have read the Viking Portable abridgement of Cervantes' *Don Quixote* before the first class (there will be copies in the bookstore within the next few weeks).

Jemielity Engl. 328 Satire
01TT3 seq. 242360

DESCRIPTION: A survey of the satiric tradition from Horace and Juvenal to Beckett and Vonnegut. The focus will be on the intention of the satirist and the techniques of the art form; for example, what is the difference between satire and invective or lampoon? and what are the different types of irony? Basically "Satire" is a lecture course, but Mr. Jemielity invariably provokes, and welcomes, questions at any time.

Authors to be covered include: Horace, Juvenal, Dryden, Pope, Swift, Johnson, Voltaire, Waugh, Brecht, Beckett and Vonnegut.

STUDENT WORK: In all likelihood there will be three papers (5-7 pages) and at least two tests, probably in class, consisting of not more than two essay questions each.

Jemielity Engl. 549 18th c. English Prose
03MWF seq. 247360

DESCRIPTION: An examination of major Eighteenth Century prose writers concerned with the art of statecraft or with rendering the facts of history and biography into art. The course will probably combine student class presentations with Mr. Jemielity's lectures. Though English 549 is a "graduate" course, Mr. Jemielity enthusiastically welcomes undergraduates. There are no prerequisites.

READINGS: Again, a list of specific texts will be available in Mr. Jemielity's office. Students can look forward to Hume, Gibbon, Johnson, Boswell, Burke, and, perhaps, Addison, Steele and Reynolds.

STUDENT WORK: This will be determined by the size of the class and the quality of the presentations and discussions. Mr. Jemielity's current upper-division course requires two major essays (10-12 pages) and two class presentations that are later submitted in written form (6-7 pages). There are no tests in this semester's course.

COMMENT: Hearing Jemielity lecture on Satire is like hearing Moshe Dayan lecture on the Six Days War--the presentations are definitely opinionated, but importantly, they are almost always compelling. His reputation as a first rate lecturer is well-deserved. Though a minority of students have complained about the in class tests, most found them fair and some, even imaginative. His selection of topics for essay is likewise applauded. His main strengths as a teacher are the intellectual's precision and the sceptic's wit. His main weakness may be a sometimes too steady devotion to the 18th Century.

Both courses come with the highest possible recommendation. The upper division course should be a joy. The genuine "enthusiasm" which Jemielity brings to the study of Johnson and Gibbon is particularly infectious. As a sidelight: one cannot pass through any of Mr. Jemielity's courses without adding to his/her knowledge of the Bible and Mozart. Both are referred to religiously.

Krier Engl. 420A Literary Criticism
01TT3 seq. 244560

DESCRIPTION: This course will focus its critical concerns on the novel as described by novelists themselves. Their Prefaces and Postscripts to their own novels, their critiques of the works of fellow novelists, as well as their journals and letters will serve as the basic sources of our inquiry. Lecture and discussion.

READINGS: The following is a tentative list of books: *Don Quixote*, *Moll Flanders*, *Tom Jones*, *Emma*, *Wuthering Heights*, *David Copperfield*, *The Scarlet Letter*, *the Ambassadors*, *Lord Jim*, *The Great Gatsby*, *Slaughterhouse-Five*, *Lost in the Funhouse*, *Labyrinths*.

STUDENT WORK: There will be two short papers and one extensive research paper. Students will be expected to have read the Viking Portable abridgement of Cervantes' *Don Quixote* before the first class (there will be copies in the bookstore within the next few week).

Krier-McDonald Engl. 525A Hawthorne-James
02 MWF seq. 246960

DESCRIPTION: Henry James was so intrigued by Nathaniel Hawthorne that he wrote a short biography of the earlier American in 1879. Although that biography suggests a considerable interest, it does not betray the extent to which James used the fictional concerns of Hawthorne to construct his own more commodious house of fiction. This course will examine large parts of both authors' writing in an attempt to discover numerous ways in which they are related and how they reflect one current in the developing mainstream of American consciousness. The emphasis, though not exclusive, for this study will be on their development of a theory of fiction. Such an emphasis is made easier by the centripetal nature of their fiction, a questioning of the very nature of fiction occurring simultaneous with their writing of it. In fact, if time permits our study of the emphasis will be extended into the 20th Century through readings of Nabokov's *Invitation of a Beulah* and Barth's *Sot-Weed Factory*.

Further, since the course is team-taught, it will allow a richness of inquiry based on the contrasting but complementary modes of scholarship represented. Mr. McDonald will assume primary responsibility for Hawthorne and Mr. Krier will have similar responsibility for James. Both instructors, however, will be fully engaged with both authors, and class discussion will include everyone.

READINGS: The following is a tentative list of readings: Hawthorne's *Selected Tales and Sketches*, *The Scarlet Letter*, *the Blithedale Romance*, *the Marble Faun* and James's *Selected Tales*, *the Portrait of a Lady*, *The Spoils of Poynton*, *The Awkward Age*, *The Ambassadors*, *The Golden Bowl*, *The Art of the Novel*.

STUDENT WORK: There will be two short papers required along with one extensive research paper.

COMMENT: How Mr. Krier conducts his courses depends primarily on the students in the class and how they respond on a day to day basis to the books. In other words, if many of the students are willing to discuss topics and questions about the novels which he raises in class, Mr. Krier is happy to let the discussion proceed. His classes are informal and he makes his presence as a teacher known not simply by correcting his students' mistakes but by offering, not authoritatively, his own insights into the works. His understanding of the novels is comprehensive, intelligent and well-expressed by him. When Mr. Krier must lecture, his words evidence his own thorough preparation..

Werge Engl 322 The Novel
10TT12 seq. 241864

DESCRIPTION: This course will entail a study of significant European, English, and American novels in the light of the history of ideas and certain persistent philosophical and religious concerns. Presentation is an ineffable blend of lecture and socratic dialogue.

READINGS: Defoe, *Robinson Crusoe* (Signet); Bronte, *Wuthering Heights* (Riverside); Dickens, *Great Expectations* (Harper); Hardy, *Jude the Obscure* (Harper); Dostoyevsky, *The Brothers Karamazov*; Camus, *The Stranger* (Vintage); Greene, *The Heart of the Matter* (Viking); Faulkner, *Light in August* (Modern Library); Harris, Mark, either *The Southpaw* or *Bang the Drum Slowly*; Agee, *A Death in the Family* (Bantam).

STUDENT WORK: Midterm, Final, 2 three-page papers.

COMMENT: Professor Werge combines clear intelligence, a rare spontaneous wit, and an infectious enthusiasm for the course material and his students to provide a most worthwhile and excellent course. His lectures are always interesting and often enlivening. He is always open to student's questions and varying points of view. In fact, if students ask no questions and express no opinions, Professor Werge will ask his own or probe students for their opinions. A well-defended philosophical, literary or religious opinion is never ignored or villified because it is inconsistent with Professor Werge's own position. Professor Werge is also quite sensitive and understanding of individual students' problems, academic or otherwise. He is very generous with his own time and is most willing to spend it with those who wish to see him. Professor Werge almost unavoidably gives one a strong incentive to perform well because of his many rare personal qualities and the fine example he conveys both as a man and a teacher.

Herring Engl. 325 Afro-Amer Lit I
01TT3 seq. 242060

DESCRIPTION: This course devotes itself to the broad study of Afro-American literature from the Eighteenth Century to the 1940's. Examining the works of several authors, this course will attempt to introduce the student to a more acute comprehension of the literature, the authors, and their circumstances. There will be a certain emphasis upon the aesthetic qualities found in the readings. The course is open to all sophomores, juniors, and seniors, and there are no strict prerequisites; however, Mrs. Herring recommends that students have read either Franklin's *From Slavery to Freedom* or Bennett's *Before the Mayflower*. Classes follow a lecture-discussion format, with some variation, e.g. student presentations. The course can be credited to Black Studies as well as English.

READINGS: Blassingame, *The Slave Community*; *Three Negro Classics*; Early Black American Prose; Brown, *Clotel*; Dunbar, *The Sport of the Gods*; Toomer, *Cane*; Attaway, *Blood on the Forge*; Schuyler, *Black No More*; Griggs, *Imperium en Imperio*. Approximate price of the books--fifteen dollars.

STUDENT WORK: Students are expected to do all of the reading and to write two short papers in addition to a midterm and a final. Class participation is very important in making this course a success. Mrs. Herring will employ some variation of the contract grading system, thus granting flexibility and freedom to learn as students select their own assignments within a carefully controlled framework.

COMMENT: Mrs. Herring exhibits a great deal of enthusiasm for this course and puts forth much time and effort in the hope of bringing the class to a correct perspective of the material. The old stereotypes dissolve and a new reality can be discovered by students who transcend the faulty black-white dichotomy in viewing literature. You'll find that "protest" is only a small part of the readings, and that a vibrant tradition and art exists in an area sorely neglected in American education. Not a heavy workload, the course will challenge old conceptions and present a new basis for appreciation of Black Literature and, implicitly, the Black experience.

Herring Engl. 588 Afro American Writers
07M9 seq. 248060

DESCRIPTION: This is a similar, but more intensive study of Afro-American literature than English 325. Some background in the writings of Black authors is generally assumed and Mrs. Herring recommends that students have previously read Meier, *From Plantation to Ghetto*, and if not that, at least two books from the English 325 list. Like her other course, there is a lecture-discussion type format and students are heartily encouraged to interact in the classroom. Emphasis is placed on the Black aesthetic and it is this tradition that will be keenly explored in the writings. And like the English 325 course, this course uncovers and exalts literature that has unfortunately been shrouded over in American education.

READINGS: Mrs. Herring has not yet decided which books will be assigned for the course, however, she has selected the writers from whom the works shall be chosen. These writers are: Jean Toomer, Langston Hughes, LeRoi Jones, Richard Wright, Ralph Ellison and James Bladwin.

SUTDNET WORK: The format for exams, papers and/or other assignments has not yet been decided upon by Mrs. Herring.

Slabey Engl. 392 American Fiction (1900-39)
01MWF seq. 243661
02MWF seq. 243662

DESCRIPTION: English 392 (in two sections) will survey the forms in fictions of American reality from 1900 to the present. The first semester will explore the renovations in the house of fiction necessitated by new possibilities in perception, philosophy, and politics. In a decade-by-decade progress from 1900 to 1939, fiction will be located in culture and conversely. Constant concerns will be images of self and society, and formal responses to changes in reality. The format of the course will consist of both lectures and discussions.

READINGS: A tentative reading list includes: Dreiser, *Sister Carrie*; Wharton, *The House of Mirth*; Stein, *Three Lives*; Cather, *My Antonia*; Anderson, *Winesburg, Ohio*; Lewis, *Babbitt*; Hemingway, *In Our Time*; Fitzgerald, *The Great Gatsby*; Wolfe, *Look Homeward, Angel*; Faulkner, *The Sound and the Fury*; West, *Miss Lonely hearts*; Dos Passos, *The Big Money*; Steinbeck, *The Grapes of Wrath*. Mr. Slabey assures that all of the books will be ordered in their cheapest paperback editions.

STUDENT WORK: There will be a mid-term and a final examination, and a few short papers will also be assigned.

COMMENT: The extent of Mr. Slabey's knowledge on American literature is great, and his insights into works of fiction are often fascinating. While his lectures are often extremely penetrating, his tests are not nearly so demanding, and a non-major is not at any type of disadvantage in his class.

Slabey Engl 487 Southern Lit Trad
10 MWF seq. 245860

DESCRIPTION: One course in American Literature before 1900 is a prerequisite in taking this course. 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, historical, and aesthetic bases will be set in Cash's *The Mind of the South*, especially Book I (which should be read during the summer), Jefferson's "Notes on the State of Virginia," and Tate's "S Southern Mode of the Imagination." The course will then progress from the Frontier and the Plantation to the present.

READINGS: The texts will probably include Cash's *The Mind of the South* (Vintage), KTurner's *Southern Short Stories* (Rinehart), Guild's *19th Century Southern Fiction*, *Narrative of the Life of Frederick Douglass*, Mark Twain's *Pudd'nhead Wilson*, *The Portable Faulkner* (Viking) and *Absalom, Absalom!* Pratt's *The Fugitive Poets*, Wright's *Uncle Tom's Children*, Williams' *A Streetcar Named Desire*, and Styron's *The Confessions of Nat Turner*. Supplementary readings will include selections from *Swallow Barn*, *Life on the Mississippi*, *I'll Take My Stand*, and the poetry of Timrod, Lanier, and James Dickey.

STUDENT WORK: Students will write mid-term and final examinations and a substantial critical essay of about ten pages. The course will consist of lectures, discussions, and class reports.

COMMENT: Mr. Slabey's extensive knowledge and his penetrating insight into American literature make this course a necessity for anyone who has a special concern for the Southern tradition of our literary heritage.

Garvick Engl. 399 Mod. Brit. Poetry
10MWF seq. 244060

DESCRIPTION: Professor Garvick, as a gratuitous gesture, was tempted to teach a course wholly on Swinburne; for he senses the imminence of a Swinburne revival on the campuses of higher education. However, thinking it over, he decided to disband the idea, for the time being at least, at least, because the world and Notre Dame are not ready for such an academic endeavor. Hence, *Modern British Poetry* will be offered, but by no means do I mean to be patronizing. With poets like Owen, Eliot, Pound, Yeats, Thomas, Auden and Lawrence, the course should be nothing less than electrifying for serious students of poetry. Professor Garvick, along with his men and women of knowledge, will give considerable attention to the means by which poems are made, apart from historic considerations. The student will concentrate on appreciating images, rhythms and narrative personality for their own sake and will ultimately discover the unique integrity of many modern British poems. Format is mostly lecture. However, Professor Garvick is intent on finding out who's out there. He is always more than willing to encourage and entertain questions and responses which arise during class.

READINGS: The student will read an adequate number of poems by Wilfred Owen. (WWI poet--I heard that members of the class will re-enact famous battles while Professor Garvic reads appropriate poems with appropriate sound effects), T.S. Eliot, Ezra Pound, W.B. Yeats (with considerable attention to "The Waste Land," "Four Quartets," "Hugh Selwyn Mauberley" and "Byzantium,"

respectively), D.H. Lawrence, W.H. Auden, Stephen Spender, Louis MacNeice, C. Day Lewis, Dylan Thomas and Charles Thomlinson (He will "end" the course with "Renge," a remarkable achievement in the Japanese form, in four languages that will be translated. The poem succeeds in turning Eliot's theories of tradition and the individual talent into practice, thus giving the course an inherent sense of unity.) The main texts: **Chief Modern Poets of Britain**, ed. by Sanders Nelson and Rosenthal, 5th Edition, published by Macmillan; other assorted collections.

STUDENT WORK: There will be at least two writing exercises accomplished in class and possibly a paper, depending, of course, on human resources in the class. (Note: subject to revision--after all, September is a long way off, yes?)

COMMENT: Mr. Garvick considers his class a process of inquiry. It is not for a communication of the finished products of reflection, but, rather, for an unfolding of awareness with a fresh, spontaneous approach. He sustains an enormous amount of energy and enthusiasm throughout, and values the same measure of intensity on the part of the student. In every way, a "Garvick" course demands that the students exert a sensitive effort in the hopes of becoming men and women of knowledge.

Martin

Engl. 452
09TT11

Manners Comedy
seq. 245360

DESCRIPTION: Manners comedy is a term used to describe a broad range of materials written in different genres. All of the readings orient themselves in one way or another around human social conduct, both in its comic dimension and in terms of our propensity to use "manners"--the customs, totems, and accepted usages which Congreve called "the way of the world"--as rituals, whether verbal or kinetic. So the course will study the ritualized existence of people in fiction as an analogue to the comic rituals of life.

READINGS: Whycherly: *The Country Wife*, Congreve: *The Way of the World*, Sheridan: *The School for Scandal*, Wilde: *The Importance of Being Earnest*, Shaw: *Major Barbara*, Arms and the Man, O'Casey: *The Plough and the Stars*, Synge: *The Playboy of the Western World*, Wilder: *The Matchmaker*, Fielding: *Tom Jones*, Austen: *Pride and Prejudice*, Edgeworth: *Castle Rackrent*, Trollope: *Barchester Towers*, Thackeray: *Vanity Fair*, James: *The American* and the Spoils of Poynton, Wharton: *The Custom of the Country*, and Fitzgerald: *The Great Gatsby*.

STUDENT WORK: Each student will be asked to keep a journal (anonymously) in which he or she records observations provoked by the sensibility for the texture of life and the reality behind it which the readings seek to develop. Occasional short papers (4-5) pages and examinations, together with the usual final exam comprise the written requirements.

COMMENT: Though there is more than enough work to keep a student busy throughout the semester one will certainly not regret taking a class by Dr. Martin. There is ample time for consultation with him about the material assigned. The quality of the readings is for the most part excellent. One will find Dr. Martin to be quite knowledgeable--not only about the books assigned but about literature in general. His propensity for being witty and urbane is well-known. In short, this course is good for those who want to learn about Manners Comedy, about English.

McDonald

Engl. 502
07TU9

20th c. Criticism
seq. 246260

DESCRIPTION: This course, intended as a survey of twentieth century literary criticism, will begin with the study of Ezra Pound, T.S. Eliot, and I.A. Richards. In addition, the course will include an examination of the Freudian and Jungian psychological methods, the New Humanism, the New Criticism, the Chicago Critics, Marxist Criticism, Historicism, F.R. Leavis, the criticism of fiction, and Northrup Frye.

Classes, for the most part, will be conducted in a lecture format, although Professor McDonald makes generous allowance for class discussion within the structure of the course.

READINGS: Litz, A. Walton, and Lawrence J. Lipkins, Eds. *Modern Literary Criticism: 1900-1970*. New York: Atheneum, 1971. Wellek, Rene, and Austin Warren. *Theory of Literature*. New York: Harcourt, Brace and World, 1956. (paper) Frye, Northrup. *Anatomy of Criticism*. New York: Atheneum, 1969. (paper)

STUDENT WORK: Two hour examinations will be given during the course of the semester, and a paper of approximately fifteen pages will be required at the end of the term.

COMMENTS: Professor McDonald conducts a carefully structured and well-organized course. His lectures clearly elucidate what is often difficult material. Despite the formal lecture format of the course, Professor McDonald welcomes student questions within the course of his lecture.

Robinson

Engl. 445
01MWF

Theater of the Absurd
seq. 245060

DESCRIPTION: This most recent movement in modern drama is a personal interest of Mr. Robinson. It is, briefly, an examination of theater which recognizes the inadequacies of language, the breakdown of human relationships, the perils and indistinguishability of illusion and reality. The recognition of these problems and the attempt to deal with them in the dramatic art form necessitated the development of a whole new genre, one which is continuing to develop today. Mr. Robinson begins the course with an examination of Medieval drama and early satire in which Absurd drama has its root, then examines elements of Absurd drama in Shakespeare, finally concentrating on this movement in contemporary theater. Mr. Robinson's own ideas about this trend in drama are still in flux, he explores with the class; this semester he has added to his readings several plays which have been described as "post-absurdist," a number of very experimental, "off off-Broadway" pieces.

READINGS: Hopper and Lahey: *Medieval Mysteries, Moralities and Interludes*; Shakespeare: *King Lear, Troilus and Cressida, Timon of Athens*; Pirandello: *Naked Masks: Five Plays*; Beckett: *Waiting for Godot, Endgame, Krapp's Last Tape and Other Dramatic Pieces, Happy Days*; Ionesco: *Rhinoceros and Other Plays, Four Plays, Exit the King*; Genet: *The Balcony, the Screens*; Grass: *Four Plays*; Arrabal: *Guernica and Other Plays*; Pinter: *The Birthday Party and the Room, the Caretaker and the Dumb Waiter, Old Times, The Homecoming*; Albee: *Two Plays: The American Dream and The Zoo Story, Tiny Alice*; Stoppard: *Rosencrantz and Guildenstern Are Dead*. This reading list like that of English 345, will be flexible and subject to change as the semester progresses. An excellent critical work, Martin Esslin's *Theatre of the Absurd*, is essential supplementary reading. Total cost of works will run \$30-35.

STUDENT WORK: Primarily same format as that on English 345; in addition, Mr. Robinson may ask, as he did this year, that students keep a "Journal of the Absurd," in which they regularly record their responses to the Absurd--in drama, in life, etc.

COMMENT: One's immediate reaction in examining the above course descriptions would undoubtedly be to quake at such prohibitive readings lists. The readings are demanding as far as quantity, for both courses, and is imperative that the student not fall behind. However, the plays are not so time-consuming as novels, and keeping pace is not impossible. The quality of the Shakespeare readings speaks for itself. The Absurd plays are challenging, exciting, puzzling and most enjoyable. Mr. Robinson's biggest weakness is his less than sparkling lecture style but his genuine, consuming interest in the subject matter is unmistakable and contagious. Both courses will be communal explorations of the plays: Mr. Robinson is obviously excited when he has his own insights to share and makes no pretenses when he himself is searching for insights. A solid course in Shakespeare is an essential for an English major and anyone interested in literature in general; and for me the Theater of the Absurd was without doubt one of the most exciting English courses I have taken. Both courses come highly recommended.

Schoen

Engl. 449
03MWF

Milton
seq. 245160

DESCRIPTION: Mr. Schoen covers five or six of Milton's shorter poems in the first several weeks of the semester, devotes six weeks to *Paradise Lost*, and concludes with *Paradise Regained* and *Samson Agonistes*. The *Aeneid* is considered primarily for its structural relation to *Paradise Lost*. The course moves entirely by discussion except for Mr. Schoen's lecture on *The Aeneid*. Schoen is interested in the chronological development of Milton's thought, the structure of his poetry, and the comprehensive emanation of single images.

READINGS: John Milton, *Complete Poems and Major Prose*, and *The Aeneid*.

STUDENT WORK: Four short "insights" about three pages each; one longer "insight," about eight pages; and a final examination, usually take-home.

COMMENT: Mr. Schoen's knowledge of Milton is excellent. He moves slowly and intensively. Though Mr. Schoen provides direction for the discussion, the student must assume a large responsibility for participation. This does not mean that the grade reflects how much you have said that the the course happens in the classroom and can only work if the student is daily prepared. One often wishes that Mr. Schoen would offer more of his own sophisticated thoughts but that is not his style. The course is not extremely rigorous, and Mr. Schoen is a most accessible teacher.

Collins

Engl. 482
02Th5
07Th10Melville
seq. 245661
seq. 245662

DESCRIPTION: The work of Herman Melville will be examined extensively with heavy accent placed upon the workings of his mind in relation to the themes developed throughout his works. Influences on his thinking (i.e. Nathaniel Hawthorne) will be explored and carefully examined for their possible effects. Seminar presentation. Much discussion will be ably led by Prof. Collins.

READINGS: Typee, Redburn, Whitejacket, Moby Dick, Pierre and Billy Budd. Also to be read: selected poems and short stories by Melville as well as a few short stories by Hawthorne.

STUDENT WORK: Each student will be expected to submit one paper--interesting and of adequate length--as well as give a twenty to twenty-five minute presentation on one of the works. Participation in discussion is weighted most heavily.

COMMENT: Melville? Interesting. Essential. Collins: Interesting; Essential; Take Him!

Garvick

Engl. 427
02MWFT.S. Eliot and Tradition
seq. 244660

There are essentially three ways of ordering the study of poetry--by historical periods, by genres or by concentrating on the work of a single poet. The third way is the least common occurrence in undergraduate programs. Professor Garvick began this experiment two years ago and found the experience unusually worthwhile and rewarding. Once again, the study of the works of an individual poet will be offered to those students who exhibit the passionate desire to immerse themselves wholly in the poetry of T.S. Eliot. The course will concentrate on Eliot's main theory concerning tradition and the individual talent, and will trace his development of a certain poetic continuity. The central idea of order will concern itself with Eliot's place in the midst of this process. Eliot, though a demanding poet, is capable of teaching us how to deal with the self. Since we are forced to deal with selves, others as well as our own, we ought to welcome good advice. Eliot proves to be very sound, and Professor Garvick offers the course precisely for this reason so that we may better learn to live with self.

Since the class should be no more than twenty students, there will be an opportunity for a more intimate form of communication. Professor Garvick will have much to say, but the student will be encouraged not to hide his talents under a bush. The presentation will precipitate a greater interaction of selves.

READINGS: Complete Poems & Plays of T.S. Eliot 1909-1950, Murder in the Cathedral, The Cocktail Party, Christianity and Culture (publ. by Harvest), Essays (agathering); also Samuel Johnson's Rasselas; possibly, Borges' Labyrinths, Baudelaire's Flowers of Evil, Donne's Collected Poems, and C.G. Jung's Memories, Dreams and Reflections; with allusions, mainly to make associations and to draw comparisons and contrasts, to the works of Camus, Kafka, Beckett and Henry Miller. Finally, recordings: Some of the String Quartets of Beethoven and Bartok (to be done either in class or in the Listening Center of the library).

STUDENT WORK: One substantial paper and a final examination that might very well invite the student to experience almost total recall of Eliot's works.

COMMENT: Professor Garvick as able to live and breathe Eliot and expects an equal measure of intensity on the part of his students. One might easily feel intimidated by Eliot. However, if one is truly dedicated to the study of poetry, and at all interested in learning how to live so that he may shape the inevitable recognition of his own ignorance, his mere humanity, the experience will prove to be unforgettable. But, he must be willing to put up with the demands of Eliot before an exchange can begin. The student is urged to know poems by heart, as he must veritably live with the stuff until he knows Eliot well. (Rumor has it that any student who is able to speak to Professor Garvick in the voice or one of Eliot's persona will be rewarded!) Dr. Garvick's style of interaction will intensify the experience to monumental proportions and he only hopes that the process of inquiry will culminate with Eliot's words: "The only wisdom we can hope to acquire is the wisdom of humility." Shantih.

Sniegowski

Engl. 567
10TT12Romantic Poetry
seq. 247560

DESCRIPTION: There are no prerequisites for Professor Sniegowski's course, which means that anyone who would be interested in discovering the wide and diverse range of literary achievements produced during the turbulent years from 1798 to 1832 has the opportunity to do so. The text for the course will be Perkins' Anthology, in which Professor Sniegowski will emphasize the works of Wordsworth, Coleridge, Keats and Byron, with some attention given to Blake and Shelley.

The course is open to undergraduate and well as graduate students, all of whom will feel relaxed as well as stimulated by the instructor's classroom environment. The method of presentation is largely lecture, but it is an informal, sharing kind of lecture which welcomes students' questions and insights.

COMMENTS: Any course taught by Professor Sniegowski is sure to be an enjoyable academic experience. The work load is reasonable, yet challenging. Students will find in the instructor a man willing to aid them in overcoming problems of comprehension, either privately or in the classroom.

Walton

Engl. 371
01MWFPrivate Exp. in the Novel
seq. 243060

DESCRIPTION: A study of the ways in which social experience is represented as personal myth by novelists from Defoe to Doris Lessing. Lecture. No prerequisites.

READINGS: Defoe, Robinson Crusoe; Hogg, Private Memoirs and Confessions of a Justified Sinner; Dickens, Oliver Twist; C. Bronte, Jane Eyre; James, The Turn of the Screw; Conrad, Lord Jim; Mann, Death in Venice; Joyce, A Portrait of the Artist as a Young Man; Kafka, The Castle; Lessing, The Golden Notebook.

STUDENT WORK: Two short papers of the student's choice and a final take-home exam.

Walton

Engl. 460
09MWFEng. Novel to 1845
seq. 245560

DESCRIPTION: A study of the early development of the English novel. No prerequisites. Open to English majors.

READINGS: Bunyan, Pilgrim's Progress; Defoe, Robinson Crusoe; Richardson, Clarissa; Fielding, Tom Jones; Sterne, Tristram Shandy; Godwin, Caleb Williams; Austen, Emma; Scott, Old Mortality; Hogg, Private Memoirs and Confessions of a Justified Sinner.

STUDENT WORK: A take-home exam on Pilgrim's Progress, two short papers of student's choice, and a final take-home exam.

COMMENT: Mr. Walton's courses and lectures are high-g geared and sophisticated. He approaches the novel with a synthesistic ken, and consequently his lectures touch areas as diverse as psychology, anthropology, physics, theology, and White Sox spring training. But despite this broad knowledge and encompassing vision, Mr. Walton is admittedly a critic of the "old school." His lectures persistently return to archetypal figures in literature and paradigmatic patterns or myths in art (Jung, Eliade, Freud, Frye, etc.). However, this is by no means a detriment.

Undoubtedly, Mr. Walton's one fault is that non-English majors and English majors alike tend to be sacrificed on a block of literary intellectualism; i.e., his lectures are often brilliantly destructive to the bright young people, hoping to be weened on "plot" and "theme". But, then, this is college, kids.

Even at his erudite level of delivery, Mr. Walton is overwhelmingly entertaining. If one does not quite grasp Joyce's use of Vico, Mr. Walton's enthusiasm and wit still captures your interest and attention. (Analogue: Dick Cavett and Northrop Frye leading a symposium consisting of Franz Kafka, James Joyce, Gustave Flaubert, Immanuel Kant, Richie Allen, Billy Williams, and maybe John Hawkes.) Hence, it is Mr. Walton's style which makes him invaluable as a lecturer and teacher. For, if one can not quite follow Mr. Walton into his literary depths and abstractions, there still remains a great deal of knowledge to be gleaned from the enthusiastic surface of his lectures. In brief, Mr. Walton's courses will undoubtedly be very valuable, sophisticated, and enjoyable; but possibly frustrating.

His work-load is definitely not heavy, yet substantial. Grading?

Robinson

Engl. 345
10TT12
02TT4Shakespeare
seq. 242861
seq. 242862

DESCRIPTION: The fall semester will mark Mr. Robinson's return to teaching Shakespeare, a course he taught regularly until two years ago. The course is intended, first of all, to be an extensive coverage of the majority of Shakespeare's plays. The presentation will consist of both lecture and class discussion, the balance of the two depending on the size of the class and on the enthusiasm of the students (a maximum of 40 students has been set, and it is likely that the actual number will be somewhat less than this). Mr. Robinson has indicated that he will attempt a "two-dimensional" approach to the plays: sources of the plays, historical perspectives, and discussion of the larger cultural themes will be provided in the lecture material, while more problematic concerns, such as time and place in the dramas, illusion and reality, and the characters' notion of their relationship to the world, will be explored in class discussion.

READINGS: The plays will be covered in four "genre" groups: Richard II, Richard III; Henry IV (parts I and II), and Henry V of the histories; The Taming of a Shrew, A Midsummer Night's Dream, The Merchant of Venice and Twelfth Night of the comedies; the tragedies, Romeo and Juliet, Julius Caesar, Hamlet, Lear, Macbeth, Antony and Cleopatra and Coriolanus; and the "problem plays," Troilus and Cressida, Measure for Measure, Timon of Athens, Cymbeline, The Winter's Tale, and The Tempest. Most of these plays will be covered in class, others will be the subject of out-of-class research. The readings list will remain flexible and will undoubtedly be adjusted as the semester progresses. The most economical way to buy the plays is in a "complete" Shakespeare, which should run from \$8.00 to \$15.00, depending on the edition. Otherwise, paperback copies will cost in the area of \$1.00 each.

STUDENT WORK: Obviously, the readings will constitute the bulk of the work load for English 345. There will be two or three short (3-5 pages) papers and perhaps an oral presentation required of each student, the presentations being done by a team of three or four. There will also be either a final exam or a final "course summary" paper.

COMMENT: So few people seem to be concerned with the pursuit of eternal values any longer, that when a person with a genuine predilection for Truth, Beauty and Brotherhood is discerned—whose nature is imbued with a zealous love for those ideal realities—he will invariably be neglected (often even despised) by many, disproportionately idolized by those still searching for fathers, and, hopefully, esteemed by at least a few people. Professor O'Malley is such a person. Long recognized as one of Notre Dame's most loyal sons, he has striven to remain constant alongside life's eternal verities with a tenaciousness that few men will ever approximate.

Drawing from a reading list that is extensive (He has said, "You will have until the end of the century to read these literary works"), he delivers lectures which have a natural exquisiteness about them because they are motivated by his instinctual reverence for life and all that it contains. His lectures probe profound spiritual realities within literary works, and often transmute such realities into a contemporary dimension—because Professor O'Malley always wishes to engage his students' sensibilities in a pursuit of those realities.

An understanding of Frank O'Malley's genius might perhaps show that in him thought and deed are welded in a fervid consistency. Certainly, since he is dedicated to resurrecting and sustaining the Word as it is manifest in creative literature, this genius extends through the classroom and beyond it—to wherever his students carry within themselves a veneration for the Word, for the sanctity of suffering, and for the ultimate holiness of life.

Davis

Engl 303
09 MWF
11 MWFPrac Lit Criticism
seq. 240761
seq. 240762

DESCRIPTION: An introduction to literature, devoted to developing the student's ability to read literature with reasonably full understanding and sensitivity, and introducing basic theoretical and technical problems of literature, the course will proceed through the three types of literature, alternating exercise in detailed reading (which will receive most attention) and critical problems (which will receive briefer treatment), in a rhythm from practicality toward theory: how to read poems, problems in poetry, how to read fiction, techniques of fiction, how to read plays, theory of drama, theory of literature. The course will proceed entirely by discussion and because of this, enrollment will be limited to twenty five students per section.

READINGS: Booth and Burhans, *31 Stories* (Prentice Hall); A book on theory of fiction; G.B. Shaw, *Arms and the Man* (Penguin); Anton Chekov, *Six Plays* (Penguin); Francis Fergusson, *The Idea of a Theater* (Princeton); S.J. Kennedy, *Introduction to Poetry* (Little Brown); A book on theory of literature.

STUDENT WORK: Eight (8) short papers and a final exam.

COMMENT: Mr. Davis is one of the most knowledgeable professors in the department. It is very obvious in his lectures, if his discussions can be called that, that he has a vast storehouse of knowledge and he is very willing to share it with his students. He is very open with his students, both in and out of the classroom, and his classes are usually very stimulating. Mr. Davis is not an easy grader: a student must work very hard to get an A in his class. Also, some students found difficulty in writing papers as it is sometimes not clear what he is looking for and expecting.

Kline

Engl 515
1TT3Linguistic Thy
seq. 246460

DESCRIPTION: As the title implies, English 515 is a survey of current Linguistic theories. As such it should not be confused with English grammar or for that matter English literature. The course traces the formal constituents of language and how each of these has developed historically. In this regard the course investigates the writings on language as language by the leading philosophers, theologians, grammarians, sociologists and psychologists. The bulk of the course centers around Dr. Kline's lectures. There are some classes devoted to discussion during the latter parts of the semester. (These lectures are highly informative and entertaining.)

READINGS: Dineen, F., S.J. *An Introduction to General Linguistics*; Salus, P.J. *On Language, from Plato to Von Humboldt*.

STUDENT WORK: There are 3 short papers, 3 hourly exams, and a final.

COMMENT: Students who decide to take this course will find it, without doubt, one of the best. Although taught under the title of English, as a Theoretical Linguistic course it is highly germane to students in English, teacher preparation, linguistics, psychology, anthropology, and sociology. This course is highly recommended.

Sokolowski

Enlt 373
09 TT 3Women in Amer Lit
seq. 855860

DESCRIPTION: This course will examine the image of women in American literature written by men and women. Women writers such as Kate Chopin, Emily Dickinson and Mary McCarthy will be surveyed for the relationship between femininity and literature and their consciousness of themselves as women as it manifests itself in their works. Readings will be in the novel, the short story and poetry, and will follow a quasi-chronological development from the beginning of the nineteenth century to present times. The class format will be lecture-discussion with a strong emphasis on student participation.

READINGS: Specific works have not yet been assigned. Major writers such as Twain, James, Hemingway, Fitzgerald and Roth will be read to trace the image of women as created by men writers. The womenwriters who will be studied will be: Chopin, Dickinson, and McCarthy.

STUDENT WORK: The student will be required to take a midsemester and final exam as well as write two papers. One reading report will also be given by each student. In addition to class assignments, students will be expected to do outside readings in recent and current feminist publications.

COMMENT: This is a new course being offered at St. Mary's. Mrs. Sokolowski has a vivid and concerned understanding of the treatment of women in the course of American literature that can be noted from her other courses. She is an interesting and friendly teacher; and I'm sure this would help to make this course a valuable experience for any interested student.

Kane

Enlt 382
01 TT 3Dante
seq. 856260

DESCRIPTION: This course is a seminar which offers the student an opportunity to concentrate on one poet—Dante, whose poetry deals with the desires and experiences of men at their very core. The chief prerequisite is simply the desire to study Dante. The course is not a requirement for any specific major; and is open to those who have asked to have the course taught and to others by arrangement with the professor. The enrollment is to be kept to seminar size.

READINGS: Mark Musa, ed. *Dante's Vita Nuova*. Indiana Univ., paperback; D. Sayers, ed. *Dante's Inferno*. Penguin Ed. paperback; D. Sayers, ed. *Dante's Purgatorio*. Penguin Ed. paperback; John Sinclair, tr. *Dante's Paradiso*. Italian text and trans. Oxford Univ. paperback.

STUDENT WORK: Student work will involve a careful study of the readings resulting in seminar participation. There will be no papers or tests other than the final exam.

COMMENT: Sr. Franzita is an experienced English professor whose comments and ideas would be rewarding and enriching. This is a new course being offered so that little comment can be given at this time. Sister maintains that the course will deal with Dante's narrative patterns and power, his poetic craftsmanship, the mystery of freedom, the relation of free will and justice with room to expand in a philosophic vein.

Kane

Enlt 312
11 MWFNeo-Classical Lit
seq. 853260

DESCRIPTION: Neo-Classical Literature covers the period of writing after the Renaissance Age in England, from about 1650 to 1800. Four main writers are studied—John Dryden, Samuel Johnson, Alexander Pope, and Jonathan Swift. It is suggested that other courses covering literature before this age be taken before taking this course for better background. Sr. Franzita uncovers the power of satire against the setting of historic happenings in the neo-classic age in England. The course is required for all SMC English majors, and open to anyone else. This course is not offered as freshman English.

READINGS: Dryden: *Three Plays, Selected Poetry and Prose* of John Dryden; Samuel Johnson: *Selected Writings*; Alexander Pope: *Selected Poetry and Prose*; Jonathan Swift: *Selected Prose and Poetry*.

STUDENT WORK: The course has a fair, yet extensive amount of readings. There is a mid-term and final examination as well as two or three short papers, and quizzes.

COMMENT: Sr. Franzita offers a disciplined and vivid study of these masters of satire within the historical context of an explosive age of political and religious conflicts. One learns the skills and potentialities of satire more quickly by marking her own unique deliverance of the material. The course is recommended for hard workers wishing to study the clever and witty satirists of the Neo-Classical period.

Michaud

Enlt 357
07 TT 9Romantic Movement
seq. 854660

DESCRIPTION: The course aims at a study of Wordsworth's poetry, including the *Prelude*, to establish a conception of the Romantic spirit. The major works of

Blake, Coleridge, Shelley and Keats will be investigated in light of this concept. The course is basically class discussion, with occasional lectures.

READINGS: Selections from works of Wordsworth, Blake, Shelley, Keats, Coleridge, and the German poets Novalis and Holderlin. **Naive and Sentimental Poetry**, Friedrich von Schiller

STUDENT WORK: Students will be required to write one paper (5-7 pages), and take a midterm (take-home) and final exam.

COMMENT: Be prepared for in-class discussion, which occasionally rises beyond the material at hand. The work load is relatively light and ample time is given for preparation of papers and tests. Keeping Mr. Michaud on a topic is difficult, but his digressions are interesting and often humorous. The readings are carefully selected and provide an excellent basis for the investigation of the Romantic mind. Mr. Michaud is always available and willing to help. The key to the course is to leave reality at the door. It's an experience.

Sokolowski Enlt 253 American Literature I
11 MWF seq. 851461
01 MWF seq. 851462

DESCRIPTION: This course will trace chronologically the development of American literature from the colonial period through the Romantic Movement of the nineteenth century. Emphasis will be placed on the themes, traits and characteristics of distinctly American literature. A variety of genres—novel, short story, essay and poetry will be covered. In addition to selections from an anthology, students will be required to read four novels. The format for this course will consist of lecture with comments of the students also desired.

READINGS: Norton Anthology of American Literature; The Last of the Mohicans; The Scarlet Letter; Moby Dick; Walden

STUDENT WORK: The students are to be responsible for two papers between three and five pages. There will also be two hour exams (essay), and a two hour final exam.

COMMENT: Mrs. Sokolowski is a warm and interesting personality whose lectures often include numerous anecdotes about the authors and poets being studied. She has a more than sufficient understanding of the American environment during the periods studied. She is more than willing to listen to her students, and always available for additional help if required. A course from Mrs. Sokolowski would prove a fun, interesting, and valuable experience.

Vacca Enlt 354 Modern Drama
04 MW 6 seq. 854260

DESCRIPTION: There are no prerequisites and the course is open to anyone. The subjects are representative plays by major European, English and American playwrights from the mid-eighteenth century to the present; coupled with more intensive study of Ibsen and Brecht. Emphasis is on the plays themselves, although topics in the development of modern drama will be broached. Method of presentation will depend upon class size; in a small group, seminar techniques will be possible. In general, there will be a mixture of lecture and discussion.

READINGS: Twelve Modern Plays (Dodsden, \$4.95) A number of selections from Ibsen and Brecht will also be required.

STUDENT WORK: Four brief (3-5 pages) papers, with or without seminar presentation, midterm, and a final exam.

COMMENT: The nature of the readings invites interesting, provocative discussion and Mrs. Vacca is not adverse to letting the class direct itself. Workload is moderate with paper topics being left open to individual interests. Although an elective for the department, the last class was only about one-half English majors. Modern Drama comes highly recommended to any student of any discipline who enjoys reading and discussing dramatic literature.

Bosco EnWr. 313 Journalism and Media
04MW6 seq. 857460

DESCRIPTION: There are no prerequisites for this course. Its goals and themes are to question and analyze the theories and practices of journalism and other media; such as, TV, radio and film. The method of presentation is lecture and discussion. The course is open to all students and is counted as an elective related to the major in the English and Secondary Education departments.

READINGS: This semester the course involved readings from Radio and Television, and Journalism, both books by Allen and Linda Kirschner. The Price of the books is \$4.35 each. From time to time students are asked to read selections from the New York Times and The Village Voice newspapers.

STUDENT WORK: Written work consists of writing assignments which deal with theory; and practical problems discussed in class and the readings. Writing assignments average one per week and are graded according to imagination, originality, honesty and intelligence. Mr. Bosco hopes, next fall, to spend about one third of class time producing a weekly review-magazine paper. Exams are not given as such, but take the form of in-class writings.

COMMENT: Mr. Bosco is seriously concerned with forming a critical and analytical attitude toward journalism and media in his students. His lectures which may seem based against journalism are geared to make one consider the responsibilities of this form of mass communication.

The quality of the readings is generally good. A difficulty this semester was that not enough people participated in the discussion.

Mr. Bosco's class does not concern itself specifically with the mechanics of constructing a newspaper. However, bibliographies are available which provide such information.

The work load is comparatively light in terms of time. What is stressed is the quality of thought which accompanies the readings.

This course could be very valuable to the student seriously interested in a critical study of journalistic writing and the media.

Bosco EnWr. 316 Fiction Writing
02TT4 seq. 857860

DESCRIPTION: This is a course for people interested in writing fiction (obviously). There are classes in both introductory and advanced fiction, although introductory is not a prerequisite for advanced. The class is run in workshop form, with students submitting stories on ditto's to be passed out to and discussed by the class. The course is offered by the SMC writing department and is open to anyone.

READINGS: The readings for this semester were On Creative Writing, Paul Engle, ed. \$1.55; and Ulysses, James Joyce \$2.95. Mr. Bosco has not finally decided on the readings for next semester.

STUDENT WORK: This semester students were required to write six pieces of fiction due over the semester. Students were also required to read Ulysses in order to participate in a discussion of the book in class. Next semester students may be required to write critiques of some of the work. Mr. Bosco has not decided if he is going to work with Ulysses next semester. There are no exams.

COMMENT: The course is very loosely structured; in this, like in all writing classes, most of what you get out of it depends on what you are willing to put into it. Mr. Bosco is a talented writer and a sympathetic person, and can be a great deal of help. This is not a jock course and should be taken only by those seriously interested in writing for although the work load is comparatively light (i.e., work to be turned in), the potential is great and to realize that potential requires that the student put forth individual effort and participation, and feel a responsibility to himself and the other people in the class as writers.

general program

STUDENT ADVISORS: Mike Sherrod, 327 Grace, 1741; Burt Brenner, 438 Morrissey, 3665; Dennis Clark, 915 Grace, 6726; Bill Kane, 333 Zahm, 8995; Diane McDonnell, 424 Walsh, 8155; John Moskop, 241 Sorin, 6550.

Hunt GP 241 Poetry
09 MWF seq. 261061

DESCRIPTION: This course will deal with poetry in English from the time of Shakespeare to the present day in a roughly chronological order. Brother Hunt will display both English and American poetry with about 50 per cent of the time spent on the latter, since he happens to like it. Besides this overall survey there will be time spent in an effort to familiarize the student with the raw mechanics of poetry.

READINGS: Louis Simpson's An Introduction to Poetry (2nd Edition); Perrine and Reid, 100 American Poems of the Twentieth Century; and a great many dittoed hand outs of important works.

STUDENT WORK: There will be several tests spread out over the semester and a lot of what Brother Hunt calls "worksheets". These are designed to force the student to think of a poem not just in terms of its general meaning but to go into it in some depth, usually by having him answer a limited number of relatively specific questions about the technical devices used in the poem. At the same time he does demand that the student make a statement about the overall meaning of the work.

Brother Hunt would like the student to write and submit poetry of his own, but it is not required.

COMMENT: This is a good introductory course. If you are already into poetry, this is not the course for you, but if you like poetry and just want to learn more about it, this is a good course. In the past it has been at the very early hour of nine and has still been well attended. Brother Hunt is very low-keyed, but not boring and he knows his material. The work load is not at all hard and is well worth the effort for what one gets out of it.

Rogers GP 241 Poetry
1 MWF seq. 261062

DESCRIPTION: Dr. Roberts hopes in this course to acquaint students with poetic language, developing appreciation of such language as it is used by recognized writers and giving every individual a chance to work with it himself.

Emphasis will be placed not on the structural elements of poetry but on what poetry is and how it serves as a vehicle of communication.

READINGS: Selections will be from Blake, Keats, Eliot, Yeats, G.M. Hopkins, and Wallace Stevens. Supplementary readings, perhaps in ultra-contemporary work and the poetry of rock, may be required.

STUDENT WORK: Students will probably write one substantial paper, and may be given a midterm. Original poetry of different sorts will be required throughout the semester.

COMMENTS: This is a course in which students must assume some responsibility. Dr. Roberts prepares each class well, but he is convinced of the value of student discussion and takes it for granted that everyone will express interest in the topic at hand. Dr. Roberts' valuable insights are usually forthcoming, but students should press him when he seems reluctant to stop discussion to voice an idea of his own. Dr. Roberts' great interest in and respect for his students' opinions are well-known, as is the phenomenal amount of time he is willing to spend with those desiring it.

Hunt

GP 247
9 TT

Fine Arts I
seq. 261500

DESCRIPTION: This is the first semester of a two semester course surveying western art and music. The fall semester covers the period from cave painting and Greek music through the Baroque. Brother Hunt concentrates heavily on painting in his survey of the visual arts. The treatment of music in the fall semester will concentrate on principles or "ingredients." Note: each semester course is independent of the other and can be taken separately.

The course is a pleasing mixture of slides, lectures, and music. Brother Hunt distributes copious handouts of his own notes. Classes start with a short lecture introducing the material and then proceeds to slides or music (as the occasion warrants) with commentary by Brother Hunt.

READINGS: John Gillespie, *The Musical Experience*, \$9.95 and Gardner History of Art, (Price ?)

STUDENT WORK: There are either three tests or two tests and some take-home worksheets. A paper is voluntary.

COMMENT: Brother Hunt's course is a joy. He "knows his stuff" and presents it in a manner which makes it very interesting and enjoyable.

Nicgorski, Moore, Tillman

GP 281

Gt Bks Sem I

Various times

DESCRIPTION: This course is the first in a sequence of six seminars which form the heart of the General Program, and aim at the intellectual development of each student by requiring him to form, express, and defend his views in a dialogue with others. Classes of 15-20 students lead by a faculty member meet twice weekly to discuss a part of a great book and the general issues which it treats. The readings in this first semester are primarily classics of ancient Greece, an era of special importance in the rise of Western culture. The seminar sequence is required for GP students and open to others only with special permission.

READINGS: Epic of Gilgamesh; Homer *Odyssey*; Plato, *Apology*, *Crito* and *Phaedo*, *Republic*; Sophocles, *Oedipus Rex*, *Oedipus at Colonus*, *Antigone*; Aristotle, *Poetics*, *Ethics*; Herodotus, *Histories*; Aristophanes, *Clouds*; Epicurus, *Enchiridion*; Augustine, *Confessions*.

STUDENT WORK: A half-hour oral final examination is required; in addition, a paper will probably be assigned and individual students may be asked to lead the discussion on a particular issue.

COMMENT: In a very real sense, the quality of the seminar depends not on the faculty leader but on the participation and enthusiasm of the students themselves. Extensive comments on the individual leaders are therefore inappropriate. It should be sufficient to note that both Dr. Moore and Dr. Nicgorski are well equipped to guide seminar discussion. Both men are especially insightful in their specialties; Dr. Moore in the philosophy of science and Dr. Nicgorski in political philosophy. Dr. Tillman, a new addition to the GP faculty, has been preceded by her reputation for excellent teaching ability.

Rogers

GP 341
9TT11

Origins of Christianity
seq. 263061

DESCRIPTION: This course is intended to engage the student with the Bible, to make it important and interesting to him as a literary and philosophical work.

READINGS: Readings chosen thematically from the Bible will be supplemented by interpretive essays. Historical critics will probably include Augustine, Kierkegaard, and various twentieth century commentators.

STUDENT WORK: Undetermined.

COMMENTS: Students will definitely profit from this course in proportion to the effort they expend on it. Although Dr. Rogers is not a Biblical scholar, his work in myth and his background in comparative literature stand behind his acute analysis of literary and philosophical aspects of the Bible.

Thomas

GP 341
10TT12

Origins of Christianity
seq. 263062

DESCRIPTION: Judean and Near Eastern influences on the beginnings of the Christian Church are explored. Intelligent reading of the Bible is stressed, with

emphasis on the historical and literary background. The aim is to see how we have arrived from what starting points.

READINGS: Secondary sources will be suggested on occasion. None will be required.

STUDENT WORK: To be determined.

COMMENT: This writer has found Mr. Thomas to be a lecturer whose reflections are usually captivating and often enlightening. Others have found him to be unexciting. Most would agree that he is very generous with his time.

Thibodeau

GP 343
10 MWF
11 MWF

Hist of Sci II
seq. 263261
seq. 263262

DESCRIPTION: History of Science I. deals with early modern science and its emergence from the medieval tradition of natural philosophy. Professor Thibodeau will examine the role played in the Middle Ages by magical and "common sense" explanations, and will trace the subsequent development and triumph of the quantitative, experimental method of modern science. Because he is particularly concerned that students should be familiar with great ideas in science, Professor Thibodeau will consider his subject largely from a philosophical point of view, attempting to relate the history of science to general trends in social, cultural, and intellectual history. He will also stress face-to-face contact with scientific thinkers through the medium of important original works.

READINGS: Although the reading list is not as yet fully determined, Professor Thibodeau will probably begin the course with a book which proved to be very popular last semester, Thomas Brown's *Religio Medici*. Other possible readings are *The Discoveries and Opinions of Galileo*, Isaac Newton's *Natural Philosophy*, *Science and Civic Life in the Italian Renaissance*, and *Physical Science in the Middle Ages*.

STUDENT WORK: Students themselves will partially determine assignments, with possibilities being one long or a number of short papers, and a midterm. Professor Thibodeau plans to make extensive use of the new General Program telescope and may also acquire other experimental equipment facilitating direct student involvement with crucial scientific problems.

COMMENTS: Professor Thibodeau stresses that this course is not a survey, but will cover a limited number of topics in depth. The readings seem well-planned, and will probably be adequately supplemented by Professor Thibodeau's engaging, though somewhat erratic lecture style. The history of the time period covered is without a doubt fascinating, involving a radical change in methodologies and world views. Detailed looks at the thought of particular scientists can, however, prove somewhat tedious. Professor Thibodeau's grading policies are not overly rigorous and he welcomes original papers.

Nicgorski

GP 345-443
9 MWF
10 MWF

Politics
seq. 263461
seq. 264862

DESCRIPTION: This is a course requirement for junior and senior GP students, but there should be some openings available to any student in another major. There are no prerequisites. In the first part of the course, teacher and students attempt to uncover and make explicit basic political problems as they appear in the American political experience. In the second part of the course, Aristotle, Rousseau and a group of contemporary political theorists are evaluated to find what they say about the basic problems of political life. Classroom procedure will consist in a mixture of lectures, commentaries on the text and discussion. Generally, every third meeting will be a discussion on the previous lectures are readings.

READINGS: Goldwin, R. *How Democratic is America?* Lippman, W. *The Public Philosophy*, Lowi, T. *The Politics of Disorder*, Aristotle, *The Politics of Aristotle*, (referred ed. is Oxford U. Press), Rousseau *The Social Contract*, If time permit at the end of the course, John Rawls, *A Theory of Justice* and Jacques Maritain's *Man and the State* will be read and discussed. Cost without Lowi's book: \$13-15, with Lowi add \$7.

STUDENT WORK: There is a fifty minute midterm and a two hour final exam in the course. The average grade is B and the test material comes from the lecture notes and main points of discussion. There is also a paper required of approximately 10-12 pages in length.

COMMENT: There is much to recommend this course: it has excellent readings and the work load is not overbearing. Dr. Nicgorski is well versed in the material and is open to all points of discussion and criticism. Outside of class, he makes himself available to student interests. The problem most often met in the course is lack of student interest and participation. The possibilities of receiving and giving insights are manifest in the discussion periods but often fall below expectation. My feeling is blame lies with lack of student preparation as much as Dr. Nicgorski's somewhat dry lecture style. But for the interested student, the insights are there for the asking and reading.

Kinsey

GP 347
2W4

Fine Arts III
seq. 263660

DESCRIPTION: This course centers around a sensual appreciation and creative approach to art, rather than an academic or historical approach. There are no prerequisites. The course is generally limited to GP majors, other

students interested in taking the course must obtain permission from the department chairman. The course is offered on a pass-fail basis and Mr. Kinsey adds that all of the assigned projects must be completed in order to receive a passing grade.

READINGS: There is a possibility that some supplementary readings may be assigned in order to orient the student to a particular problem in design or color theory. The readings will be brief and kept to a minimum. There is no assigned text.

STUDENT WORK: The first semester of this two semester program concentrates on drawing, and the construction of an environment in the University Arts Center. Several different techniques in drawing are presented, and the student is given ample time in class to complete the related assignments under Mr. Kinsey's direction. In addition each student is required to maintain a sketch book of drawings, done outside the classroom.

COMMENT: Though this is a one credit pass-fail course the student is not permitted to slough off on the work. Mr. Kinsey stimulates and encourages a participatory interest in the arts. He is an excellent adviser and offers the student an overview of the arts that is not limited to the usual verbal formation in the classroom. In short this course offers an opportunity to break away from the intellectual approach of most GP courses and to experience aesthetic expression first hand.

Thomas, Lyon, Cronin GP 381 Gt. Bks Sem III
Various times

DESCRIPTION: This is the third seminar in the GP Great Books Seminar sequence. The readings in the first half of this semester are all classics of Eastern philosophy and religion. They provide an interesting change of pace from the General Programs' major focus on Western thought.

READINGS: Bhagavad Gita; Selections from Japanese Classical Literature; Selections on Buddhism; Lau Tzu, Tao Te Ching; Confucius, Analects; Chuang Tzu, Basic Writings; Mencius, Sayings; Gandhi, Autobiography; Homer Iliad; Aeschylus, Oresteia; Plato, Symposium; Lucretius, On the Nature of Things; Dante, Purgatorio; Burckhardt, Civilization of the Renaissance in Italy.

STUDENT WORK: One or more papers will be assigned in addition to a half hour oral final examination.

COMMENT: In every GP seminar, the effort of the students themselves is of primary importance. Each faculty leader, however, adds special insights to the discussion. Dr. Thomas's understanding of Eastern, and especially Japanese culture is sure to prove helpful in discussing the Eastern writings. Dr. Cronin's interest in the writing ability of each of his students provides an excellent opportunity for the improvement of that useful art. Dr. Lyon shares with his students valuable insights drawn from a wealth of historical knowledge.

Cronin GP 441 The Novel
various times

DESCRIPTION: The course entails the study of four or five novels selected, not for their difficulty but for their richness and the quality of their technique. Dr. Cronin feels that if a student can understand these challenging works, then he can read any novel profitably. An emphasis is placed on the development of the student's writing skills--considered by Dr. Cronin to be an essential element in any Arts and Letters course, particularly in literature.

The course is taught through a blend of lecture and discussion. Time is also spent in reading aloud from the works in class. Note-taking is definitely not required, while active participation is encouraged.

READINGS: The first half of the course will be spent in covering three or four novels, which vary each time the course is offered. Past readings include Henry James's *The Wings of the Dove*, Charles Dickens' *Bleak House* and Virginia Woolf's *The Waves*. The last half of the semester is occupied with a chapter by chapter analysis of James Joyce's *Ulysses*, using extra sessions to cover the whole book if necessary.

STUDENT WORK: A paper is required on every novel after it is covered in class. At least one will be required on *Ulysses*. Dr. Cronin stresses quality, not quantity, in the student's written work. Each paper is corrected by Dr. Cronin, and recorrected by the student. If necessary, a private "confession" is held to iron out any problems the student may have. The final grade is determined by how well a student writes and the degree of improvement in the writing. The final level of writing, not an arithmetical average, is the key to Dr. Cronin's grading policy. The contribution a student makes to the class is also a factor. There are no exams.

COMMENTS: The course is excellent. The quality of the readings, especially *Ulysses*, alone makes the course attractive. Dr. Cronin's devotion and enthusiasm for his work are an important factor in the success of the course. He is willing to spend a great deal of time in working with his students. It should be noted that Dr. Cronin is not known for his generosity in grading papers. His insistence on quality in the student's work, and his dogmatic approach to everything from Ireland and the Democratic Party to his interpretation of a novel tends to make him appear a bit heavy-handed. Despite this, or more likely because of it, the student will find the course has a lot to offer for anyone willing to work for it.

Lyon

GP 445
9TT11

Intel Cul Hist I
seq. 265062

DESCRIPTION: This is the first semester of a two-semester course in intellectual history required of all GP seniors. There are no prerequisites, but GP majors who have been introduced to the main currents of Western thought in the Great Books seminars may have an advantage over any non-majors, enrolled. Dr. Lyon's presentation consists primarily of lectures; however, class participation in the form of questions and discussion of the readings is both welcomed and required. The course covers the period from Augustine to the beginning of the French Revolution and thus can hardly attempt a comprehensive study of European intellectual history. Dr. Lyon instead selects topics illustrating central themes in Western thought; these include the impact of the Teutonic and Celtic cultures on the development of Christianity, the Reformation, the phenomena of courtly love, and the idea of exploration. If one overall theme may be said to govern the selection of readings and topics, it is the problem of the tension between reason and revelation and the working out of the implications of the Christian idea of free will in a world and discipline (history) which both seem to be controlled by chance or necessity.

READINGS: Since Dr. Lyon never teaches the course twice in the same manner, the book list is not stable. However, Helen Waddell's *Peter Abelard*, H.R. Niebuhr's *Christ and Culture* and R. G. Collingwood's *The Idea of History* will almost certainly be used. Probable readings are *Understanding Media* by Marshall McLuhan and *The Origins of Totalitarian Democracy* by J.L. Talmon, as is Friedrich Heer's *Intellectual History of Europe* depending upon its availability in print.

STUDENT WORK: The basic requirement is a careful reading of assigned books before the lectures in order to facilitate discussion. Two 3-5 page essays on assigned topics are also required. Mid-term and final examinations are given, and consist of both objective identifications and essay questions.

COMMENT: Dr. Lyon is without a doubt an extremely interesting lecturer, often supplementing his classroom presentation with historical anecdotes about the personalities or topics under study. Apt to digress at the slightest prod of a student's harmless question, he will at times range far afield in bringing his apparently limitless knowledge of detail and theory to bear on all relevant--and often unforeseen--aspects of the question. He makes only the merest pretense of offering logically ordered, step-by-step textbook lectures and feels that the students gain most when required by his deliberate obscurity to analyze and reflect upon his lectures after class. Should this task prove too formidable, he is easily approachable for help outside of class.

LaPorte

GP 445
11 MWF

Intel Cul Hist I
seq. 265061

DESCRIPTION: This course will attempt an historical and thematic investigation of the evolution and differentiation of the Western tradition from the fall of Rome and the rise of Christianity to the Enlightenment. The principal developments will be traced, not only in the form of ideas, but in their more palpable cultural and institutional repercussions. Lectures and readings will be designed to coordinate and supplement the Great Books Seminars. Texts will include both primary and secondary sources. Contemporaneous sources will include expressions of the popular culture as well as theoretical tracts, while the modern works will be interpretive rather than merely factual. Class participation in the form of questions will be expected. Original research will be submitted to the class in either oral or written form. There will be a final examination.

COMMENTS: Dr. LaPorte's truly encyclopedic knowledge is sure to impress students. Her lecture style, though at times rather dry, is concise and thought provoking. Her background in history of science accounts for the unique insights which she often brings to an interpretation of intellectual history.

LaPorte, Hunt, Rogers

GP 481
various times

Gt Bks Sem V

DESCRIPTION: The readings in this fifth General Program seminar range from Thucydides to Milton and deal especially with the concept of human nature and the various kinds of religious knowledge.

READINGS: Thucydides, *Peloponnesian Wars*; Euripides, *Trojan Women*; Plato, *Phaedrus*; Virgil, *Aeneid*; Gibbon, *Decline and Fall of the Roman Empire*; Medieval Romances; Thomas Aquinas, *Active and Contemplative Life*; Dante, *Paradiso*; Chaucer, *Canterbury Tales*; Pico, *Oration on the Dignity of Man*; Thomas More, *Utopia*; Cervantes, *Don Quixote*; Julian of Norwich, *Revelations of Divine Love*; Pascal, *Pensees*; Milton, *Areopagitica*.

STUDENT WORK: A paper is usually required in addition to the final oral examination. Students may also be asked to lead the seminar on a particular work.

COMMENT: For seniors, already familiar with seminar reading and discussion, the faculty member becomes more a guide and fellow participant than a discussion leader. Contributing valuable insights from their special fields of study, Doctors LaPorte, Hunt and Rogers take active part in the ongoing dialogue.

government nd

STUDENT ADVISORS: Larry Johnston, 1112 Grace, 1802; Walt Spack, 39 Sorin, 8452; Chris Waite, Allen St. 232-9828; Guy Randles, 201 Fisher, 1943; Paul Dziedzic, 801 Park Ave., 234-2334; Don Ferris, 426 Farley, 6887; Tom Long, 364 Morrissey, 3636; William White, 232-0841; Dick Williams, 2301 S. Williams, 287-4069.

Francis Govt 341 Internatl's Relations
9 TT 11 seq. 270962
10 TT 12 270963

READINGS: Professor Francis is currently in Mexico, and this list of readings is the only information available on his courses. All texts, for both courses, are paperbacks. International Relations texts will cost about \$17.00 and include the following: Coplin and Kegley, eds., *Multi-Method Introduction in International Politics*; Stoessinger, *Nations in Darkness*; Art and Waltz, eds., *The Use of Force*; George, Hall and Simons, *The Limits of Coercive*

Arnold Govt 340 American Government
1 TT 3 seq. 270863

DESCRIPTION: American Government is an introductory course and one of the "Big Four" for Government majors. Mr. Arnold hopes to present to the student not only the basic factual information he needs to understand the American political process, but also more sophisticated theoretical models of the American polity. Mr. Arnold's courses are tightly organized and this one should be no exception. Lectures will supplement the readings, which should be completed before the attendant lecture.

READINGS: The reading list is not ready at this time but it definitely will consist of a short text and several supplemental paperbacks and articles. The text will provide the factual background, while the supplementary readings will present the theoretical constructs.

STUDENT WORK: The reading list will not be oppressive nor shall an overwhelming amount of memorization be necessary. Some factual detail will probably demand careful study. Grades will be based on two exams and a short paper. Any change from such a policy will not be significant.

COMMENT: This section of American Government will be offered for the first time. Mr. Arnold plans a detailed examination of the basics, while keeping a broader, more sophisticated view in mind. The basic topics will be examined. Mr. Arnold is a stimulating and scholarly teacher. His courses are universally well-organized, integrating readings and lectures in a way more professors fail to match. It must be borne in mind, however, that this is his first semester teaching an introductory course and whether or not the quality will suffer for

Kommers Govt 340 American Government
10 TT 12 seq. 270862

DESCRIPTION: American government is one of four courses required for a government major, and will be open to sophomores next semester. Dr. Kommers' treatment of this subject centers around American Democracy in both theory and practice, with special emphasis on the areas of public policy and the process of decision making. His method of presentation is that of formal lectures, but questions and discussions on relevant topics are encouraged at any time. The course is composed largely of government majors, and there are no prerequisites.

READINGS: The readings for this course consist of ten paperback books, with an approximate total cost of \$25. The following books were read this semester: Smith, *The Convention and the Constitution*; Tocqueville, *Democracy in America*; Benson, *The Politics of Urbanism*; Schattschneider, *The Semi-Sovereign People*; Key, *The Responsible Electorate*; Burns, *The Deadlock of Democracy*; Harris, *Congress and the Legislative Process*; Neustadt, *Presidential Power*; Lewis, *Gideon's Trumpet*; Eliff, *Crime, Dissent and the Attorney General*; *The Justice Department in the 1960's*

STUDENT WORK: One paper (15-20 pages) is required for this course, and each student must defend his work in a half-hour session with Dr. Kommers. There is a mid-term and a final. Tests are usually comprised of short-answer identifications and a choice of essays.

COMMENT: The quality of lectures and discussion in this class is excellent, due to Dr. Kommers' own enthusiasm for the subject matter, and to student interest in current problems in American government. Questions are always welcomed, but at times they tend to take away from the continuity of the lecture. The readings for this course are quite long and generally difficult. Although the work load is heavy, Dr. Kommers' tests are very fair in that they allow the student to express what he has learned in various areas of American government, and require him to make constructive and critical use of that knowledge. Dr. Kommers attaches a great deal of weight to the paper, and he is readily

available for consultation. This course is definitely challenging, but Dr. Kommers' dynamic lecture style, rapport with students, and general approach to American government makes it an excellent course for any serious student of government.

Bartholomew Govt 340 American Government
9TT11 seq. 270861

DESCRIPTION: A study of the fundamental principles in American Government, this course provides the student with a basic knowledge of the organization and function of the Federal system. The material is presented in lecture form, and also covers basic Constitutional questions involving separation of powers, interstate commerce, and civil liberties. This course is one of the four basic courses required of all government majors, and there are no prerequisites.

READINGS: One textbook is required, *Government by the People*. The student is also responsible for selected readings in *U.S. News and World Report* and required Supreme Court cases. Recommended for this case work is Professor Bartholomew's *Summaries of Leading Cases on the Constitution*.

STUDENT WORK: There are three quizzes, covering material given in the text, the lectures, Court cases, and magazine articles. In addition there are four papers of medium length. The four reports and three quizzes comprise 75 per cent of the final grade, with the cumulative final worth the remaining 25 per cent.

COMMENT: Professor Bartholomew presents his material in a well-organized and interesting form. His vast experience and knowledge of American Government provides the student with a clear and accurate understanding of the basic principles. Though the course material could become dull, Professor Bartholomew's personal anecdotes and dry wit keep the lectures lively and interesting. He encourages questions, and is readily available for consultation. Due to the course's fundamental approach and Professor Bartholomew's renowned reputation, this course is highly recommended for the serious student, and especially to the student interested in law school.

Goerner Govt 342 Comp Govt
10 MWF seq. 271061
11 MWF 271062

DESCRIPTION: This is a course designed to give students a firm understanding of the various ways men have come to grips with the issues of government and political authority both historically and presently. Looking to prominent political and human issues, the goal of the course is to stress methods of inquiry into comparative politics. Questions such as war, nature and economics will be dealt with as concrete human realities and fundamental problems of mankind. Ways of human heroism will be seen in light of these pressing concerns of political association.

READINGS: Mr. Goerner has not yet decided between either a set of paperbacks or a text entitled *Patterns of Government* by Beer and Ullam.

STUDENT WORK: A midterm and final are required and "students who wish to be taken seriously" are advised to write a paper on a selected topic.

COMMENT: It would be wrong to term any course taught by Mr. Goerner as less than outstanding. Problems of human inquiry into the political are seriously considered while the approach to these perplexities is animated and enlightening. Once having taken a course from Mr. Goerner, the student will always find inspiration in the thoughts that he found serious while studying with Mr. Goerner.

Roos Govt 405 Congress
10 TT 12 seq. 271860

DESCRIPTION: U.S. Congress" concerns itself with the birth of Congress, its historical relationships with the Executive, its present, and its future. The course is not required for majors and has no prerequisites. If the course is taught both semesters, it might become open to a limited number of non-majors.

Dr. Roos lectures every class. His lectures are quite informative and prove essential when tests are given. Dr. Roos knows the material well and does produce a number of excellent lectures throughout the semester. However, his occasional pre-occupation with statistics and semi-private discussions with students (during class) damage the overall effectiveness of some lectures. Questions are encouraged.

READINGS: The *Federalist Papers* by Hamilton, Madison and Jay, Harris' *Congress and the Legislative Process*, Riselbach's *The Congressional System*, Lowi's *The End of Liberalism*, Moe's *Congress and the President*, and possibly Ripley's *Power in the Senate*. The list is not definite, but probably. The total cost is approximately \$22.00.

STUDENT WORK: It is important that the student keep up on the readings or the lectures tend to mean little. The grade is determined by one or two exams, one paper of medium length, and a final.

COMMENT: With the present crisis in Executive-Congressional relations this course becomes more relevant daily. The course is a must for students truly interested in the top levels of American Government. Dr. Roos is very available to students and very easy to talk to.

Kertesz Govt 425 Peace Through Diplomacy
1 TT 3 seq. 273160

DESCRIPTION: The course will present an historical analysis of the development of diplomacy from ancient usage through current practice. Various modern organizations (U.S., NATO, EEC etc.) will also be considered, as well as contrasts among British, French, Soviet and American diplomatic methods. The course will examine the priorities, alternatives, and opportunities for American diplomacy in the post-Vietnam era. A clecture format will be employed, but questions and discussion are encouraged.

READINGS: The readings have not yet been decided. However, the course will follow the outline of Dr. Kertesz's book, *The Quest for Peace Through Diplomacy* (Spectrum Paperback, \$2.45). Four other paperbacks will probably be assigned. Total price should be between \$10-15.

STUDENT WORK: Besides a midterm and a final, students will be required to write reports on each of the four books. A term paper, 15-25 pages in length, is not required but very highly recommended.

COMMENTS: Professor Kertesz brings to the course a wide range of experiences in world diplomacy, gathered through his work in the Hungarian foreign service as well as contacts with diplomats and international relations scholars worldwide. These experiences broadened the course and increase the student's grasp of international relations in the "real world."

Moody Govt 457 Government and Pol of Asia
11 MWF seq. 274660

DESCRIPTION: Professor Moody hopes to cover government and politics in China, Japan and Korea. Stress will be on political order and decay, traditional cultures, and modernization. The class will be primarily lectures, with discussion when possible.

READINGS: Not yet determined, but will be different from those used in previous courses.

STUDENT WORK: A midterm and a final will be given. No papers are planned at this time.

Moody Govt 459 Asian Communist Movements
1 TT 3 seq. 274860

DESCRIPTION: Professor Moody will use a seminar format for this course and thus requires a limited enrollment. Discussions will center on adaptations of Marxist-Leninist theory to the Asian environment, a study of the Peoples War and its applications in China and Vietnam, a comparative analysis of communist regimes in Asia and of non-guerilla Asian communist parties.

READINGS: The tentative reading list for the course includes: Robert Scalapino, *The Communist Revolution in Asia*; Douglas Pike, *Viet Cong*; Robert Thompson, *Defeating Communist Insurgency*; Fichard Lowenthal, *World Communism*; *The Distintegration of a Secular Faith*; and Donald Zagoria, *Vietnam Triangle*. This list will probably be expanded.

STUDENT WORK: There are no papers. A midterm and a final will be given.

Che-Mponda Govt 419 Sem on Afro-Americans
10 TT 12 seq. 272960

DESCRIPTION: An interdisciplinary study and literature review on Africa and Black America especially in the fields of politics, history, economics, anthropology, sociology, et al., culminating in the preparation of annotated bibliographies.

Walshe Govt 439 Eco Dev Pol Mod
9 TT 11 seq. 273760

DESCRIPTION: After drawing on economic and political history to clarify the present predicament of the third world areas, the course focuses on major issues in economic and political modernization, for example, capital accumulation, agricultural reform, ideology and party development, to show the interaction of economics and politics.

Walshe Govt 451 Tropical Africa
1 TT 3 seq. 274460

DESCRIPTION: Following an introduction to traditional political institutions, the colonial inheritance and the rise of African nationalism, the course concentrates on political organizations, ideologies and government institutions within the newly independent countries of tropical Africa.

COMMENTS: Professor Walshe is originally from South Africa and is a specialist in African political and economic development. He was an economist initially and later shifted his attention to politics. His courses focus primarily on economic development, political development, modernization, and the interaction between these three. As he is currently in Africa, book lists and exam schedules are unavailable.

Brinkley

Govt 447
10 MWF

Soviet Union
seq. 274160

DESCRIPTION: A study of the Russian background, the ideology and the totalitarian government of the Soviet state, concentrating on an analysis of its one-party system of controls, and political and social institutions. The course is open to all students, with Comparative Government as a prerequisite. (This requirement could be waived for non-majors, and, under certain circumstances, for majors.) This course can be counted for credit for students in the Program for Soviet and East European Studies.

READINGS: The main text is J.S. Reshetar's *The Soviet Polity: Government and Politics in the USSR*. There are three other books for additional readings: R. L. Brham, ed., *Soviet Politics and Govenment*; R. J. Osborn, *Soviet Social Policies: Welfare, Equality and Community*; DD. R. Little, ed., *Liberalization in the USSR: Facade or Reality?* All are paperbacks, with the most expensive costing \$6.50.

STUDENT WORK: Following Dr. Brinkley's usual format, there will be four non-cumulative, essay tests (including the final). There are no term papers required. However, Dr. Brinkley will accept extra-credit reports or projects initiated by the student. An extensive reading list is distributed at the start of the semester, with two or three outside readings recommended for each topic discussed.

COMMENTS: Dr. Brinkley's lectures are extremely informative, with much emphasis on lecture material in the exams. While the texts are generally good, it is up to the individual as to the emphasis he desires in the outside readings. Dr. Brinkley makes every effort to be available for consultation, and the student can feel at ease when talking to him. The work load is reasonable, with plenty of time allowed to do the required readings. This course would be very valuable to any student in Government, Soviet Area Studies, as well as any non-Government major who has an interest in America's greatest rival.

Ivanus

Govt 437

3 M 6

International Communism
seq. 273660

DESCRIPTION: This course will be primarily concerned with tracing the development of Marxist doctrine into a concept of global conquest; thus some previous knowledge of Marxist theory will be helpful, but not essential. Leninism, Stalinism, Maoism, Titoism, Castroism, and National Socialism will be considered, as well as the contrast between pure theory and the concrete requirements of power, statehood and a changing political milieu. Format will be primarily lecture.

READINGS: The readings will consist of a number of inexpensive paperbacks, titles to be chosen later.

STUDENT WORK: There will be a midterm and final. No papers are assigned, but a bibliographic report on four books is required.

Francis

Govt 449

2TT4

Latin Am Pol
seq. 274260

READINGS: The texts for Latin American Politics are: Denton and Lawrence, *Latin American Politics: A Functional Approach*; Tomasek, ed., *Latin American Politics: Studies of the Contemporary Scene*; Johnson, *Mexican Democracy: A Critical View*; Snow, *Political Forces in Argentina*; Lewis, *Five Families*; Bonachea and Waldes (eds.) *Cuba in Revolution*. The cost of the Latin American texts is \$17.85.

Che-Mponda

Govt 480

11 MWF

Black Political Thought
seq. 275460

DESCRIPTION: A general survey of black political thought from ancient times to the present both in Africa and among Afro-Americans and West-Indians including the politics of race relations throughout the ages. Subtitled: "Interpretive Politics and the Blackman's experience."

ADDITIONAL COMMENTS FOR GOVT 419, 431 and 480:

READINGS: If available at that time, Prof. Che-Mponda may use two of his own works, soon to be published, for the above courses: *Soul Power by Name* and *The Anatomy of African Politics*. Other readings are yet to be decided.

STUDENT WORK: All three courses will require one term paper, from 8 to 15 pages in length. Each course will have a midterm and a final exam, both of which will be essay. Prof. Che-Mponda plans to take all his classes to visit Johnson Publications in Chicago (Publishers of *Ebony*, *Jet*, etc.) sometime during the semester.

COMMENT: There are no prerequisites for any of the three courses, and the courses are open to all students. Govt 419 will be a seminar format, while Govt 431 and 480 will be lecture courses. All three courses are cross-listed (and count for credit) in both the Government Department and the Black Studies Program.

Che-Mponda

Govt 431
10 MWF

Pol Afro-Amer Peoples
seq. 273360

DESCRIPTION: Deals with the role of Africans and of those of African ancestry in international relations. Particular attention is paid to the part played by black peoples all over the world in utilizing international organizations in the liberation struggles of their black brothers.

READINGS: Probable text--James N. Rosenau's *Linkage Politics*.

political science smc

Bohan

POSC 206
01 MWF

International Politics
seq. 931800

DESCRIPTION: International Politics studies the sources, applications and regulation of power in world politics. Lecture format will be followed.

READINGS: A number of paperback books will be used, but the list has not yet been decided.

STUDENT WORK: Grading will be based on two very difficult tests and an equally difficult final as well as a short paper.

COMMENT: Dr. Bohan is a fantastic lecturer, but the student will probably find the work load much heavier and the tests much harder than in other courses.

Tondreau

POSC 325
02 MWF

Urban Studies Sem
seq. 932400

DESCRIPTION: Urban Studies Seminar is an upper-division Political Science Course which investigates various aspects of urban living. There is a particular focus on problems of crime, race, and discrimination. Credit granted for the Urban Studies Seminar may be applied to the Urban Studies Certificate.

READINGS: The basis for class discussion is *The Unheavenly City* by Edward Banfield which gives a one-sided picture of urban life. To supplement Banfield's views, handouts are presented to the students. These handouts are free of charge.

STUDENT WORK: Each class period one student prepares an article and leads a discussion. A midterm is scheduled at a time convenient for the class. No papers are required.

COMMENT: In this course, the burden of discussion falls on the student, but the work load is relatively light in comparison to other courses.

Tondreau

POSC 333
02 TT 4

Modern Pol Thought
seq. 932800

DESCRIPTION: Modern Political Thought studies Western political thought and movements in the modern period through analysis of the writings of the foremost thinkers of the period and through the analysis of contemporary ideology. Providing the class is small enough, seminar format will be followed with an emphasis on discussion.

READINGS: No booklist has yet been selected.

STUDENT WORK: A midterm and a final will provide the basis for grading.

Henry

POSC 355
time undecided

Public Administration
seq. 933200

DESCRIPTION: Public Administration is structured so as to emphasize politics of agency survival and growth in a democratic system. The dynamics of agency participation in politics and the relation of agencies of the bureaucracy to the legislative, executive, and judicial branches are also stressed. Various aspects of Public Administration are discussed on federal, state, and local levels. The class is taught in lecture form using a cultural rather than an organizational approach. Lectures will be supplemented by case studies.

READINGS: Three or four paperbacks will be used as the basis for discussion.

STUDENT WORK: In addition to a midterm and a final, there will be one research report assigned.

Tondreau

POSC 499

Internship in Gov
seq. 934800

DESCRIPTION: Internship in Government is a three-credit pass-fail course which is offered to any student who has a desire to learn more about city government. The only requirement is approval from the Chairman of the Political Science department.

The student is placed in an office. Her duties vary according to the office in which placement occurs. Hours are determined between the student and the assigned supervisor.

STUDENT WORK: The student is required to spend 8-12 hours at her assigned office. At the end of the semester, the student writes a summary of the working experience which is given to the Chairman of the Political Science department for grading.

COMMENT: This course is basically similar to an independent study so that the key to learning will depend greatly on the amount of individual effort the student will give. It is a very flexible arrangement and an extremely worthwhile experience.

history nd

STUDENT ADVISORS: Rose Lennon, 239 Badin, 6941; Richard Bostwick, 254 Farley, 6797; William Dasso, 1527; Leo Meirose, 6934; Peter Romanski, 435 Stanford, 8769; Mark Serville, 324 Breen-Phillips, 1322; Rob Sprott, 309 Lyons, 7935.

O'Connell

Hist 311-511
10TT12

Renaissance
seq. 282000

DESCRIPTION: The Renaissance is an upper division history course which both majors and nonmajors will find rewarding and beneficial. The main thrust of the course traces the unfolding of the Renaissance as the emergence of individualism in Western Europe. The rebirth of capitalism, the emergence of the centralized state, and the development of social individualism are the primary topics for Father O'Connell's lectures. The personalities and historical importance of such figures as Lorenzo d'Medici, Charles V, Erasmus and Petrarch are also discussed.

READINGS: As of this time, a book list for The Renaissance is not definite. However, the reading list will consist of approximately four original works by Renaissance authors. More's *Utopia*, Machiavelli's *The Prince*, and Dante's *La Vita Nuova* are prospective candidates. All of these works are available in paperback editions. There is no textbook for the course.

STUDENT WORK: Each student will be required to read the assigned books. Either an essay exam, or a short paper covering each of the books will also be mandatory. Two objective exams covering Father O'Connell's lectures will also be given.

COMMENT: Father O'Connell's course is a thorough and perceptive study of this era. Father O'Connell's lectures are well prepared, easy to follow, and extremely interesting. The work load for the course is moderate, and it consists primarily of reading the historical works of various Renaissance authors. Father O'Connell's tests are fair, but constructed to reflect the student's complete understanding of the material. All tests and papers are graded with a scrutinizing eye, and the student is required to prepare his best work at all times.

Norling

Hist 316-516
11 MWF

Eur Arm and War After 1400
seq. 282100

DESCRIPTION: No prerequisites are required for this course. It is an upper division history course and is open to all colleges. The course will cover European armies and warfare since 1400. The lectures will be complemented by the readings.

READINGS: There will be approximately six to ten books required for this course. As it is a new course, the reading list is still tentative, but the following most likely will be included on the list. B.H. Liddle Hart, *Strategy*; J.F.C. Fuller, *The Conduct of War 1789-1961*; (\$2.95); J.F.C. Fuller, *Decisive Battles of the Western World*; T. Ropp, *Evolution of Modern Warfare*; A. Vagts, *History of Militarism*; E.M. Earle, *Makers of Modern Strategy*.

STUDENT WORK: There are many quizzes on the readings, at least one a week. The quizzes are usually one question essay and are given during the last ten minutes of class. There is also a midterm and a final. Dr. Norling has tentatively decided not to have a paper assignment for this course. Since this is an upper division history course and is not required, Dr. Norling feels that if one has selected it then one should attend it. He allows four cuts without penalty.

COMMENT: Many people feel that the readings are excessive, but then go on to say that these are compensated by the excellence of Dr. Norling's treatment of history. He is the supreme cynic. Everything and everyone is at fault, no holds barred. It will be an enjoyable class, finding which side blundered more than the other, for according to Dr. Norling, that is the only way wars are won.

Bernard

Hist 320-520
02 MWF

Age of Louis XIV
seq. 282200

DESCRIPTION: Dr. Bernard's course will try to give a rounded view of life in the Golden Age of French history, dealing with society and culture as well as politics. The format will include lectures and slide sessions, and questions are always more than welcome. This is not a required course for history majors, and there are no prerequisites.

READINGS: There will be eight books required. They include Richelieu by Wedgewood, *Political Testament of Richelieu*, Louis XIV by Wolf, *Frenchmen* by Goubert, *Selected Plays of Moliere*, *Life In France Under Louis XIV* by J. L. Carr, and *The Impact of Absolutism in France* by W.F. Church. The books should cost around \$20 in total.

COMMENT: Professor Bernard has a superb knowledge of French History, and he instills in his classes a contagious warmth and vitality for the subject. The lectures are well structured and interesting; the discussions open but

directed, and the slides add to the development of events and personalities. The readings are of excellent quality and are closely tied to the movement of the course. Dr. Bernard is generally available in his office. The work load is par for history courses, and the effort is very rewarding.

Ward **Hist 323-523** **19th Century France**
09TT11 **seq. 282300**

DESCRIPTION: This course is an examination of the political, social, religious and cultural aspects of French life from 1789 to 1900. Emphasis in this course is not on detailed knowledge, although the student must be well acquainted with names, dates, etc., but rather on an understanding of the French national spirit in the 19th Century. There is no prerequisite for this course which attracts both history and non-history majors alike.

READINGS: The textbook for this course is Paul Gagnon's *France Since 1789* which is available in paperback. In addition to this, the student will be required to read six or seven other works all of which are available in paperback. In the past, these have included Duff Cooper's *Talleyrand*, Jean Renoir's *Renoir, My Father*, Flaubert's *Madame Bovary*, Bury's *Napoleon II*, Zola's *Germinal* and Hugo's *Les Miserables* among others. The cost of the books for this course runs around \$20.

STUDENT WORK: Compared with other history courses, the work load for 19th Century France is moderate. Prof. Ward gives a quiz on each of the assigned readings as well as an optional quiz which can be substituted for another. There is a mid-term and a final examination as well. Both quizzes and exams are straight forward and fair.

COMMENT: In the opinion of most of the people who have taken a course with Prof. Ward, his style and method of teaching is enjoyable as well as scholarly and rewarding. Prof. Ward does not lecture. His classes alternate between informative discussions of the readings and slide-illustrated talks. Prof. Ward puts out every effort to bring as much audio-visual material into his courses as possible. The readings are of top quality and are intended to cover different aspects of French life in the 19th Century. Both the readings and classes are guaranteed to attract and to hold the student's attention. Prof. Ward is readily available for consultation. This course comes highly recommended.

Flood **Hist 327** **Germany 1648-1870**
01 MWF **seq. 282400**

DESCRIPTION: This course will focus upon the political and social development of Central Europe from the Thirty Years' War to the establishment of the German empire. It will be followed in the second semester by a course which will consider the political and social development of Central Europe, particularly Germany, from the establishment of the German empire to the contemporary period. Among the topics which will be considered in the first semester are: the origins of modern Germany, the age of absolutism in Central Europe, the rise of German dualism, the era of enlightened despotism, the years of French hegemony, reform and liberation, the reconstruction of Central Europe, the Restoration, the revolutions of 1848, the triumph of reaction, the new era and the constitutional conflicts, the struggle for supremacy in Central Europe, and the achievement of national unification.

READINGS: The two textbooks used in this course (both semesters) will be Koppel S. Pinson, *Modern Germany* and Hajo Holborn, *A History of Modern Germany* (two volumes). These texts will be supplemented by a series of regular required readings on reserve in the university library. In addition to the final examination, one hour examination and one research paper will be required.

COMMENT: This will be the first semester that Ms. Flood has taught at Notre Dame. She is in her mid-20's and is currently working on her Ph.D at the Univ. of Wisconsin. She is spending the 1972-73 school year at the Institut für Europäische Geschichte, Mainz, Germany.

Kritzeck **Hist 336-536** **The Crusades**
09TT11 **seq. 282600**

DESCRIPTION: This course will focus upon the social, political, and religious traditions of two major medieval civilizations, Islam and Christendom, which contended for control of the Holy Land over 800 years ago. Typically, Dr. Kritzeck will not narrowly confine the subject matter to the era commonly construed to be "The Crusades;" he will illumine causes leading up to the military confrontations, some aspects of the concept of Holy War, and the effects of the aftermath on both Islam and Christianity. Indeed, Professor Kritzeck will show that at least in one sense, the Crusades are not yet over today! Though the class will be a checkmark course and undoubtedly will be comprised primarily of junior and senior history majors, non-majors will suffer no disadvantage since the only prerequisite is a sincere interest in this topic.

READINGS: Required readings consist of a three volume *History of the Crusades* by Sir Stephen Runciman. This can be purchased in paperback or obtained on reserve from the library. A supplementary reading list will be distributed early in the semester--these short readings will be on reserve and will prove rather helpful.

STUDENT WORK: Two one-hour examinations will be given, covering the readings and lectures. They will consist of both short-answer identifications and

essay questions. A "major" paper will also be required of each student. Regular class attendance is essential for doing well in this course.

COMMENT: The course is an excellent one, though the subject matter may prove to be dry for those without a true interest. The lectures, however, are never dry as Professor Kritzeck continually amazes with his knowledge and expertise. He is, in the opinion of this reviewer, one of the finest professors on this campus and I highly recommend the course to those who would share in his love for this topic and the zeal of his scholarship.

Shaw **Hist 339** **Hist Mod China I**
01TT3 **seq. 282800**

This will be the first course that Mr. Shaw will teach at Notre Dame. He is currently working on his Ph. D. at the University of Chicago. Mr. Shaw was born in Taiwan but he speaks fluent English.

Moore **Hist 351** **Ancient Greece**
03 MWF **seq. 283000**

DESCRIPTION: This course covers ancient Greek civilization from the beginning civilization of Crete up to the period of Alexander the Great, with emphasis on philosophy and culture of Classical Greece.

READINGS: At present, no texts have been selected; however, the required books will probably be edited collections of ancient Greek historians, ancient Greek literature (poetry, comedies, tragedies, etc.) and philosophy; a basic text may also be included.

STUDENT WORK: Each student has the option of doing a project (last year's projects included two slide shows) on a subject related to the course matter, or writing a short (about 10 pages) paper on a similar topic. Exams include a midterm and a final.

COMMENT: The workload isn't too demanding, and the course material is interesting; Ms. Moore's lectures and discussions are informative, and refrain from being merely lists of dry facts. Students are encouraged to learn, not regurgitate bits of crammed knowledge. If any of you jocks think this is an A, A-course, forget it; if you're interested in finding something out about the Greeks and the value of their civilization to you, by all means take this course.

Flood **Hist 352** **Repub Rome**
09 MWF **seq. 283100**

DESCRIPTION: This will be a lecture course offering a view of Roman history from the beginnings of the Roman state to the fall of the Republic. The constitutional, economic, and social development of the Roman republic will be considered, as well as Roman expansion in the Italian peninsula and overseas. This course will be followed in the second semester by a history of the Roman empire from its foundation to the dissolution of the empire in the west. In addition to the final examination, there will be two one-hour examinations. These examinations will consist of specific essays on broad aspects of Roman history and of identifications of key institutions and personalities. There will be no term paper.

READINGS: The following books and articles are required readings: Max Cary, *History of Rome*, N. Lewis and M. Reinhold, *Roman Civilization, Sourcebook I*, Livy, *The War with Hannibal*, W.W. Tarn and M. Charleworth, *Octavian, Antony and Cleopatra*, E. Badian, "Forschungsbericht: From the Gracchi to Sulla", Badian "Rome and Antiochus the Great: A Study in Cold War", P. A. Brunt, "The Army and the Land in the Roman Revolution", A. H. McDonald and F. W. Walbank, "The Origins of the Second Macedonian War." A short additional list of books to be read in part will be on reserve in the library.

Smelser **Hist 360-560** **British New World Empire**
11 MWF **seq. 283200**

DESCRIPTION: Dr. Smelser is offering this course on a single-semester basis for the first time and the second semester will concern the American Revolution, also previously offered as a two-semester course. British New World Empire will cover the period of colonial expansion and settlement up to the Great War for Empire in 1763. There is no prerequisite for the course. Dr. Smelser is Notre Dame's foremost scholar on U.S. colonial history and indeed one of the most knowledgeable scholars on the subject in the U.S. The course, therefore, will be primarily lecture oriented but the friendly atmosphere of the class encourages questions. The organization of the course is simple and well planned, following the Barnes and Noble College Outline Series for American Colonial and Revolutionary History. This manual was written by Professor Smelser himself.

READINGS: Other than Smelser's *American Colonial and Revolutionary History*, there is no basic text. Instead, students are asked to read supplementary works. These include: Colbourn'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*. The readings are important for broadening the dimension of the lectures and are enjoyable.

STUDENT WORK: Smelser's manual contains an extensive bibliography on the scholarship concerning the period. Students are required to provide one page book analyses on five or six (the number is tentative at this time) of these works. Deadlines for submission of the analyses (the form of which Dr. Smelser

DESCRIPTION: This course will begin with a review of the Federalist period and then concentrate on the period 1800-1832, ranging from Jefferson's administration to the first term of Jackson. The focus is political, with the emphasis on the rise and fall of the Federalists, the rise of the Jacksonian political system, the development of the 2-party system, and the development of American nationalism. The course is straight lecture. However, Professor Kerby will answer questions at any time during the lecture.

READINGS: The reading list is one of the longer ones for a history course. Twelve books will be required this semester. About half will be from a required list; the other half are chosen by the student from a list of "topical readings". The required books will be selected from the New American Nation Series, all available in paperback. These readings will include: *The Federalist Era* by John C. Miller, *The Democratic Republic* by Marshall Smelser, *The Awakening of American Nationalism* by George Dangerfield, *The Cultural Life of the New Nation* by Russel B. Nye, *The Jacksonian Era* by Glydon Van Duesen and *The Growth of Southern Civilization* by Clement Eaton. The cost of the required books runs about \$16; the topical books are available in the bookstore and are on reserve in the library.

STUDENT WORK: There are 2 exams--a midterm and a final--consisting of one or two essay questions and 5 identifications. Undergrads must either write one 10 page paper on a topic of the student's choice or two book reports of 750-words each. The graduate students must do two book reports of 1000 words each and a 15 page paper.

COMMENT: The student should anticipate reading a book almost every week. These readings average about 300 pages each. However, the books were chosen in part for their smooth readability. The lectures are 25 minutes, yet they are well-organized and the professor has no trouble holding the class's interest. The class was offered for the first time last fall and was very well-received. Professor Kerby's tests are very fair; he is available to students for consultation. No prerequisite--highly recommended for History majors.

DESCRIPTION: This course will deal in 12 chronological stages with the repercussions of a male-oriented American society with which American women have had to deal with through the course of American history. The course is open to all students regardless of major. Ms. Moore presents lectures twice a week on the material covering the current stage. The final period of the week is devoted to a discussion on the week's lecture and the reading assignment for that week.

READINGS: Most of the texts will be the same as this semester. They include Morgan, *The Puritan Family*; Stowe, *Uncle Tom's Cabin*; Rolvaag, *Giants in the Earth*; Wharton, *The House of Mirth*; O'Neil, *The Women Movement*; Robinson, *The Power of Sexual Surrender*; Plath, *The Bell Jar*; and Friedan, *The Feminine Mystique*. News books include *The Sun Also Rises*, *Black Woman in White Society* and *The Female Eunuch*. Eleanor Flexner's *Century of Struggle* is on reserve at the library and contains optional, but useful readings.

STUDENT WORK: The criteria for evaluation is determined by the student's daily participation (particularly in the period for discussion every week.) There is no mid-term and the final is a take home. The major assignment is the leading of a discussion group during one of the 12 chronological stages, as well as a 10-15 page paper relating to the role of American women under one of these stages.

COMMENT: To describe Ms. Moore's course, two evaluations were elicited. The first one is from a male ND student, and the second one by a female.

Male: This course is informative, interesting, and like all of Ms. Moore's classes, never becomes stagnant and jaded. While the readings are large in quantity, they rarely bog one down, and the lectures and discussions rate above most of those given by other profs. However, chauvinists are warned on two counts; this isn't an A, A- course for jocks, nor will unsupported Archie Bunker style comments get you very far. Some students find Ms. Moore to be opinionated or outspoken, but if you're willing to approach the course with an open mind, take this course. As a male, I found the course enlightening, refreshing, and enjoyable, since an exposure to the women's view of things is beneficial to every concerned male student.

Female: Ms. Moore's course should definitely not be considered as "a filler course." Her course is one of hard work, yet also one of satisfaction and enjoyment. She is a fine lecturer, both interesting and knowledgeable concerning the past and present role of women, as well as the possibilities for the future. Ms. Moore is definitely enlightened toward today's current attitudes of and for women. The course requires a questioning of one's own attitudes regarding women, regardless of the student's sex, and it is in this area where one is confronted with possible fallacies or discrepancies in one's previous indoctrination.

DESCRIPTION: This course covers the period from the election of Warren G. Harding in 1920 through the early years of the Second World War, stressing the programs of New Deal and the presidency of Franklin Delano Roosevelt. It is designed to give the student a good idea of what was behind the New Deal, and the events and personalities that affected its route through the 1930's. The depression is examined very closely.

The format of this course is lecture, with Fr. Blantz adhering very closely to the syllabus. He always ends each lecture with a summary and a brief word on what will be covered in the next class, giving the course valuable continuity. The New Deal Era is open to all students, but the majority of the class is made up of Juniors and Seniors, including many History majors who take the course for major credit. However, it is a general interest subject, and always attracts a good many student from all areas of study.

READINGS: The readings for this course all are paperbacks, except for two books put on reserve in the library. Two books by William Leuchtenburg head the list, *Franklin D. Roosevelt and The New Deal* and *The Coming of the New Deal*, \$2.65, *The Politics of Upheaval*, \$3.95, and *The Crisis of the Old Order*, on reserve in the library. Morton Keller's *The New Deal: What Was It?* is also found in the reserve book room.

STUDENT WORK: Two exams and a paper are required during the semester, the exams counting for 20 per cent of the grade each, and the paper counting for 30 per cent of the final grade. The final exam counts the remaining 30 per cent. The exams are all of the essay type, general enough to allow the student to relate what he knows, but specific enough to test his preparation for the exam. The paper is done on a subject of the student's choosing, with approval by Fr. Blantz, and should be from 10-15 pages in length. The student is expected to put a good amount of time and effort into the paper.

COMMENT: Fr. Blantz is a very interesting lecturer, and it is a fact that the period of the New Deal is his specialty. Attention always runs high during his lectures, and student questions are welcomed. If Fr. Blantz doesn't know the answer to a student's question, he will always look it up and recite it later, no matter how minute.

A quality students have found unique with Fr. Blantz is his ability to stick very closely to the syllabus. This is a great asset to the student in his preparatory work for the lectures. Overall, Fr. Blantz has proven to be a very sincere student of the New Deal Era and Franklin Roosevelt, and he is quite apt in transferring his interest in this period to his students, who have doubtless heard so much about the era from those who lived through it that it becomes a pleasure to study it.

DESCRIPTION: This course will cover the political history, constitutional development, and Anglo-Irish relations of England in the 18th Century. Some of the main topics will include the American Revolution, French Revolution, and the Industrial Revolution. In the past, Dr. Burns has used a straight lecture method, but next semester he hopes to have a open discussion class meeting approximately once every two weeks. There are no prerequisites and the course is open to students although history and English students usually make up the bulk.

READINGS: In the past a large number of books were required, but it was left up to the student to decide when they could be read. With the introduction of discussion meetings a more rigid schedule for readings will be set up. The basic text is Derek Jarrett's *Britain 1688-1815*. In the past, works of J.C. Beckett, T.B. Macaulay, P. Mantoux, L.B. Mairier, R. Pares, T.S. Ashton, Dorothy George, E. Halevy, E.P. Thompson, C.G. Robinson, P. Spear, and A. S. Tuberville have been used. At the time of the interview, Dr. Burns had not made his final decision of exactly which texts would be used.

STUDENT WORK: There will be two tests given during the semester, as well as a final. Tests are essay with a choice of questions. In addition, a problem oriented term paper is assigned. The student is given a packet of government papers, surveys, statistics, etc. and the student must reconstruct the situation and make a judgement as to the cause of the problem. The only research necessary will be included in the packet. Length is 10-15 pages.

COMMENT: The lectures are well organized and in depth. An abundance of material is given out at each class. Straight lectures do tend to be dry, and if one has had a long night or weekend they can be conducive to sleep. This is probably the biggest weakness but one should not avoid this course for this reason. Dr. Burns has a superlative knowledge of English history and a knowledge of Irish history that is above superior. The introduction of discussion classes, will definitely help the course. Unlike his lectures, his explanation and insight into the times are far from dry.

Tests have covered major issues and problems of the time period. Dr. Burns corrects the tests himself and therefore, it takes between 1-3 weeks before they are returned. Average grades are B, B-

Pilger Jameson Soc 374 (Psyc 305) Socio of Child Dev
12MW seq. 964660

DESCRIPTION: Child Development will be a new interdisciplinary course to be team-taught by a psychologist and a sociologist. There will be a Monday and Wednesday lecture series, and a Friday intensive lab in the methodology of the student's discipline. Non-majors may participate in more general small group of discussions on Friday. The course is open to anyone, required of no one, however, some background in Sociology or Psychology is helpful. It will be two-semester sequence covering the development of the child from conception through adolescence.

READINGS: Undecided. Probably different books will be used depending on the background of the individual student. The cost of a basic text plus a few assorted paperbacks should run around \$15.00 total.

STUDENT WORK: Sociology and psychology majors will have separate, fairly flexible structures. The non-majors will have objective tests (3-4) and possibly a paper.

COMMENT: Since this will be the first time these two teachers have worked together in the classroom, no comment can be given concerning the course load and method of teaching. Since both of these professors are enthusiastic and knowledgeable about the subject matter, the course should prove to be as popular as their own individual course have been in the past.

Brumm Soc 377 Collective Behavior
10TT12 seq. 965460

DESCRIPTION: This course acquaints the student with the scope of the subject's concerns and theories. Particular attention is given to social movements. This course is taught in a seminar form with lectures, discussions, and student papers. Sociology 153 is a pre-requisite for the course.

READINGS: *Collective Behavior* by Turner and Killian.

STUDENT WORK: A term paper, the length of which will be determined by the topic chosen, and an oral final, which is comprehensive, are the two course requirements.

speech and drama

Sommer SPDR 100 Spch Communication
02 MWF seq. 970262
10TT12 seq. 970263

DESCRIPTION: Principles of rhetoric and public address, including familiarization with basic speech types and classroom practice. The course is designed to give the student an opportunity to present themselves in many different types of situations. Stress is given to organization, posture, and the overall presentation of ideas. A lecture is given for the first three weeks, then the student is on his own. Prerequisite for speech majors, elective for all.

READINGS: None.

STUDENT WORK: Five speeches are required. Grading is based on prepared speeches. Impromptu speeches are used as an exercise, frequently in class. No outside readings or exams are given.

COMMENT: Mr. Sommer has had 28 years of experience at Notre Dame. The class is in a very relaxed atmosphere. It is a delight to attend. Expect the unexpected always! In every walk of life, no matter what profession, one must always be able to present oneself well. The class gives you an opportunity to speak under many circumstances. It's a learning experience as well as an experience of life.

Adams SPDR 135 Intro to Theatre
10 MWF seq. 970861

DESCRIPTION: This course is, as its title suggests, actually an introduction to theatre. It assumes the student knows nothing about the theatre and proceeds to expose the fundamentals. The course is presented in a series of lectures with an occasional discussion or a movie. Mrs. Adams explains theatre in terms of art, its important genres, its traditions and the actual production. This is a prerequisite for many SPDR courses and is required of all majors.

READINGS: Aristophanes' *Lysistrata*, Shakespeare's *King Lear*, Roberts' *The Nature of the Theatre* (\$7.95), International Theatre Institute's *Theatre 4* (\$4.95).

STUDENT WORK: One midterm and a final; attendance at major productions of the ND-SMC Theatre; and a final project consisting of a portfolio portraying your personal conception of a play production.

COMMENT: At times the course goes into areas of theatre in detail. The student should therefore have at least a healthy interest in theatre. Attendance at the lectures is not required but will help greatly. Mrs. Adams' lectures have a tendency to be dry but are always moving and informative.

Adams SPDR 245 Cinema
03 TT 5 seq. 972460

DESCRIPTION: This course deals with the history of and is a critical approach to film as an art form. Seven films will be shown during the semester, one every other week. Study will be done in relation to classic film, with comparisons and contrasts with related arts, and criticism of the film art. The works to be viewed will be classic films that the viewer seldom has the opportunity to see, and films that have made a particular point in the film medium. Depending on the number in the class, it will be broken down into small discussion groups after each viewing. This is not a course in film-making; it is to give the student an appreciation of film as an art medium and to enable him to evaluate films as an audience member. This course will fulfill the Fine Arts requirement and is open to all.

READINGS: Text—*The Liveliest Art* by Knight, paperback—\$1.25; \$10.00 lab fee to cover the cost of the films.

STUDENT WORK: Not finally decided at this time. Papers seem unlikely if there is a large class enrollment; tests will likely be essay.

COMMENT: New course in the department.

Ballinger SPDR 257 Oral Interp
11 MWF seq. 972860

DESCRIPTION: This is a course in developing skill in the oral presentation of literature. Stress is placed on both the analysis of the literary work and the development of vocal and bodily techniques to express the intellectual, emotional, and aesthetic content of the work. The bulk of the course is in this practical application of oral interpretation through readings in prose, poetry, and drama. Aiming for an appreciation of the written work as a means of expression, the course is designed to give the student an awareness of his own voice instrument as a medium of expression. An elective for all, this is a check-marked course.

READINGS: Text unsure at this time, but there will be one.

STUDENT WORK: Grading will be a combination of the student's oral presentations to the class and a midterm and final exam. A critique by the class and instructor will follow each presentation. The number of readings a student will perform will depend on the number enrolled in the class. The final exam will also include a final oral presentation to the class.

COMMENT: Mr. Ballinger is excellent in the field of acting, and this knowledge carries over very well into an oral interpretation course. He is readily available for help in preparing the readings. His sense of humor shines through in all of his lectures and discussions. The critiques that follow each presentation are helpful not only to the student giving the reading, but also to the other students in the class as well. An excellent course for improving your own vocal abilities and learning new techniques.

Syburg SPDR 371 Dev of Drama I
02 MWF seq. 974260

DESCRIPTION: This course is a study of the development of the drama from the Greeks to the eighteenth century. Emphasis is placed on the theatrical arts in the production of the drama, as seen in the context of the modern theatre. This is a lecture course, but discussions of the plays are free to develop at all times. The students are expected to develop mature critical responses to the theatre of our time. A requirement for drama majors, this course is an elective for juniors and seniors.

READINGS: Text—*A Treasury of the Theatre* by John Cassner; hard cover—\$13.50.

STUDENT WORK: One play is read for each class. Examinations include midterm, final and one other test that are objective and essay. Five two-page papers are required, either on the productions of the department or on listening to recordings of the plays studied.

COMMENT: Mr. Syburg's lectures are interesting and spiced with bits of his dry humor; class participation and comments are always welcome. The plays to be read are excellent examples of their periods in drama. The work load may be heavier than for other courses, but this course is sure to develop an appreciation for drama as a literary art. An excellent course for non-majors.

history smc

Poinsatte

Hist 201
10 MWF

U.S. History to 1865
seq. 861261

DESCRIPTION: The purpose of this course is to give the student a clear and penetrating view of U.S. History up to the Civil War. It will consist of lectures with fair amount of discussion. It is required of the History Major. It will also be expected of the students to become aware of the various views of historians.

READINGS: Since Dr. Poinsatte has not taught this course for the past two years, he has not yet decided on the reading list.

STUDENT WORK: here will either be two tests consisting of a midterm and a cumulative final, or there will be two tests and a cumulative final. There will probably be one paper.

COMMENT: Dr. Poinsatte is a very good and fair teacher with a nice lecture style. Since his tests come from the notes and the outside readings, this makes the students' job easier. Compared to other courses, many students consider his outside readings to go towards the heavy side than the easy side. The paper is generally a little more demanding, since the footnotes will be checked, and the paper gets Dr. Poinsatte's personal attention. Regular attendance is expected and necessary. This is not an easy course for someone merely looking for an easy course, but will definitely be worthwhile.

Donahoe

Hist 201
02 MWF

U.S. History to 1865
seq. 861262

DESCRIPTION: This course is set up to give the student a complete and clear knowledge of United States up to the Civil War. The material is presented in lecture form with very little discussion. It is open to all students but is required for the History major.

READINGS: There will be one text book with assigned readings from a syllabus, and four outside readings.

STUDENT WORK: The student is expected to read the material before class. There will be four tests, of which none will be cumulative. As of now, there will be no paper.

COMMENTS: This is an excellent course, taught by one of the best teachers that St. Mary's offers, according to most of Brother Donahoe's students. However, none recommend it as a course for students seeking an easy history course, or one that should be taken without some history background. The lectures are fantastic and contain a subtle wit. The readings are not impossible. The tests incurred a variety of opinion. They generally will consist of map questions, identifications and essays. Most students consider the map questions fairly hard, but they do not appear to question the fairness of the tests or grades. Regular attendance is necessary.

Pullapilly

Hist 103
11 MWF
02 MWF

The World of Man
seq. 860461
seq. 860462

DESCRIPTION: This is a new introduction to history course being taught in place of Western Civilization. It was conceived with the purpose of presenting the entire cultural development of mankind, instead of merely the historical development of Western man as was taught in the past. Although the approach will still be historical, there will be a much greater emphasis on the artistic and social points of mankind. The emphasis will also be on the general evolution of man and not on trivial historical details.

READINGS: The main text will be entitled **Civilization** which is a paperback.

STUDENT WORK: In this course the student will be required to make one oral presentation and to write one book report in addition to a take home midterm and final.

COMMENT: Because this is a new course, the way it is handled by Dr. Pullapilly will most likely be somewhat contingent on student desires. Dr. Pullapilly is very concerned with his students as individuals and is very sensitive to their difficulties.

Donahoe

Hist 319
01 MWF

Westward Movement
seq. 862600

DESCRIPTION: The goal of this course is to understand the impact of the westward movement in American history, through its study of the development of the West, on present-day America. The course is considered an elective for history majors but there are no prerequisites and it is open to all students. The method of presentation of the subject material is through class lectures and required readings.

READINGS: The readings for the course include the text **Westward Movement** by Billington and other outside readings.

STUDENT WORK: There are four hourly, equally weighted examinations, including the final exam. All exams are non-cumulative. There are daily reading assignments given from the text and outside reading requirements that correspond with the class lectures. A 10-15 page term paper will also be assigned.

COMMENT: Brother Donahoe's lectures are extremely informative and very interesting. The lectures are well-organized and thought out and greatly add to the required reading material. Brother Donahoe's knowledge of the subject-matter is constantly in evidence throughout each class. He is receptive to questions and available for consultation during office hours and upon request. Readings are considered very worthwhile and extremely interesting. Assignments are clear and tests are considered challenging but fair and are returned to the students promptly. The final grade is based on the percentage of the four examinations. His courses are extremely well-organized and well-prepared and are kept on schedule. In general, then, a Brother Donahoe course is excellent, very worthwhile, and extremely interesting for the history major and the non-history major alike. Students who have taken a course from Brother Donahoe have taken more courses from him and strongly recommend him to others.

Zatko

Hist 331
09 MWF

Ancient History
seq. 863600

DESCRIPTION: No prerequisites. The goal of this course is to stress the ideas of Greek and Latin civilization which have continued to influence man right down to today. The course is open to anyone. It will include a trip to the Oriental Institute in Chicago. This course is presented in lecture form and questions are welcome.

READINGS: **The Persian Wars** by Herodotus. **Peloponnesian Wars** by Thucydides. **Gaelic Wars** by Julius Caesar. The above are paperbacks. There will also be several handouts by Greek and Latin poets.

STUDENT WORK: There will be two exams; a midterm and a final. These exams will consist of identifications and essay. Besides the readings there will be one outside book on which the student must report. This book will be chosen from an extensive reading list.

COMMENT: The course promises to cover some interesting aspects of ancient history. Father Zatko holds very informal lectures which, at the same time, manage to be informative. His is an expert on Eastern Europe and the Mediterranean area.

Pullapilly

Hist. 323
03 MWF

Men and Ideas
seq. 863200

DESCRIPTION: The intellectual history of man from the 18th century to modern times will be the subject matter for this course. Such periods as Romanticism and the Enlightenment will be discussed according to their impact on man, his life styles and his value systems. This course will also explore the ideological development of man through historical events and in depth studies of important men such as Churchill and Hitler. The class will be small in number so that together the students and the professor can delve into the material.

READINGS: The readings depend on the individual student for every student is held responsible for one famous person in the time period specified.

STUDENT WORK: There will be no tests, but 1 major paper and 2 oral

COMMENTS: Dr. Pullapilly is an enjoyable lecturer after the students adjust to his accent. At first, it is a bit difficult to understand his lectures, but those with sharp ears will be repaid by his keen wit. He is a knowledgeable scholar which is not limited to topics on his native country of India. A visit to his office will provide the student with innumerable historical reference books.

Zatko

Hist 375
09TT11

History of Russia
seq. 865600

DESCRIPTION: No prerequisites. This course is open to anyone. The theme is the development of the Russian state and society, with a stress on the factors which lead to the diversification of the peoples of the area. This covers the origin of the Russian state to 1613. Course is presented in lecture form and questions are welcome.

READINGS: Textbook: **Russia** by Florinsky. There will be several monographic and biblical handouts. In addition, there will be a Russian historiography handout.

STUDENT WORK: There will be two exams: a midterm and a final. These exams will consist of essay and identification questions. Two book reports and a small ten page term paper are also required.

COMMENTS: Father Zatko gives life to a rather unknown period of history in this course. Father Zatko's lectures are informative and filled with many insights into the nature of the Russian people and the area, both of which he is familiar. Father's tales of the Russians are very amusing. Eastern Europe and Russia are Father's specialties. The work load for this course is moderate. This course is recommended for anyone who is tired of cut and dry history.

DESCRIPTION: The theme of the course is suggested by its title--19th Century European History. Beginning with the French Revolution in 1789 and running through 1899, the course covers predominant themes in 19th century Europe--from Napoleon Bonaparte through the European Industrial Revolution and Social Darwinism to Metternich's Concert System. Stress is placed on the result of each of these "themes" in each European country and on each country's interaction with one another. The course ends with the 19th century's influence and effect upon the 20th century. No prerequisites are required for this course but a background in Western Civilization is suggested. The course itself is not required for any major although it fulfills part of the European History requirement for History majors. The course is open to anyone interested although.

READINGS: There are two textbooks, each moderate length, and two outside reading books required. **The Age of Revolution and Reaction: 1789-1850** by Charles Breunig and **The Age of Nationalism and Reform: 1850-1890** by Norman Rich are the two textbooks; **Karl Marx** by Isaiah Berlin and **Bismarck and Modern Germany** by W.N. Medlicott are the two outside reading books.

STUDENT WORK: There are two tests and a final exam given in this course. The two tests occur about 6 and 12 weeks into the semester. Composed of map questions, identification and essay questions, they include one outside reading book on each test and are approximately 60 minutes in length. The final is comprehensive with minimal emphasis placed on material up to the previous test and is of the same format as the tests only 2 hours in length. Also required is one 10-page paper on any topic related to 19th century European History.

COMMENT: This course is interesting and Dr. Black's lectures are always good. He can answer just about any questions that come up during discussion which can occur at any time during the class period. The work load is not too heavy but if one gets behind in the readings, it is easy to become lost during the lectures. The texts are also good--they have enough information without getting too detailed yet they are not too general. For History majors, the course tends to tie in with other requirements; this can prove useful. For anyone else it gives fascinating insights into how European statecraft and diplomacy differ from that of the United States and how Europe has developed the way that it has.

humanistic studies smc

Schlesinger	HUST 321 11 MWF	Medieval Culture seq. 871060
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DESCRIPTION: This course has no prerequisites and is open to sophomores, juniors and seniors. It is required for all Humanistic Studies majors and most of the students are majors in their first semester of the program. The course synthesizes Medieval Culture by exploring cultural and social trends and events of the period. This is done through lectures which are linked with discussion.

READINGS: Although the book list has not been definitely decided at this time, there will probably be three or four books and will include **Medieval Europe** by Hollister (\$4.25), **The Middle Ages** by Strayer and Munro (\$9.95), and possibly **The Medieval World: 300-1300** by Cantor (4.25).

STUDENT WORK: The daily assignments given in this class are readings of reasonable length. The lectures and discussions are related to these readings, which average 15-20 pages per class. There are two exams in the course, a one hour mid-term and a two hour final which include short identifications and longer essays. In addition, during the semester each student chooses a book from a reading list and writes a 6-8 page report on it.

COMMENT: This student enjoyed the course very much and probably would have taken it even if it had not been required. Dr. Schlesinger, through his presentation, his manner, his personality and of course his knowledge, really makes the course worthwhile. The emphasis is not on grades in this class, rather, the professor is concerned that his students can grasp the information and tie it all together in the end. Not only does he desire this, but also he does everything he can to help the student achieve this end. In my opinion, this is one of the best teacher-course combinations I have had at St. Mary's.

O'Brien	HUST 328 09 MWF	Baroque Art seq. 872200
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DESCRIPTION: This course will take a close look at the most influential artistic movements of the Baroque Age. A familiarity with European art during the sixteenth and seventeenth centuries may serve to promote a greater appreciation and enjoyment of this course, but this prerequisite is not mandatory. The class is a mixture of both lecture and discussion. It is open to all and is counted for credit in both the Art and Humanistic Studies Departments.

READINGS: Books have not yet been selected, but reading assignments for Miss O'Brien's course are usually minimal.

STUDENT WORK: There will be a ten page paper, a mid-term and a final exam. Attendance is not required, but there will be several unannounced quizzes.

COMMENT: Miss O'Brien provides an atmosphere which allows much student participation and expression of opinion. For this reason, students learn how to constructively criticize and appreciate great works of art.

DESCRIPTION: Cultural History II is designed primarily for first semester seniors, although it is open to anyone. The course will involve such events as the Baroque Age, the rise of absolutism, the Puritan Revolution, the Enlightenment, and the French Revolution, all to be discussed in some depth.

READINGS: The booklist will include five to six paperbacks. Readings are usually minimal, as Dr. Schlesinger believes in qualitative rather than quantitative assignments.

COMMENTS: This is a good course for anyone interested in the topics mentioned above. Dr. Schlesinger can make just about anything seem interesting and he has a knack for correlating past events with current ones. This class is highly recommended. So is Dr. Schlesinger.

Schlesinger-O'Brien	HUST 463 02Tu4 02Th4	Colloquium III seq. 874261 seq. 874262
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DESCRIPTION: This course is a two credit seminar meeting on Tuesdays or Thursdays. It is required for Humanistic Studies majors and is designed to compliment Dr. Schlesinger's Cultural History course. However, it is good in its own right and open to other students. Grades received depend largely upon class participation as well as the final exam. The course is conducted by Miss O'Brien and R. Schlesinger, but guest lecturers participate as well. Authors such as Trevor-Roper, Brecht, Pascal, Voltaire and Burke will be discussed.

COMMENT: Although Colloquium III is an informal and enjoyable course, Miss O'Brien and Dr. Schlesinger expect very active participation and consistent work.

O'Brien	HUST 323 10 Th 12 10 Tu 12	Colloquium I seq. 871461 seq. 871462
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DESCRIPTION: Colloquium I is a two-credit hour course designed to complement and enhance the work covered in Cultural History I. It is a requirement for all Humanistic Studies majors, but because the course is simultaneously designed, it is not recommended for non-majors. The class meets once a week and each session covers a major work of or pertaining to the Middle Ages. In contrast to the customary lecture method of many classes, Colloquium I emphasizes discussion and dialogue.

READINGS: Saint Augustine's Confessions, Tristan and Isolde, and T. S. Eliot's *Murder in the Cathedral*, along with presentations of Roman and Gothic art and music, are among the works chosen for this course. Usually one non-western work is dealt with during the semester.

STUDENT WORK: There is one final examination, essay in form, at the end of the semester.

COMMENT: Miss O'Brien, an enjoyable teacher, with the readings and the informal set-up of the class lend toward a definite learning atmosphere.

language and

STUDENT ADVISORS: Robert Goyette (linguistics), 287-4888; William Loughran (French), 1332; Raymond Pauspack (German), 232-5336; Tim Herrick (Classics), 1779; Sally Fischer (Russian), 523-1051.

Hunt	COML 400 04MW6	Compa Literature Seminar seq. 443400
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DESCRIPTION: This course makes up the central seminar for those who wish to major in comparative literature, but is open to all students. Considering that this is offered on an undergraduate level, it would be difficult if not impossible to deal directly with theory and method of literary analysis. On this basis, Mr. Hunt centers this course on the study and discussion of concrete works of literature before dealing in depth with the manner of literary criticism. The format is that of a seminar and emphasizes discussion of the works considered. The central core of the course involves the study of works according to the categories of genre, period and theme; in which works of literature are chosen to cross national lines, tradition and time periods. The course is divided in two halves: the first largest part deals with achieving the basic knowledge of the tools of comparative criticism through investigation of concrete works of literature, chosen mainly by the students, in the three above-mentioned categories. This half is subdivided into five studies, each of two weeks duration.

in which two genre studies are done, e.g. epic and tragedy, two period studies, e.g. 19th and 20th century, and a theme study. The works considered are flexible, usually decided upon by the students in their first sessions. The second half of the course consists of the last three weeks of the semester, during which the class is visited by other professors on the comparative literature staff who discuss their views of the field and their current work in it. The aim of this course is a wider understanding of central literary issues common to different national traditions, and thereby definition of major form of literary art. The focus is on transcendence of single periods or regions, to see literature as a unified whole, and to see this unity in relation to other fields in Arts and Humanities.

RREADINGS: As mentioned above, the readings are determined by the students in the first sessions. This semester the readings included: genre, **Epic of Gilgamesh**, ed. N.K. Snodgrass; **Magister Ludi**, Hermann Hesse; **Othello**, Shakespeare; and **Long Day's Journey Into Night**, O'Neill; theme: **Inferno**, canto 26; Dante; **The Original History of Dr. Johann Faustus**, Spies; **The Tragical History of Doctor Faustus**, Marlowe; **Faust I and II**, Goethe; **Ulysses**, dramatic monologue, Tennyson; **Doctor Faustus**, Thomas Mann; **Mon Faust**, Valéry; period: 19th century--poems of Coleridge, Wordsworth, Keats, and Shelley, and **A Hero of Our Time**, Lermontov; 20th century--poems of Eliot, Owen, Pound, Stevens, Yeats, Cummings, Thomas, and Joyce's **Portrait of the Artist**; also included were two books on criticism, **Theory of Literature**, Rene Wellek and **An Essay on Criticism**, by Graham Hough.

STUDENT WORK: Class participation and discussion are essential as most of the class is discussion. A paper of 7-10 pages is required, to be taken from the class syllabus. Oral reports will be assigned three times per semester as the material is covered. The structure of the final is determined through discussion between student and teacher at the end of the term.

COMMENT: Mr. Hunt is a very capable instructor, always full of ideas, and open to new interpretations. The course is quite fluid and flexible. At times the reading may seem overwhelming, but Mr. Hunt is very understanding and is willing to give more time for the larger works. Mr. Hunt is quite open and likes to develop contact with the student outside the classroom as well as in. This all adds up to a very worthwhile course for the student who is indeed the focal point of the course. Have Mr. Hunt and get to know him--it is a very satisfying experience.

Hunt CLGR 400 Greek Classics in Translation
03MW5 seq. 142200

DESCRIPTION: This one-semester course, designed primarily for literature or humanities majors, seeks to acquaint the student with the central Greek classics at the source of Western tradition he is studying. Considered are basic problems related to the following six disciplines: epic poetry, tragic drama, satirical comedy, historical analysis, philosophical essay, and literary criticism. The aim of the course is an intrinsic understanding of the eight writers under review. Thus, presentation of historical background is kept to the necessary minimum. The course would be of value even to the non-literature student who welcomes an encounter with the works which have come to form the roots of Western thought. There are no pre-requisites.

READINGS: The texts are: **The Illiad of Homer** (Lattimore), **Aeschylus: Oresteia I** (Wash. Sq. Press), **Sophocles I** (Wash. Sq. Press), **Euripides I** (Wash. Sq. Press), **Aristotle's Poetics** (Fergusson), **Thucydides Peloponnesian War** (Finley), **Aristophanes' The Clouds** (Arrowsmith), **Plato: Last Days of Socrates** (Tredennick), **The Greeks** (Kitto).

STUDENT WORK: While student discussion forms an integral part of each class, a substantial portion of the period often consists of inspired lecture by Professor Hunt, especially when he has been provoked by an apt question or remark. There will be a 7-10 page term paper required on a relevant topic of the student's choice, in addition to the final exam. Since each class is a "one of it's kind" treat, attendance is a needless consideration. Brief oral reports are periodically assigned. In view of the discussion-oriented nature of the course, a close reading of all the works is "de rigueur."

COMMENT: This course is Professor Hunt par excellence. The nature of the works permits him not only to reveal his detailed knowledge of Greek literature, but also to treat this material by varied approaches. These might include discussing the elements of tragedy in several of the plays, or the mechanics of the Greek stage. Professor Hunt's mastery of the subject is matched only by his desire for the student to grasp the ideas firmly enough to formulate his own judgement. Ever-growing class lists indicate that Professor Hunt is gaining the esteem of all who come to know him.

Hunt COML 450 Classical and Renaissance Epic
01TT3 seq. 444600

DESCRIPTION: This is a comparative literature course open to all students in which the epic genre is studied in a chronological fashion from its beginnings with Homer up to Milton. Through a process of close analysis, the individual meaning of each poem as well as its integration in the organic structure of this genre will be considered, but the class will remain largely within the framework of each poem as a work of aesthetic expression, through a process of investigation

through the poem, and the viewing of the separate parts in relation to the whole. The main purpose of the course is a process of enrichment of the student's awareness from study of these works, whose theme and figures reappear in much of western literature. The emphasis rests in the search through each poetic form--hopefully in such a way as to help the student in his search for himself. For this reason the student plays a large role in the structure of the course, which consists of approximately 3 to 4 class periods spent on each work, followed by a review of the work and its regulation to the previously discussed works. The periods are 75 minutes, Tuesdays and Thursdays. Each class period opens with an introduction by Mr. Hunt giving basic information for analysis of the work, though the true analysis comes out in the discussions which generally take up most of the time in the classroom.

READINGS: **The Illiad of Homer**, Richard Lattimore (ed.); **The Odyssey**: Homer, Robert Fitzgerald (ed.); **Virgil's Aeneid**, L.R. Lind (ed.); **Dante: Divine Comedy**, H.R. Hulse (ed.); **Milton: Paradise Lost**, Merritt Y. Hughes (ed.); **Beowulf**, Burton Raffel (ed.); and **The Epic of Gilgamesh**, N.K. Sandars (ed.). There is also a list of critical works on the epics though none are required and all books can be found in paperback.

STUDENT WORK: Class preparation and participation are essential in this class, especially as the class size tends to be small. The student should come to class with a good knowledge of the material and prepared to discuss. In addition to this, a term paper will be required on one of the major epics, as well as a short oral report to be presented in class prepared by the student on one of the poems. Generally there is no final, outside of the term paper.

COMMENTS: The readings are what might be called the staples of our western literature and interesting on the whole--and if you do not find it that way, you will after hearing Mr. Hunt. The study of this genre appears to many to be obsolete in this age, but it is very basic, and those who have taken it feel it has been worthwhile and of value.

Rubulis MLRU 537 East European Lit.
03MWF seq. 357000

DESCRIPTION: The literature of the various peoples in the Communist Bloc countries are studied in this course. Ancient folk songs, epics, and general mentality of the Balts, Croats, and Bulgars, among others, are compared with those of Western culture. The course consists of lectures which are well prepared by Professor Rubulis. A short background of the social, historical, and cultural situation of the nation is given, and then the class reads selections from representative authors. Mr. Rubulis gives an interpretation of the work and encourages class discussion. From time to time slides of the various countries are shown.

READINGS: The textbook **Baltic Literature**, prepared by Mr. Rubulis himself, covers the first part of the course. The rest of the material consists of selections on mimeographed sheets. Usually one or two novels are also listed as required readings.

STUDENT WORK: There are three tests including the final. They consist of three short essay questions and ten to twelve quotations for which the student must identify the work and author. Mr. Rubulis is a fair grader.

COMMENTS: This course is very worthwhile for those who are interested in comparative literature. The classes are usually quite interesting, and Mr. Rubulis transmits his enthusiasm to his students.

Klawiter MLGR 400 Scientific German
11MWF seq. 324000

DESCRIPTION: The prerequisite for this course is at least two semesters of basic German (MLGR 111 and 112). The objective of the course is to give the student a basic understanding of scientific writing, i.e., of reading scientific articles in all fields of science; to understand how a German scientist thinks, to work with the preciseness of the language as to convey a particular meaning (actually the student should know this from previous German courses, but this one gives him a great deal of practice and insight), and to obtain a facility to handle the German science literature. The method of presentation involves the students reading the assignment (a particular article) in class and then accurately interpreting what they read. This may seem primitive to some but it was found that many of the students could not pronounce correctly. The course is not necessarily required--it is a third semester language option.

READINGS: These included **Ubungen** (about \$1.50) and a scientific reader which consisted of Freshman-level science articles.

STUDENT WORK: The work load depends on the student's original ability to understand the German mind and the techniques of "translating." The load may be heavy at first, but as the student becomes more adept the load seems to decrease. Outside assignments occur occasionally (last year there were 2). These consist of assigned articles from other books and/or encyclopedia articles of your own choice. Exams are taken in class and may consist of a standard test so that the Prof. knows the student's general ability to understand the language.

COMMENT: Last semester this course was a pilot course. Consequently, plenty of experimenting was done by the Prof in order to find a satisfactory method of teaching. Any part of the course as taught could be changed (the scientific reader especially). The articles in the reader if written in English would be awfully easy and dry, but in German they are rather difficult but still dry. Whoever takes this course should have a sincere desire to understand the language as it appears in science literature and a willingness to work to obtain this understanding. Dr. Klawiter is an excellent teacher; this does not mean he is easy. Expect to work.

Lanzinger **MLgr 494** **Contemp German Novel I**
01TTT3 **seq. 325000**

DESCRIPTION: This course deals with the late works of the four major contemporary German novelists. It is the second part of a course which last fall handled the early works of the same authors. Professor Lanzinger will draw some comparisons with the first part of the course but the first part is not a prerequisite. The course is designed for those students with a reading, speaking, and writing knowledge of German. All lectures, readings, and papers will be in German.

READINGS: Four novels will be assigned. All are paperbacks and all are relatively lengthy. *Der Zauberberg* by Thomas Mann; *Das Glasperlenenspiel* by Hermann Hesse; *Das Schloss* by Franz Kafka; and *Die Blechtrommel* by Gunter Grass.

STUDENT WORK: There will be a mid-term examination and a comprehensive final. Professor Lanzinger's examinations are well known for being all-comprehensive; i.e., one must take notes with the knowledge that he may have to reproduce them verbatim on the tests. Two "literarische Aufsätze" of 5-10 pages each handling a literary theme of two of the works studied will also be required. Each student will also be expected to give at least one "Referat" (oral) pertaining to one section of a work being studied. Professor Lanzinger considerably provides the students with a reading schedule of each work in which he breaks down each work into digestible doses. If this schedule is followed, the student will not find the intimidating novels at all hard to conquer.

COMMENT: "Gemütlichkeit" characterizes the lectures of Professor Lanzinger. His lectures are conducted with ease and charm but are at the same time extremely organized. He accomplishes exactly what he sets out to do. His tests are demanding but good note taking will be a great help. The two secrets to success are good note taking and keeping up with the reading schedule. It is a worthwhile course and the feeling of accomplishment will be great as one begins to master the greatest works of contemporary German prose.

Lazenby **Class 450** **Greek & Roman Myth**
09 MWF **seq. 135061**
10 MWF **seq. 135062**
02 MWF **seq. 135063**

DESCRIPTION: The course is designed to offer the student insight into the basic themes and elements of classical mythology. The mode of presentation is that of an open lecture.

READINGS: *Classical Mythology* by Mark P.O. Morford and Robert J. Lenardon; New York: David McKay Company, 1971.

STUDENT WORK: 5 lengthy quizzes and a final examination.

COMMENT: Professor Lazenby is very much the gentleman scholar who seems to enjoy teaching and exhibits a genuine concern for his students. He brings a wide range of experience and learning to his field. His well-organized lectures, which elucidate and expand on the readings from the text, are full of odd little anecdotes and usually prove to be quite interesting. In short the course is well run and would be very worthwhile to the student who has a basic interest in the subject matter. Although there is a good deal of memorization involved in preparation for the examinations, Prof. Lazenby is not a particularly harsh grader.

Lazenby **Class. 455** **Classical Archaeology**
10TTT2 **seq. 135160**

DESCRIPTION: This course gives the student an appreciation and better understanding of the history and culture of ancient Greece and the surrounding areas through the study of the Archaeological finds. The presentations consist mainly of slides narrated by the professor. There are no prerequisites.

READINGS: One general text is used as a reference to supplement the lectures.

STUDENT WORK: No papers are required. There are usually two examinations and a final (essay questions and slide identification).

COMMENTS: Dr. Lazenby's narratives and slides are very enjoyable, for he is excellently versed in his field. Little outside work is required; however, class attendance is essential since the lectures are the main source of information to pass the examinations.

Richardson **MLSP 467** **The Picaresque Novel**
03MWF **seq. 365000**

DESCRIPTION: This is a new course. Professor Richardson plans to trace the development of the Spanish picaresque novel from its beginning in the 16th century up until the present time, relating the works covered to the conditions of the times, and showing the effect of the Spanish picaresque novel on world literature. Classes will be held in Spanish in the form of lectures and class discussions.

READINGS: The readings will cover the "picaresque" in Spanish literature beginning with a detailed study of the anonymous work *Lazarillo de Tormes*.

Then to give a panoramic view of the development of the picaresque novel, portions of the works of Mateo Aleman, Vicente Espinel, Quevedo, Cervantes, Pio Baroja, and Zunzunegui will be considered. (The extent to which these authors will be determined by the general level of the students' facility with the language). The last work to be covered will be Cela's *Nuevas andanzas y aventuras de Lazarillo de Tormes*.

STUDENT WORK: There will be two tests (mid-term and final) and each student will be required to write a term paper.

Renaldi **MLSP 485** **Latin American Theatre**
01 MWF **seq. 365400**

DESCRIPTION: This course, which will cover 19th and 20th century Spanish-American Theatre, will be offered for the first time this fall. The student can expect to read 8 or ten works, including plays of Florencia Sanchez, Joe Clemente Gorostiza, Javier Villaurrutia and others. Professor Renaldi and students will undertake together a textual examination of the works, and all lectures and class discussion will be held in Spanish. Alongside the consideration of the plays themselves will be a general survey of the history of the Southern American theatre.

STUDENT WORK: There will be one, one-hour exam during the semester, and a final. Each student will be required to write a term paper. The works to be covered are rather lengthy but not impossible to handle.

COMMENTS: Professor Renaldi's classes have proved in the past to be demanding, and at times his lectures can be rather dry; however, he "really knows his stuff" and most of his past students will tell you that his courses are worth the effort.

Columbus **Ling 517** **Generative Grammar**
01TTT3 **seq. 456600**

DESCRIPTION: This course is the study of language from a rationalist point of view. It stresses the innateness hypothesis and seeks language universals. This is done through a generative transformational approach and although English language transformations are emphasized, the course does cite many non-Indoeuropean languages (e.g. Swahili). Some knowledge of a foreign language is very helpful for this course but not required.

READINGS: There are two texts: *An Introductory Transformational Grammar* by Liles and *Language and its Structure* by Longacker. Cost, less than \$8.00.

STUDENT WORK: The student is expected to keep up with the readings and the assignments, although he is not pressured to do so. Readings are a bit confusing at first as they present an entirely new approach to language but this isn't a problem for long. The work load is about average. Only one test will be given, a final which covers the entire semester's work. The grading is very fair.

COMMENTS: This course could be very useful to many students, among those, students of English, Language, Anthropology, Psychology, and Mathematics. A knowledge of generative grammar would aid in the construction of the grammars of languages without having to understand them; it could be related to the development of child language and to the understanding of dialects. Mathematics majors would find it interesting because much is based on symbolic logic. Unfortunately, Dr. Columbus tends to be disorganized in his presentation, resulting in confusion for the students at the outset of the course. As the course progresses, however, the pieces begin to fit together. Fr. Columbus' knowledge of linguistics is excellent and much can be gained from individual conferences with him and from the subject matter of the course itself. The material is very interesting, and in the long run the course will have been very worthwhile for the student.

Columbus **Ling. 419** **Hist. Linguistics**
01MWF **seq. 455000**

DESCRIPTION: Historical linguistics is the study of the history of languages of the world, how they evolve, what changes occur, why these changes occur, and the relationship of languages to each other. This includes also the study of dialects and their relationship to the parent language. Prior to studying phonetic change and comparative reconstruction, one studies phonetics in detail. All the knowledge acquired is used in assignments and in the classroom in the form of language problems. Dr. Columbus utilizes both lecture and class discussion of readings and problems in teaching this course. The course is required for Linguistics majors and is open to anyone who is interested in it. It is also counted for credit by the Departments of Modern Languages, English and Anthropology.

READINGS: *Introduction to Historical Linguistics*--Anthony Arlotta, \$6.00, and *Phonetics*--Bernard Malmberg, \$1.25.

STUDENT WORK: There is only a final consisting of three parts: identifications, problems, discussion. The other work is in the form of problems, at 9 in phonetic change and at 10 in comparative reconstruction.

COMMENT: This course, as in the majority of Dr. Columbus' classes, has a fairly light work load. There is also little pressure to complete the assignments, therefore leaving much of the responsibility of learning up to the students. The readings are good, but can also be difficult. However, both these facts are not a

hindrance to understanding Historical linguistics as Dr. Columbus discusses each chapter and each problem in detail in his lectures. One of Dr. Columbus' most distinctive features is his great interest in the field of linguistics, and therefore, being anxious for people to understand, he is always available for consultation. The course is extremely valuable for any major in English, languages or anthropology. It also has value for anyone interested in gaining a knowledge of language history.

Hritz **CLLA 363** **Roman Comedy**
09MWF **152200**

DESCRIPTION: The aim of this course is to define the comica vis of Plautus and Terrence and their effect on Shakespeare in his Comedy of Errors. A facility of Latin is required.

STUDENT WORK: Grade is based on classroom recitation, a midterm and a final exam. The tests include sight translations and questions about the author's style.

COMMENT: Dr. Hritz is obviously well acquainted with the subject matter and enthusiastic. However, his willingness to help the student is often taken advantage of and this becomes a major drawback, the course is not demanding enough.

Bayhouse **MLFR 303** **Survey of French Lit**
09TT11 **seq. 892400**

DESCRIPTION: A sequential study of trends in the evolution of French literature from its beginning to the present. This course is designed to provide essential background for the advanced literature courses for which it is a prerequisite. The class format is divided equally between lecture on history and background material, reading analysis, and class discussion.

READINGS: The text is undecided, but there will be a great deal of films and tapes to work with.

STUDENT WORK: There are no papers and several short tests none of which are cumulative.

Corbett **MLFR 306** **Advanced French Conversation**
02MWF **seq. 892660**

GENERAL DESCRIPTION: This course is designed to develop fluency and accuracy in the spoken language. The course is designed for those who can speak French well. Mrs. Corbett mentioned that the majority of her students are returnees from the French program abroad.

READINGS: There is one book for the course which deals with contemporary issues and French essays.

STUDENT WORK: Class is conducted completely on a discussion basis with very few written assignments. Grades are based on daily performances and there are not tests or a final.

language smc

Marcy **MLFR 451** **Non-Dramatic 17th c. Lit.**
01MWF **seq. 892800**

DESCRIPTION: A study of the 17th century with specific emphasis on: 1- Pascal and Jansenism, La Rochefoucauld, La Bruyere: God and men; 2-Madame de Sevigne: portrait of a woman; 3-Madame de Lafayette: a portrait of love; 4- Boileau LaFontaine: poetry and human nature. The class format is lecture and discussion of equal weight.

READINGS: There will be one test book with various works to be read.

STUDENT WORK: The tests are generally take home (3 or so) and the final is comprehensive. There is a five page minimum term paper requirement from the topics discussed in class.

COMMENT: Mr. Marcy is extremely dedicated and demands considerable work from his students, but he gives so much during the course of the semester that you almost feel guilty not giving as much back in return by doing the reading and participating in the discussion. His tests are fair and he respects our opinion.

De la Torre **MLSP 205** **El Cuento Espanol**
10TT **seq. 898600**

DESCRIPTION: This course is designed to introduce the student to literature through the reading of modern short stories of Spanish and Latin American writers. Conversation is stressed. The class is designed for sophomores who intend on making Spanish their major and who do not yet have complete command of the language. The format is lecture with discussion on assigned materials.

READINGS: The books for the course have not yet been decided.

STUDENT WORK: There will be a few tests in class, a short and simple paper on one of the discussed issues and a final.

COMMENT: Mrs. De la Torre is quite demanding and very particular about her course. She enjoys teaching and it shows her enthusiasm, but she can be difficult at times in the details and trivia she expects the student to know.

Laita **MLSP 304** **Adv. Comp and Syntax**
11MWF **seq. 898800**

DESCRIPTION: An abundance of original compositions with a review of the most difficult points of Spanish grammar. Oral participation is also stressed.

READINGS: There are two basic texts--one for grammar and the other a paperback on contemporary issues.

STUDENT WORK: Many compositions on various topics, most of which were free to the students' choice, are required. There are 3 class tests, impromptu compositions in class, and three-part final consisting of a paper, a composition the last class day, and a composition as the final. The grades are based on all the materials handed in and general performance in class.

COMMENT: Mr. Laita is extremely dedicated and very sympathetic to the student's needs. The course is not very demanding despite the daily papers (a paper could consist of a paragraph if desired) and could be considered easy.

De la Torre **MLSP 313** **Survey of Lat Am Lit**
10MWF **seq. 899000**

DESCRIPTION: The development of Spanish American Literature is traced from its origin through the contemporary period.

READINGS: Selected readings from the most important works will be required.

STUDENT WORK: This professor has no idea how she will run this course at this point. However, chances are that the work required will be detailed and involved.

COMMENT: Mrs. De la Torre is an extremely demanding teacher.

Smith **Mlgr 305** **Survey of Germ Lit**
03TT5 **seq. 894800**

DESCRIPTION: The important literary movements--Enlightenment, Storm and Stress, Classicism, Romanticism, Realism, Poetic Realism, Naturalism, Expressionism, and the New Reality--are read and discussed with typical and great examples given from almost every movement. The class is designed as a seminar so that each movement has a lecture introduction on the historical and factual material and discussion-analysis predominates thereafter.

READINGS: There is one major text, two very short books, and several hand out sheets on poetry for the course.

STUDENT WORK: Two oral papers, one written paper, and a general comprehensive final are required.

Quinteros **MLSP 452** **Spanish Lit of 16th c.**
11MWF **seq. 899200**

DESCRIPTION: A study of poetry, picaresque novel, La comedia, and the mystics of the Golden Age.

READINGS: Unavailable at this time.

STUDENT WORK: No comment available on the course.

COMMENT: Miss Quinteros is extremely demanding and hard to please without making an enormous effort. She requires a great deal of work and expects the student to be as involved in the subject as she. She is an excellent teacher in her preparations for class and her lectures dominate the course time. Her tests are difficult and comprehensive and are usually done in class.

Barrallat **MLSP 458** **Cervantes--Don Quixote**
03TT5 **seq. 899400**

DESCRIPTION: An analytical study of Cervantes' masterpiece from a structural, thematic, and stylistic viewpoint, taking into consideration the evolution of its critical interpretations.

READINGS: Unavailable at this time.

STUDENT WORK: Required tests are usually take home and very general. In addition, there is a paper requirement of considerable length, but this is not too difficult to do well on.

COMMENT: Miss Barrallat is a wonderful person and delightful teacher, although prone to boredom as a lecturer at times. She is very enthusiastic and enjoys discussion, but does not demand any participation from her students. She is an easy marker due to the fact that she is more concerned with the learning experience of the student than regurgitation of text material.

Berberi **MLIT 461** **Special Studies (Ital)**
seq. 895960

DESCRIPTION: The subject matter is chosen after consultation with the students concerned.

DESCRIPTION: The course provides a qualified advanced student with the opportunity for independent study. This course is exactly what it implies-- independent study of Italian literature. The class consists of a weekly meeting in which discussion takes place.

READINGS: The materials are basically chosen by the professor but have not as yet been decided.

STUDENT WORK: There are no tests. Grades are based on the effort and performance shown by the student.

COMMENT: Dr. Berberi is a delightful man with humor and enthusiasm for his subjects. He is demanding, but an excellent teacher and a brilliant man.

music nd

Seid	Music 104 07 Th Su 10	Sacred Heart Chapel Choir seq. 390560
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DESCRIPTION: A vocal ensemble that will sing weekly on Sunday morning for the 10:45 A.M. Mass. Literature covered will include serious sacred and devotional compositions appropriate to the weekly readings and seasonal observance. Open to all students upon audition. Rehearsals will be held on Thursday evenings and Sunday mornings prior to the Mass.

No required readings, or examinations. Dependable attendance at rehearsals and Sunday morning Mass necessary.

Leahy	Music 241 11 MWF	Music History seq. 393260
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DESCRIPTION: This is the first semester of a two semester course. The material covered will be from the time of the ancient Greeks to the time of Bach. The course is meant for music majors, but a non-major with some musical background should find the course rewarding. The format of the course is lecture, supplemented by recorded examples.

READINGS: The text is *A History of Western Music*, by Donald J. Grout. Priced at \$10, it is the pre-eminent book in its field.

STUDENT WORK: Dr. Leahy's plan of exams and papers is not yet known. There will probably be a medium-length term paper, a final exam, and two or three exams during the semester. Some outside listening will probably be necessary.

COMMENT: Dr. Leahy is a noted music historian who brings to the class a wide background in this field and an enthusiasm for the material which proves to be somewhat contagious. Dr. Leahy can be demanding at times, but an enlightening musical experience.

Seid	Music 231 09 MWTF	Theory 1 seq. 392860
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DESCRIPTION: A creative approach to the understanding and manipulation of the basic materials of music. Open to all students who reveal requisite musical background and training. The first semester of basic theory in the curriculum of music majors. Continuous written and aural assignments to develop the fundamental techniques of musical construction and musicianship.

Isele	Music 233 10 MWTF	Theory 3 seq. 393060
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DESCRIPTION: A more advanced approach to the creative treatment of conventional and contemporary musical form, harmony, melody and rhythm. Prerequisite is first year basic theory or special approval of the instructor. Continuous written and aural assignments to further perfect the fundamentals of musicianship and the basics of the musical language.

Maloney	Music 205 05 TT	Polyphonic Chamber Choir seq. 391060
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DESCRIPTION: Prerequisites: audition to determine vocal quality and musical flexibility of individual and the balance of the ensemble. Goals: study and actual performance of sacred and secular vocal music suitable for small choral ensemble. The music is not confined to, but is primarily drawn from, the repertoire of the 15th and 16th centuries. The course is open to any student or staff member.

READINGS: The Penguin Books of English Madrigals, \$2.45. All other music will be supplied by the music department.

STUDENT WORK: Rehearsal, analysis, and performance of music. Attendance at rehearsals is of primary importance.

DESCRIPTION: A study of the romantic music written during the 19th century as an artistic expression of the cultural climate that characterized Europe of that era. Attention is given to the literary and philosophical articulations of romanticism as a background for musical understanding. The course will consider the most significant media of romantic musical expression such as program music, songs, choral works, opera, symphonies and piano compositions, written by the major composers of the period. Prior study of music or musical training is required.

READINGS: Klaus, Kenneth B., *The Romantic Period in Music*; Longyear, Rey M.; *Nineteenth Century Romanticism in Music*; Barzum, Jacques, *Berlioz and His Century*; Hugo, Howard E. (ed.) *The Romantic Reader*.

STUDENT WORK: Term paper, mid-term exam, final exam, occasional short assignments.

Isele	Music 347 03 MWF	The Music of Bach seq. 395260
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DESCRIPTION: A consideration of Bach's music as the culmination of the entire Baroque period that preceded this master of the 18th century. Open to all students. Special emphasis will be given to Bach's masterworks in the area of organ, clavier, chamber, choral and orchestral composition.

READINGS: List not yet available.

STUDENT WORK: Term paper, final exam, occasional short assignments.

music smc

Stevens	Mus 104	Class Voice seq. 900460
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DESCRIPTION: No prerequisites, study of the rules of pronunciation in Italian, German, and French for singers. Meets one hour a week for one credit.

READINGS: *Diction for Singers*, John Moriarty

STUDENT WORK: Dictionate songs in Italian, French, German; oral quizzes on pronunciation, take-home examination after each language examination section is completed.

McCray	Mus 161 09 MWF	Theory seq. 902660
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DESCRIPTION: Full year course with four credit hours per semester. Study of scales, intervals, triads, elements of four-part harmony, extensive sight-reading and sight-singing drill.

READINGS: *Elementary Harmony*, Ottoman. *New Approach to sight-singing*, Berkowitz. *New Approach to ear-training*, Leo Kraft.

STUDENT WORK: Class participation, several assignments per week, periodic quizzes on keyboard harmony, sight-singing, and ear training, as well as tests and projects dealing with the principles of four part harmony. Final exam.

COMMENT: Very difficult and demanding course; but the student learns a tremendous amount.

Lawrence	Mus 205 06TT8	Madrigal Singers seq. 904060
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DESCRIPTION: Audition required, performing ensemble for 1 credit per semester, singing and performing in concert works of the renaissance. Meets once a week. Madrigal Dinner.

READINGS: Song material supplied.

STUDENT WORK: Required attendance at all practices and rehearsals as well as concerts.

COMMENTS: Fun; only demands are attendance and knowledge of the literature practiced, good opportunity to work in choral group.

McCray	Mus 201 07MW9	Collegiate Choir seq. 903260
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DESCRIPTION: Audition required. St. Mary's students combined with Notre Dame. Two rehearsals per week for two hours each, 1 credit per semester. 3 concerts at least a year as well as special concerts and mass. Opportunity to travel with group during breaks.

READINGS: Song Material supplied

STUDENT WORK: Attendance required at all rehearsals, concerts, hearing at end of semester. Mark based on attendance and hearing and knowledge of material covered.

COMMENT: Demanding much time, but excellent instruction.

Lawrence Mus 271 Music History
10 MWF seq. 906660

DESCRIPTION: Conclusive in-depth study of the history of music from its known beginnings to the present. It covers two semesters, 3 credit hours for each. Required listenings, recorded examples.

READINGS: History of Western Music, Grout, about \$10.00.

STUDENT WORK: Listening-identification quizzes, mid-semester and final exam, semester project.

COMMENT: Course is based on class notes, so attendance is required on a regular basis. Demands great deal of study.

Hennessey et al Mus 241 Music Lit
11 MWF seq. 905800

DESCRIPTION: No prerequisites, 3 credit hours for non-music majors. Gives introduction to basics of music, general analysis of the different styles---baroque, classical, romantic, modern. Recorded examples, required listenings.

READING: Introduction to Music, Machlis.

STUDENT WORK: 3 tests, final exam, required attendance at some concerts.

COMMENT: Comprehensive and interesting, however, time consuming and difficult. Must be able to distinguish between all musical styles.

Stevens Mus 314 Voice
seq. 907050

DESCRIPTION: Audition required, taken for 1, 2 or 3 credit hours which involve 4 hour and hour lessons. Private instruction on voice techniques, breathing, and diction.

READING: On Studying Singing, Kagen.

STUDENT WORK: Memorization of songs, mandatory attendance and performance at voice repertoire class, recital class, and, for music majors, jury of the faculty members at the end of the semester.

COMMENT: Good teacher, demanding but interesting.

Stevens Mus 204 Opera workshop
02 TT seq. 903860

DESCRIPTION: Audition required, study and performance of different skits from operas. 2 credit hours.

STUDENT WORK: Memorization of songs and practice rehearsal attendance required.

COMMENT: Good; gives theatrical experience in performance.

philosophy nd

STUDENT ADVISORS: Fred Antczac, 204 Farley, 6752; Thomas Filiak, 7735.

Loux Phil 201 Intro to Phil
02MWF seq. 410861
10MWF 410862

DESCRIPTION: This course is an introduction to philosophical thinking, based on an examination of 4 perennial questions: 1) the problem of free will, 2) the problem of political authority, 3) the problem of religious belief, and 4) the naturalism-dualism controversy.

READINGS: The texts used will combine a number of classical works. Some philosophers considered will be Plato, Descartes, Hobbes, etc.

STUDENT WORK: A number of 1-page papers and 2 medium sized (3-5 pages) essays. 2 exams.

COMMENT: This course operates on the presupposition that the student has not had any previous contact with the methods of philosophical inquiry. Professor Loux is a very intelligent man and is generally well liked by his students. The frequent assignments serve as an aid to the student in grasping an introductory approach to important philosophical problems.

Bobik Phil 201 Intro to Phil
11 MWF seq. 410863
10 MWF 410864

DESCRIPTION: This course will consider a question that has always

intrigued and challenged man: whether or not he is immortal. The course has two aims: 1) to clarify the nature and methodology of philosophy by contrasting philosophy with theology, on one hand, and with the natural sciences, on the other; and 2) to present a concrete example of philosophizing by examining arguments for and against conscious survival after death.

READINGS: (tentative list) Plato: *Phaedo*. Aristotle: *De Anima*, Book III, ch. 4 (ditto). Aquinas: *Commentary on Aristotle's De Anima*, Book III, lecture 7 (ditto); *Summa Theologica*, I, q. 75, a. 2 and 6 (ditto). Descartes: *Discourse and Meditations*. Campbell: *Body and Mind*. Flew: *Body, Mind and Death*. Myers: *Self: An Introduction to Philosophical Psychology*.

STUDENT WORK: 3 exams and an optional paper, the topic of which is selected by the student and approved by the professor. Final exam to be decided upon.

COMMENT: Mr. Bobik is a well organized and intelligent professor. His main philosophical interests are the problems of God and of human immortality. Although often criticized for his inability to show a great enthusiasm for the topics considered in class, Professor Bobik interested in elucidating the difficulties involved in these problems. Those interested in these problems should carefully consider this class.

Pahi Phil 213 Intro to Sym Logic
09 MWF seq. 411061
01 MWF 411062

DESCRIPTION: The purpose of this course is to introduce the student to the basic concepts and methods of formal logic and their applications in day to day problems. The emphasis of this course will be directed towards application rather than theory whenever possible. The student will be introduced to a number of specific topics:

1) Propositional Logic: a consideration of propositional connectives and truth functions and their relevance in the use of everyday language. The analytic tableau method will be introduced in conjunction with this.

2) Predicate Logic: A consideration of qualifiers and identities and their use in translating from natural to formal languages. Dr. Pahi also hopes to introduce the student to the application of logic as the foundation of a priori disciplines.

READINGS: Richard Jeffrey: *Formal Logic: Its Scope and Limits*. The book will be supplemented by handout notes.

REQUIREMENTS: Weekly assignments of problems. 2 exams and a final.

COMMENT: The course does not presuppose a logical or mathematical background. Dr. Pahi is very thorough and careful in his preparation for class. He tries very hard to clarify any point the student has difficulties with and is genuinely concerned with the progress of his students. Although the reading load is not heavy, the weekly assignments should make the course a demanding one. But this should not frighten anyone who is interested in a good introductory course to logic.

Brennan Phil 245 Existentialism
10 MWF seq. 412261
11 MWF 412262

DESCRIPTION: This course presents three existentialist views on what it means to be a human being. It will focus on such topics as: subjectivity and the self, freedom and responsibility, values, the Other, and the individual in mass society.

READINGS: (tentative list) Barrett: *Irrational Man*. Bretall: *A Kierkegaard Anthology*. Sartre: *Being and Nothingness*; *No Exit* and *Three Other Plays*; and *Nausea*. Marcel: *The Philosophy of Existentialism*.

STUDENT WORK: 2-3 exams and a final. Possibly a medium sized (5-6 pages) paper due also.

COMMENT: Dr. Brennan's lectures are well organized and well prepared. She encourages the student to ask questions and allots a liberal amount of class time in answering them. The reading load is light but difficult. However, Dr. Brennan makes herself very accessible to any question the student may have concerning the readings. The course and teacher are excellent and anyone interested in Existentialism would do well to take this course.

Mahoney Phil 245 Existentialism
01 MWF seq. 412263
02 MWF 412264

DESCRIPTION: A survey of existentialist thinkers, with an emphasis on the thought of Kierkegaard, Nietzsche, Marcel and Sartre. The course will elaborate on the central themes of these thinkers, i.e. freedom, individuality, anguish, etc. The unifying problem of the course will be an examination of the existentialists' description of the condition of man.

READINGS: The list may be shortened after Mr. Mahoney re-evaluates the course at the end of the current semester. The following is a very tentative list. Barrett: *Irrational Man*. Wilde and Kimmell (ed.): *The Search for Being*. Auden (ed.): *The Living Thoughts of Kierkegaard*. Nietzsche: *Beyond Good and Evil*. Marcel: *The Philosophy of Existentialism*. Camus: *The Myth of Sisyphus*. Sartre: *The Wall*; and *Existentialism and Human Emotions*.

STUDENT WORK: 3-4 short reaction essays (3 pages) and a final.

COMMENT: Mr. Mahoney is well organized and has a mastery of the material. He is very accessible to the student and is particularly interested in

the student's reaction to the philosophers studied. There are a lot of books for this course and a lot of material is covered. But the course is well worth the time of a person interested in one of the major movements of modern philosophy.

Boyle **Phil 252** **Phil of Being**
09 MWF **seq. 412561**
11 MWF **412562**

DESCRIPTION: This course attempts to give a knowledge of the fundamental principles of all reality. The student will be introduced to such basic concepts as being, cause, person, good, evil, nature, substance, law, freedom, etc. The course considered the point of departure for the philosophy of being: the initial experience and peculiar nature of being. It examines the fact of the diversity of being and the internal structure of a particular being in the order of being and of activity. Finally, there will be a consideration of the causal explanation for the order of particular beings.

READINGS: Kreche: *First Philosophy*. Maritain: *A Preface to Metaphysics*; and *Existence and the Existent*. Hawkins: *Being and Becoming*. Gilson: *Being and some Philosophers*. Owens: *An Interpretation of Existence*. Drennan: *A Modern Introduction to Metaphysics*.

STUDENT WORK: 3 essay exams and a final.

COMMENT: Professor Boyle has taught this course for a number of years and is extremely well versed in his field. He tries very hard to explain things carefully and makes rather frequent use of diagrams in order to clear up difficulties. This course is recommended to those who are interested in a solid introduction to ontology.

Brennan **Phil 251** **Metaphysics**
02TT4 **seq. 412462**

DESCRIPTION: The aim of the course will be to achieve an understanding of the nature of metaphysical inquiry and the type of problems metaphysics deals with. This will be accomplished through a study of three major philosophers: Plato and Aristotle, the founders of the western metaphysical tradition, together with the 20th century philosopher, Alfred North Whitehead.

READINGS: Plato: *Phaedo*, and selections from *The Republic*. Aristotle: paperback selections. Whitehead: paperback selections. There will possibly be one or two paperbacks on specific metaphysical problems or on one or more of the philosophers considered.

STUDENT WORK: 3 exams or short papers and one long (10-12 pages) paper.

COMMENT: Dr. Brennan has not taught this course recently so it is impossible to make a substantial comment. However, she is an excellent professor and if this course is anything like her course in Existentialism, it should be highly recommended.

Bobik **Phil 257** **Nature of Phil Inq**
02 MWF **seq. 412960**

DESCRIPTION: A discussion of several different views concerning the nature of philosophical inquiry. Specific topics considered are:

1) the purpose of philosophy--Is it to investigate the ultimate causes of reality? Does it clarify the meanings of terms and the theoretical background of propositions?

2) The scope of philosophy--Can it tell us anything about the world?

3) The methods of philosophy--Do they yield certainty?

4) A consideration of the underlying question: How does philosophy relate to and differ from other sorts of inquiry?

READINGS: Professor Bobik has not yet decided upon the books that will be required for this course. The last time he taught the course (Fall, 1970) he used one book: Bobik (ed.) *The Nature of Philosophical Inquiry*.

STUDENT WORK: 3 exams to be taken in class and a final to be decided upon. An optional paper can be written on a topic that interests the student.

COMMENT: Professor Bobik has not taught this course for several years and this fact makes it very difficult to make any comment concerning the course. Mr. Bobik is a very competent professor and undoubtedly will try to make the course interesting. A few students have said that his lectures were rather dry but that could be due as much to the material as to the professor.

Johnston **Phil 271** **Business Ethics**
various times

DESCRIPTION: This course deals with a number of very relevant topics such as: The purpose of economic life, business management as a profession, competition, private ownership, ethics, rights, expense accounts, management training programs, equality of opportunity in employment, conflicts of interest, labor unions, income, pricing and profits, advertising, business, government and the society and business in regard to the international community. Individual students are assigned particular cases and lead class discussions.

READINGS: Walton: *Ethos and the Executive*. Baumbert, Purcell and Roets: *Cases in Business Ethics*. On library reserve: Steiner (ed.) *Issues in Business*

and Society: Readings and Cases.

STUDENT WORK: 3 cumulative exams and a final.

COMMENT: Mr. Johnston feels that his job is to provide his students with the moral principles to apply to business problems. For the most part, he is successful. But many times the class discussion gets bogged down when the issue is not of particular interest to the students. The work load is not particularly heavy but the ultimate benefit of the course lies in students' ability to relate the discussions to everyday life.

Goodpaster **Phil 274** **Moral Problems**
09 MWF **seq. 413361**
10 MWF **413362**

DESCRIPTION: This course will be an attempt to come to grips critically (and to some extent, systematically) with some of the crucial moral problems of our day: abortion, sexual relations, women's rights, eugenics, political authority, etc. Before embarking upon philosophical discussions of these issues, an attempt will be made to acquaint the student with the main lines of ethical theory, in an effort to provide critical tools for dialogue.

READINGS: Frankena: *Ethics*. 2 other texts yet to be determined.

STUDENT WORK: 2 exams, 2 medium-length essays and regular discussion-preparation assignments.

COMMENT: Although this course presupposes no background in philosophy, the student who takes this course merely to fulfill a philosophy requirement had better carefully reconsider his motives. This should not, however, discourage a student interested in ethics. Some of the reading material is difficult but Professor Goodpaster's expertise compensates for the difficulty. Discussions grow out of an understanding of the material and can be extremely beneficial to the student.

Evans **Phil 275** **Bas. Concepts Pol Phil**
10 MWF **seq. 413460**

DESCRIPTION: This course begins with a reading of Antonine de Saint-Exupery's *The Little Prince* and Josef Pieper's *Leisure and Basis of Culture and Apology and Crito*, and proceeds to a discussion of the basic concepts of political philosophy. Some topics considered are: man's vocation as "see-er"; the nature of the "philosophical act," of the "aesthetic act" and 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, etc.

READINGS: Plato: *Apology, Crito, The Republic*. Aristotle: *Politics, Ethics*. Antonine de Saint-Exupery: *The Little Prince*. Pieper: *Leisure the Basis of Culture*. Capon: *The Supper of the Lamb*. Mounier: *Personalism*. Maritain: *The Social and Political Philosophy, Man and the State*. Simon: *Philosophy of Democratic Government*. MacIver: *The Web of Government*. Huxley: *Grey Eminence*. Hopkins: *Selected Poems*. Pope John: *Pacem in Terris*. Pope Paul: *Populorum Progressio*.

STUDENT WORK: 3 essay exams.

COMMENT: Although some students dislike the way Professor Evans gradually unfolds his ideas, the vast majority regard the course as a very enriching experience. The readings are excellent and carefully chosen to correlate with the material of the course. Personal contact with Professor Evans is an uplifting experience for many students but it would be a mistake to de-emphasize the content of the course in favor of the character of the man. The course offers a real challenge to the student to do some serious thinking about the basic questions of political philosophy.

Manier **Phil 281** **Sci and Hum Values**
01 MWF **seq. 413761**
01 TT3 **413762**

DESCRIPTION: This course will be an exploration of the relation of selected themes from current work in the history, philosophy and sociology of science with the moral, political and religious concerns of the students. The lectures will deal with 4 major areas:

1) How can the layman establish adequate communication with the scientific community?

2) Tentative conclusions will be applied to selected contemporary problems (abortion, genetic manipulation, etc.)

3) What sociological modes best describe the boundaries of the scientific community?

4) An attempt to restore the relation between science and wisdom.

READINGS: Kuhn: *The Structure of Scientific Revolutions*. Toulmin: *Human Understanding*. Ben-David: *The Scientist's Role in Society*. Bernal: *The Social Function of Science*. Habermas: *Toward a Rational Society*.

STUDENT WORK: 2 research papers (7-10 pages) and a final. Also one turn as discussion leader.

COMMENT: Dr. Manier plans a lecture sequence interspersed with discussion periods during the first part of the semester which will then be

followed by a seminar sequence during which students will help lead the discussion. The course presupposes no specific scientific background. Although some students find the material difficult at first, Dr. Manier's expertise and frequent discussion groups clear up the initial problems. Dr. Manier has a mastery over the material and very interested in correlating science with other disciplines. Prospective students should not let the scientific content of the course frighten them from what could be a very rewarding experience.

McInerny

Phil 301
09 TT11

Ancient Phil
seq. 414200

DESCRIPTION: In the past, this course has concentrated on the important historical figures of the philosophy of this period. This coming semester Professor McInerny hopes to place the emphasis on the major philosophical problems. He hopes to move historically via a thematic presentation. There will be an effort made to unify ancient and medieval philosophical considerations such as: language-meaning, universals, nature of science, possibility of a super-sensory being, faith-reason, etc.

READINGS: Sten: *Problem of Universals*. Plato: (paperback selection). Aristotle: (paperback selection). Wippel and Wolter (ed.): *Medieval Philosophy*.

STUDENT WORK: 3 take home exams. A student may do a long research paper in place of 2 exams, if he wishes.

COMMENT: Professor McInerny is very knowledgeable man and conveys this knowledge with ease and interest. A few past students, while expressing a sincere respect for Professor McInerny, criticized the course for the disjointedness of topics caused by the emphasis on historical figures. Professor McInerny hopes to correct this deficiency in the coming semester which should serve to improve an already good course. It should be noted that while majors are in the majority, the course is a survey and an interested non-major will not find himself at a disadvantage.

Loux

Phil 303
01 TT3

Plato and Aristotle
seq. 414460

DESCRIPTION: This course will attempt to analyze and comprehend the methods and concepts at work in certain basic works of Plato and Aristotle. The course will begin with a reading of the *Meno*, *Phaedo*, *Republic*, *Symposium*, *Thaetetus* and the *Sophist* by Plato and then move on to consider selections from Aristotle's *Categories*, *Posterior*, *Analytics*, *Physics*, *De Anima*, and the *Metaphysics*.

READINGS: McKean: *Basic Works of Aristotle*. Hamilton and Cairns: *Dialogues of Plato*.

STUDENT WORK: 2 exams and 2 medium length (5 pages) papers on topics of the student's choice.

COMMENT: Professor Loux says the purpose of this course is to acquaint the students with the basic philosophical concepts of Plato and Aristotle. All non-majors are welcome and they will not find themselves at a disadvantage due to the introductory nature of this course. Dr. Loux is a competent and forceful lecturer and is readily accessible to the needs and questions of the student.

Evans

Phil 351
10TT12

Phil of Maritain
seq. 415060

DESCRIPTION: This course will be to a great extent directed readings and will generally be seminar in character. Some of the major topics considered will be: the nature of philosophy; the different ways of knowing reality; approaches to God; notion of "integral humanism," the philosophy of education; social and political philosophy; and the philosophy of History.

READINGS: *Introduction to Philosophy*; *On the Use of Philosophy*; *Education at the Crossroads*; *The Range of Reason*; *Existence and the Existent*; *Approaches to God*; *Integral Humanism*; *Man and the State*; *Philosophy of History*; *Creative Intuition in Art and Poetry*.

STUDENT WORK: One paper and 2 exams.

COMMENT: Mr. Evans is one of the most popular philosophy teachers for good reasons. He is a very inspiring man and the seminar character of this course will acquaint the student with the character of the man. The discussions get random at times but are nearly always interesting and informative.

Manier

Phil 385
10TT12

His and Phil of Bio
seq. 415260

DESCRIPTION: This course deals with the history of biology from Darwin's death to the present. This essentially philosophical analysis will be directed toward the theories and work of important figures in genetics, behavioral biology and evolutionary theory. The biological models to be examined include: 1) the one-gene, one-enzyme hypothesis; 2) the computer and ethological models of animal communication and of the bioneural basis of language; 3) the explanations of "progress" in current evolutionary literature. In addition, the

lectures will attempt to show that poetic, political and religious channels are latent in the literature of 20th century biology.

READINGS: Carlson: *The Gene: A Critical History*; Beckner: *The Biological Way of Thought*; Simon: *The Matter of Life: Philosophical Problems*; Watson: *The Double Helix*; Monod: *Chance and Necessity*.

STUDENT WORK: 2 research papers (10-20 pages each) and a final exam.

COMMENT: The prerequisite for this course is both a solid background and a lively interest in both biology and philosophy. This course will assume the same format as Philosophy 281, hoping that the lecture-discussion sequence will prove fruitful in the seminar sequence that follows it.

Weiher

Phil 386
02 MWF

Perc and Thinking
seq. 415360

DESCRIPTION: This course will be unified on one central proposal: that there is a continuity from the stimuli affecting organisms through the perception of those stimuli to the most abstract levels of thought. There will be a number of theories considered and developed, such as the sense-datum theory, but the major emphasis of the course will concern the symbolic character of perception and thinking. Part of the readings will be psychological in character but the core of the course will consist in an investigation into the basis and grounds of our knowledge.

READINGS: Yolton: *Thinking and Perceiving*; Arnheim: *Visual Thinking*; Price: *Experience and Thinking*. There will also be selections from an anthology on perception and the sense-datum problem, as well as two other paperbacks.

STUDENT WORK: 1 large research paper or 3 problem essays.

COMMENT: Although there are no specific prerequisites for this course, Fr. Weiher assumes that the student has had at least a general introduction to philosophy. The reading load will be moderate to heavy and due to the seminar nature of the course the student will be expected to come to class with the reading done in preparation for a discussion. Fr. Weiher can be a very informative professor provided that students prepare sufficiently for class. Due to the nature of the course, Fr. Weiher thinks it would particularly interest majors in Philosophy, Psychology and the sciences but this does not mean that other students will be at a disadvantage.

Loux

Phil 404
04TT6

Aristotle
seq. 415860

DESCRIPTION: This course will be an examination of the basic themes of Aristotle's philosophy. The course will focus on the methodology at work in the *categories*, *Posterior*, *Analytics*, *Physics*, *De Anima* and *Metaphysics*. Selected readings from other sources will supplement and help explicate Aristotle's basic ideas.

READINGS: McKean: *The Basic Works of Aristotle*.

STUDENT WORK: A number of short papers on assigned topics and 2 exams.

COMMENTS: This course is offered with the idea that Philosophy majors will predominate. The course will examine Aristotle's philosophy in depth and in this context a non-major may find himself at a disadvantage. However, this should not hinder a student with an interest in Aristotle and at least a basic philosophical background.

Goodpaster

Phil 423
3MWF

Ethical Theory
seq. 416060

DESCRIPTION: This course will be an attempt to come to grips with problems in both meta-ethics and normative ethics. The inquiry will draw upon classical sources, such as Plato and Aristotle, as well as the modern sources, especially Kant and Mill. But the emphasis of the course will be on contemporary sources and issues.

READINGS: Davis: *Introduction to Moral Philosophy*.

STUDENT WORK: 2-3 medium length papers and 2 exams.

COMMENT: Although Philosophy 274 is not a prerequisite for this course, it would not hurt to have had an ethics course before enrolling in this one. Professor Goodpaster is a capable lecturer and emphasizes student participation in his class. But the course will be a demanding one and a student without a good background may find himself lost. However, this should not discourage any student who is interested in contemporary ethics. For such a student, this course could serve as the occasion for a number of enlightening insights.

Pahi

Phil 431
11 MWF

Interm Sym Log
seq. 416260

DESCRIPTION: The purpose of this course is to cover in a rigorous manner the different possible approaches to formal logic. Unlike his introductory level course, Dr. Pahi will stress theory and logical methods. The topics considered will include: the semantics of propositional logic; natural deduction techniques, analytic tableau techniques and axiomatic techniques as applied to propositional and predicate Logic. The theorems of Post and Godel will be considered and proved.

READINGS: Thomason: **Symbolic Logic**. Dr. Pahi will also distribute his own notes on Basic Logic.

STUDENT WORK: Approximately 10 problem sets, a midterm and a final. There will also be one or two research papers.

COMMENTS: This course is usually composed of Math majors and Philosophy grad students. Those students without a broad mathematical background are strongly advised not to take this course. The course is a very technical and demanding one and the student with just a passing interest in Symbolic Logic could get lost in the details. But to those interested in mathematics the size of the class and Dr. Pahi's own expertise offer a unique opportunity to grasp the elements of this difficult discipline.

philosophy smc

Fleck

Phil 205
01 TT 3

18th c. Phil
seq. 912060

DESCRIPTION: This course will consist of an inquiry into the philosophical thought of three major 18th century philosophers: Berkeley, Hume, and Kant. It is to be, essentially, a course in understanding the philosophical issues faced by the above three men, rather than a survey course of the 18th century. However, the course will also examine the cultural framework of the times. Because it will deal mainly with philosophical problems, a background in Intro. to Phil. is required of each student.

READINGS: Berkeley's *Three Dialogues* and *Principles of Human Knowledge*, Hume's *Treatise on Human Nature*, and selections from Kant's *Critique of Pure Reason*.

STUDENT WORK: There will be no exams. There will be one paper about eight to ten pages in length. The main written work will be a philosophy notebook, which will consist of two parts: 1) the main conclusions and the arguments for these conclusions, of each of the men studied, 2) comparisons of the men and of the movements, critical attitudes towards this, and any reflections of the student.

COMMENT: If you are attracted to challenging, analytical, philosophical arguments, take this course. However, it's an easy requirement to get out of the way.

Fleck

Phil 495
2 MWF

Sem: William James
seq. 914260

DESCRIPTION: This course will be primarily a study of the pragmatism of William James. His basic pragmatic philosophy will be grounded in an historical context, and will be compared to the philosophies of John Dewey and C.S. Pierce. The course will also cover James' phenomenological psychology and its consequences for later developments in phenomenological psychology manifested in the 20th century. This latter aspect will also be discussed in relationship to the social behaviorism of George H. Mead. A study of James' voluntarism in his religious writings and its consequences will also be stressed. In view of the above, this course should be considered interdisciplinary, good for theology, psychology, sociology, and other majors.

READINGS: James' *Pragmatism*, *Varieties of Religious Experience*, *Essays in Radical Empiricism*, *Principles of Psychology* (a briefer course).

STUDENT WORK: There will be no exams. Written work will include a paper or something comparable to the notebook in the above mentioned evaluation.

The remaining philosophy courses include: 1) Medieval Phil (Phil 202), 2) Philosophy of Art (Phil 360). These will be taught by Ann Clark who is coming back to SMC after a year in Texas during which time she received her PhD in Aesthetics. Ann is an excellent teacher and is highly recommended.

Professor J. Ringen will be teaching a seminar, *Philosophy of Psychology* (Phil 496). Mr. Ringen is from USB and will be at St. Mary's on the Exchange Program.

John McDonagh will be teaching *Existential Psychology I* (Phil 371) which is cross listed as Psych. 371. (Refer to Psych evaluations).

A seminar entitled *Myth, Symbol, and Society* (Phil 496) will be team taught by six professors: Fleck (Philosophy), Pullapilly and Cassidy (History), Brumm (Sociology), Michaud (English), and Wernz. This course, however, will not fulfill any core or major requirements.

Detailed information on the above courses is not available at this time. However, information will be circulated by the department some time before registration.

psychology nd

STUDENT ADVISORS: Larry Carr, 820 Notre Dame Ave.; Mike Lilienthal, 7838; Donald Olek, 1100; Nancy Parker; Greg Vsonder, 269 Dillon, 1758; Frank Viehman, 922 South Bend Ave.; Dennis Willson, 517 Leland, 234-4259.

Staff

Psych 211
11MWF
01MWF
02MWF

General Psychology
seq. 430601
seq. 430602
seq. 430603

DESCRIPTION: In contrast with past years, the emphasis in general psychology this year will be more of a soft sell orientation to the basic models in psychology. The areas of Language, Verbal Learning and Information Processing, Computer Models of Thinking, Physiology, Operant Conditioning, Personality, and Perceptual Learning will be covered. In every regard, this course is directed at the interests of the students. Entrance into this course requires no prerequisites and is open to all undergraduates. The class is always large which necessitates lecture presentation. However, class is usually always interesting since the term is split into thirds with each third guaranteeing a new lecturer. Occasional movies which are both entertaining and educational also break the lecture routine. Questions are willingly answered during the lectures.

READINGS: One text is required, *Psychology of Life*, Ruch & Zimbardo, (\$11.50). Other readings, which are supplementary, are on reserve at the library.

STUDENT WORK: There will be 3 tests, one at the end of each teacher's lecture series. They usually consist of 60-70 multiple choice questions with the grades being curved (the highest grade obtained is given a 100 percent).

COMMENT: The course is extremely interesting and educational with a myriad of topics being covered. Time and effort on the student's part should lead to B's and A's. The tests do require the student to think, yet with proper preparation, they present few problems. Each student is also allowed 5 extra points (if he can beat everyone else to the sign-up sheets) for taking part in graduate psychology experiments. It's the simplest way on campus to raise your final mark a half of a grade.

Farrow

Psych. 341
10TT12

Statistical Experiments I
seq. 431260

DESCRIPTION: This course is required for all psychology majors. The only prerequisite is General Psychology. The course is aimed at presenting the fundamentals of statistics need to provide a working knowledge of the subject for use in the design and interpretation of experimental data. The presentation consists of a lecture format with one lab per week. The labs involve the working of assignments given in class.

READINGS: *Statistics for the Behavioral Sciences*, 2nd Edition—Revised, by Young and Veldman is the only text used in the course.

STUDENT WORK: There are three major exams given during the semester. Also, lab work is to be handed in and will figure in the grading. The composite lab grade will count as one exam grade. There are no papers and no special projects.

COMMENT: This course is Dr. Farrow's specialty, hence the lectures will be good ones. Dr. Farrow will attempt to clarify difficult points encountered in the material, which otherwise would tend to be highly perplexing. The course material tends to be difficult due to the mathematical concepts involved. However, the statistical concepts are of prime importance. Dr. Farrow takes a personal interest in the students and is easily available for consultation. The work load for the course is comparatively high. The course is a valuable, if not necessary one, and is for Psychology majors only because of the difficulty of the material.

Taub

Psych. 353
01MWF

Psych. of Personality
seq. 431860

DESCRIPTION: Psychology of Personality covers different theoretical and research-oriented points of view and studies the ramifications of the various schools of thought on psychometric testing, therapy, and past and future research. This lecture course deals with both normal and abnormal personality development. It is open to any student and, although it is not required, it is recommended to any psychology major planning to attend graduate school. General psych is a prerequisite.

READINGS: The text will probably be *Personality: An Introduction to Theory and Research*, by Liebert and Sniegler. Approximate cost is \$11.00. Supplementary handouts are also expected.

STUDENT WORK: Two mid-terms and a final. Exams include both objective and subjective questions. Any student who is concerned about his grade can do a paper on a topic of his choice for extra credit.

COMMENT: Dr. Taub's lectures, although to some students difficult to

Beitzinger

Govt 343
1 MWFPol Theory Reiter
seq. 271162Govt 407
2 TT 4Amer Political Parties
seq. 272060

DESCRIPTION: This is a course designed for beginning students of Political Theory. Open to all government majors, this course provides a firm foundation upon which students proceed to examine fundamental political, hence ethical, problems confronting man throughout history. The student gains not only factual information concerning classical medieval and modern systems, but realizes the integrity that theory has in his personal approach to decision making.

READINGS: Readings include Plato, *Republic*; selections from Aristotle, *Ethics and Politics*; selections from St. Augustine, *City of God*; selections from St. Thomas, *Treatise on Law*; Hobbes, *Leviathan*; Locke, *Second treatise on Civil Government*; and selections from Rousseau's *Soci Social Contract*.

STUDENT WORK: The class will meet twice a week in lecture format and once per week in free discussion. One short paper will be required every 1-1/2 weeks and there will be a mid-term with a final.

COMMENT: Mr. Beitzinger has the unique ability to remove the complexity from political theory. Always, his lectures are crisp and precise and pertain specifically to the question at hand. His frequent comments on the current political scene, make for interesting and often humorous breaks in the lecture. Mr. Beitzinger is very available and maintains his professional standards for both himself and his students. The course requires a good deal of effort but the rewards are always commensurate with the work.

DESCRIPTION: Professor Reiter's course will be the same as in the past. The history and role of the American political parties will be considered, as well as a normative consideration of the parties' fulfillment of their role. Party organization and leadership, the national power structure, and a prognosis for the party system will also be considered.

READINGS: Required readings include the following books, and various articles on reserve. The required books are: *The American Political Science Association's Report on Responsible Parties*, James Q. Wilson, *The Amateur Democrat*; Everett Ladd, *American Political Parties*; Angus Campbell et. al., *The American Voter*; Alexander Bickel, *Reform and Continuity*.

STUDENT WORK: A midterm and a final will be given. The student is also required to either write a series of six short (three-page) papers, or a twenty page research paper.

Reiter

Govt 408
10 MWFAmer Public Opinion
seq. 272160

DESCRIPTION: The formation, measurement, manipulation, and role of public opinion in the American political system is the major theme of the course.

The impact and structure of public opinion, theories of public opinion, its rationality, and psychological, sociological and political roots of American public opinion will also be considered. Discussion is encouraged, although the class is primarily lecture.

READINGS: V. O. Key *Public Opinion and American Democracy* and Backstrum and Hirsch, *Survey Research* are the only two books required for purchase. The bulk of the readings are on reserve--journal articles and chapters from various books.

STUDENT WORK: A midterm and a final will be given. Besides these, students are required to formulate and conduct a poll, and write a ten-page commentary and analysis of their results. Class participation is counted in formulating the final grade.

Arnold

Govt 411
9 TT 11American Bureaucracy
seq. 272360

DESCRIPTION: The first part of the course takes an historical approach to the phenomenon of administration in America today. The second half of the course deals with the character of the modern American bureaucracy. Government 340 is a prerequisite for this course. The course has an open format with informal lecture the rule. Due to the relatively small size of the class (usually under 25) questions are encouraged and discussion is usually quite enlightening. The course is open to all Government and American Studies majors.

READING:S (Note: all prices are based on 1972 listings). Cordon and Paul, *Men Near the Top* (\$3.00); Davis and Dolbeare, *Little Groups of Neighbors* (\$4.50); Herbert Kaufman, *The Forest Ranger* (\$2.95); Louis Kohlmeier, *The Regulators* (\$3.95); Gabriel Kolko, *The Triumph of Conservatism* (\$2.95); Woodrow Wilson, *"The Study of Administration"* (\$.60); Peter Woll, *American Bureaucracy* (\$4.25); In addition there a handful of reserve articles as well as an extensive suggested readings list.

STUDENT WORK: Grades are based on two exams asking specific answer questions, and a short paper. Careful study and documentation of answers are required for an "A" grade on the exams.

COMMENT: American Bureaucracy implies a more specific interest in American government than do Mr. Arnold's other courses. The course is extremely well-organized and despite its potentially tedious subject matter Mr. Arnold maintains student interest. The reading list looks longer than it actually is and is far from overwhelming. This course is highly recommended for American Government concentration as it deals with that most important, "Fourth Branch" of Government.

Pomerleau

Govt 450
11 MWFRel and Pol Devel
seq. 274360

DESCRIPTION: A comparative study of contemporary Catholic ideology and social transformation in selected countries of Europe and Latin America. The purpose of this course will be to study the relative influence of religious structures on different political systems where the Catholic Church exercises a monopoly on religious values or is the dominant source of religious-social values. Religious elites will be studied and their role in social and political change examined. The major countries studied will be Italy, Brazil and Argentina. Any introductory or basic course in the social sciences will be helpful, but not necessarily essential. A seminar format will be employed.

READINGS: Poggi, *Catholic Action in Italy*, *The Sociology of a Sponsored Organization*; Berger, *The Sacred Canopy*; Donald Smith, *Religion and Political Development*; Ivan Vallier, *Catholicism, Social Control and Modernization in Latin America*; Emanuel de Kadt, *Catholic Radicals in Brazil* Book on Spain, to be chosen later.

Niemeyer

Govt 343
9 MWFPol Theory
seq. 271161

DESCRIPTION: In Political Theory, Dr. Niemeyer leads the students along a chronologically ordered path through major concepts of political thought. Starting with the very beginnings of political philosophy, the student moves on to Plato, Aristotle, Augustine, Aquinas, Machiavelli, Hobbes, Locke, Rousseau, Burke, Marx and Mill. This is a required course for all government majors and has no prerequisites. Composition of the usually large class is mainly Juniors and Seniors.

Dr. Niemeyer lectures twice each week and the student is assigned to a discussion group led by a T.A. for the third hour each week.

READINGS: The reading list will be Henri Franfort's *Before Philosophy*, Aristotle's *Ethics and Politics*, Augustine's *City of God*, and Hobbes's *Leviathan*. The total cost of the books was under \$13.00 as of September 1972; but is subject to rise if the Bookstore deems necessary.

STUDENT WORK: Besides attendance, weekly half page papers are required. The student expresses his understanding of the readings through these concise papers; hence, they are not as easy as one might think. Two 1-1/2 page "term" papers on specific topics are also required. The greatest difficulties encountered in writing these papers are knowledge of the material and expressing this knowledge in a short, coherent paper. There is also a mid-term and a final. The exams are difficult, but legitimate. The final grade is based on the weekly papers, the mid-term, the two term papers and the final.

COMMENT: Not Dr. Niemeyer, but his T.A.'s are usually criticized. Unfortunately, due to class size and his busy schedule, Dr. Niemeyer needs T.A.'s. Another common complaint is that in order to do the course justice, one should not be taking any other courses. Alas, the woes of an undergrad. It is an extremely valuable course for any students who enters it with an open mind.

Pomerleau

Govt 444
10 MWFPol of Spain and Italy
seq. 273960

DESCRIPTION: A study of the political culture and the constitutional order of these two Mediterranean countries; special emphasis will be placed on the development and transformation of the political system. Pressure groups, ethnic minorities, unions, military and business elites will be examined in a comparative framework wherever possible. Particular attention will be paid to the political role of the church in Italy and the ideology of Spain's technocratic Catholicism. Comparative government, or some introductory course to government or political systems is presumed. Themes will be introduced by lectures, and the seminar approach used as much as possible.

READINGS: Galli and Prandi, *Patterns of Political Participation in Italy*; Wiskeman, *Italy Since 1945*; F. Roy Willis, *Italy Chooses Europe*; Other readings selected from journals and news media; Brennan, *The Spanish Labyrinth*; Anderson, *The Political Economy of Modern Spain: Policy-Making in an Authoritarian System*.

STUDENT WORK: There will be one medium-length paper, one test, and one class presentation. (Subject to change.)

COMMENT: Professor Pomerleau's lectures are well-organized and to the point. His especial fondness for Italy should make this course a pleasant as well as enlightening endeavor. Besides being an engaging speaker, Professor Pomerleau is knowledgeable in comparative government systems and current changing circumstances. His enthusiasm extends to both his subject and his students; he is readily available to students who are confused or in need of assistance.

paper topics, but the student should be prepared to put quite a bit of time into these papers. For a very good background in existential psychology take this course.

Scrivner **Psyc 366** **Personality**
10 MWF seq. 943860

DESCRIPTION: Discussion of the major contemporary theories of personality including the psychoanalytic, behaviorist, and cognitive theories, and the research emerging from each of these theories.

READINGS: Non-Freudian Theories of Personality, Varieties of Personality Theories, Primer of Freudian Psychology, (all paperbacks), and Personality by Mischel.

STUDENT WORK: There will be a final and a mid-term. No papers will be assigned. Any other organization is yet to be determined by Dr. Scrivner.

COMMENT: This course is a valuable one for those interested in psychology. Previous tests by Dr. Scrivner have been creative and the student must apply what he has learned to particular situation. Personality is approached from all viewpoints, with no particular approach emphasized. Since this is Dr. Scrivner's specialty, students should avail themselves of the opportunity to take this course. Besides, you may learn something about your own personality.

Sheehan **Psyc 450** **Community Psych**
7 Tu seq. 944851

DESCRIPTION: The aims of the course are to train students to improve their interpersonal skills. After such training, students should be able to function better in interpersonal helping relationships. In the latter part of the semester, students will become involved in counseling in community mental health facilities in South Bend area. Prerequisite: permission of the instructor.

READINGS: This semester there were no readings or text.

STUDENT WORK: This course was offered on an experimental basis this semester. There were no tests, however the students were expected to have type of project that concerned a community, either the class itself as a community or South Bend as a community. The format however, may be changed next semester and Dr. Sheehan has yet to determine that.

COMMENT: The atmosphere in this class was very relaxed which afforded students with excellent possibilities for learning experiences. It is a difficult course to evaluate because students worked as individuals which is different from the competitive classroom situation. To cite an old cliché: The students get out of it what they themselves put into it.

McDonagh **Psyc 450** **Community Psychology**
04 MWTh seq. 944850

DESCRIPTION: There are several aspects of community mental health on which the students may concentrate: a) providing companionship for psychiatric patients and ex-patients in South Bend. b) running a Free Clinic for migraine headache sufferers. Clients would come from surrounding area as well as from campus. "Clinics" to be located in SMC psychology department. Method of treatment: temperature control by means of biofeedback. c) other involvement in the community is available on a very limited basis. Students should have either Abnormal or Experimental Psychology before taking this course

READINGS: There are no required readings for this course.

STUDENT WORK: Each student is required to take part in some type of community mental health program: for example, joining a volunteer program of the South Bend Mental Health Association, working in a Day Care Center, etc. A journal must be kept on the student's client or clients. One 12-15 page paper on some aspect of community health is also required. There are no exams. This course has been basically unstructured in the past, however Dr. McDonagh feels that the course will function better if it is more rigidly structured and intends to design it as such for next semester.

COMMENT: This type of course has great potential value for psychology majors or for anyone interested in gaining experience in the field of community health. However, at the present time, the course is too unstructured to be an optimal educational experience. The addition of lectures, readings, and a broader choice of community health projects would make this course much more worthwhile. Dr. McDonagh is quite capable in the area of clinical psychology and this course would surely benefit from a greater amount of direction from him.

Nutting **Psyc 481** **Seminar in Psych**
10 MWF seq. 945661
10 TT 12 seq. 945662

DESCRIPTION: The seminar is primarily for advanced psychology students. Possible seminar topics will be chosen from: William James, Freud, Skinner, A.S. Neill, Piaget, reading problems in childhood, drug addiction, clinical psychology, parent effectiveness training, personality research, sen-

sation and the psychology of "meaning. Prerequisite: permission of department chairman.

READINGS: James, Freud, Neill and Skinner. These are all paperbacks.

STUDENT WORK: There are no papers, one test which is the final.

COMMENT: Dr. Nutting is a well educated and highly intellectual man. He is very sensitive to his students and stimulating to listen to and talk with. Dr. Nutting's philosophy is to "take the pressure off the students." As a result, the work load is light. However, the students do themselves and the professor a disservice if they take this course because they think it will be easy. Dr. Nutting, his philosophy, and method of instruction make this a valuable learning experience.

Pangrac **Psyc 481 E** **Exceptional Child**
5:30 MTh 7 seq. 946000

DESCRIPTION: This course will introduce the student to the special needs of exceptional children, methods of evaluation and classification, and problems of remediation and prevention. Emphasis will be given to the intellectually superior, mentally sub-normal, slow learner and learning disabled, including the emotionally disturbed, sensory handicapped, brain injured, and environmentally disadvantaged.

McDonagh **Psyc 481 I** **Biofeedback**
03 MW seq. 946460

DESCRIPTION: This two-credit course will be presented in seminar form. Students will have experience with biofeedback temperature trainer and the opportunity to do an original project, perhaps with the use of brainwavefeedback.

READINGS: No text will be used but readings in journals will be done instead.

STUDENT WORK: The students will be expected to give a class presentation on selected topics in some area of biofeedback.

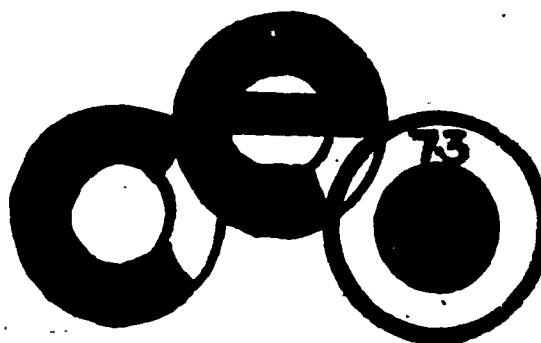
Jameson **Psyc 485** **Pract in Early Childh**
08 F seq. 946850

DESCRIPTION: This course focuses on relating work experience to child development theory, particularly as it relates to the young child (ages 2 to 4).

READINGS: Fraberg: The Magic Years or Wicks: The Inner World of Childhood; Pines: Revolution in Learning; Montessori: The Absorbant Mind or The Secret of Childhood; Sharp: Thinking is Child's Play

STUDENT WORK: Students are required to work in a day-care center for one day of two half-days per week; they meet once each week for discussion. The discussion serves the purpose of a consulting hour, during which students will be guided in their work with the children. Students will do readings on a journal. Prerequisite: permission of the instructor.

COMMENT: This course is a completely unstructured course and is ideal for the person who wants to co-ordinate work experience with academics. It offers the student a chance to discuss what he is doing and why he is doing it. It is typically thought of as a type of Day-Care work experience, however, some students work at the Mental Health Center and other places. Before registering for this course it would be a good idea to talk with Mrs. Jameson about what you want to do. In the past the course has been tailor-made to suit the students needs, and it is a valuable experience for those truly interested.



sociology nd

STUDENT ADVISORS: Dan Kogovsek, 712 Flanner, 1436; Bill Matthews, 361 Cavanaugh, 1535.

Lamana **Soc 320** **Sociology of Poverty**
 10TT12 **seq. 481660**

DESCRIPTION: There are no prerequisite for this course which will deal with three basic questions: 1) What is poverty? (the nature and concept of its measurement). 2) Who is poor and why? and 3) How has society responded to the problem of poverty and with what results?

READINGS: On Understanding Poverty by Daniel Moynihan, The State of Welfare by Steiner.

Smith **Soc 340** **Conflict Resolution**
 09TT11 **seq. 482160**

DESCRIPTION: The emphasis of this course centers around the process of conflict and how it may be resolved. The course is conducted in a lecture format and is open to any student who has had some background in sociology or psychology. This course may be taken as an elective in sociology and it may also be taken for credit as part of the "Non-Violence Program" as well.

READINGS: Only one text is used in this course. Its title is Conflict Resolution and its cost of \$7.50.

STUDENT WORK: There are no papers required. Grades are determined solely by two take home exams which average between 5 and 12 pages in length.

COMMENT: This course is relatively undemanding. The work load is very light and it will present no burden to the student. The lectures are clear and relevant, extraneous material being left out. Prof. Smith is competent in this field and is available for those students who need help. In essence, this course is easy and uncomplicated though interesting.

Sasaki **Soc 362** **Medical Sociology**
 08TT10 **seq. 482460**

DESCRIPTION: The goal of this course is to provide the student with an understanding of the sociology of health and health-related phenomena. Among the specific topics covered are: sociocultural variables which affect the incidence and prevalence of disease; sickness as a social role; the sociology of social institutions which are geared to handling the ill in society, with special emphasis on the general and the mental hospital; socialization into the relevant helping roles, such as physician and nurse; social interaction among the helping roles; and cross-cultural differentials in illness experience.

Emphasis throughout is on the social and the cultural in health and illness. Rather than viewing sickness as a condition of the individual, illness is perceived and interpreted as a role within the social system. Individual reaction to the system, and the systematic reaction to illness and the sick individual set the framework for the course.

Basically, the course is a reading-lecture one in which a basic text is used, along with supplementary outside material. Relevant discussion is encouraged, especially since students taking this course represent a variety of majors and interests.

Lamana **Soc 367** **Community Analysis**
 02TT4 **seq. 482660**

DESCRIPTION: This is an introduction to the study of residential communities (small towns, suburban areas, and urban neighborhoods) in terms of their function and social integration. The approach will be comparative and practical. The emphasis will be on grasping the empirical reality of community by actually studying a particular community. The course will be organized around the following questions: What is a community? What significance does one's community have on one's social life and life chances? How does one study a community or sub-community? How do communities differ from one another? There are no prerequisites for the course.

READINGS: Studying Your Community by Warren; The Community, by Warren.

Vasoli **Soc 371**
 10 MWF
 11 MWF

Criminology
seq. 483061
seq. 483062

DESCRIPTION: If you're looking for an introduction to crime solving, complete with lessons in fingerprinting, look elsewhere. Prof. Vasoli's introduction to criminology is divided into three areas: 1) Criminal Law, 2) Etiology (crime causation), and 3) Penology (corrections). The idea is to give the student an overall working knowledge of the causes of crime, the operation of the criminal justice system, and society's reaction to crime. The course is mostly lecture, with opportunity for discussion and outside research.

READINGS: Prof. Vasoli has not completed next semester's reading list yet, but books which have been used in the past and will probably return include: Morris & Hawkins, *The Honest Politician's Guide to Crime Control*; Sykes, *Society of Captives*; Cressey, *Theft of the Nation*; and possibly Shrag, *Justice-American Style*.

STUDENT WORK: In the past there have been 2 exams during the semester and a final, each counting roughly a third of the final mark. A student may, for extra credit, visit a prison, criminal court, etc., and prepare a paper summarizing his observations.

COMMENT: Prof. Vasoli is extremely knowledgeable in the field of criminology, and his lectures are generously sprinkled with personal anecdotes about the criminals he has come in contact with during his extensive research work in prisons. These personal reflections add a welcome levity to lectures that otherwise tend to be dry at times. The work load is very reasonable, though Prof. Vasoli's exams are known to be tough. For those genuinely interested in the subject (and not just looking for a fifth course), Prof. Vasoli's course can be a rewarding and even enjoyable experience.

Samora **Soc 380** **Sociological Anal**
 09TT11 **seq. 483760**

DESCRIPTION: This course is recommended as an introductory course for non-sociology majors. The goal of this course is to provide the student with an operational understanding of contemporary sociology. As an initial step in the development of such understanding, the class starts with an extended discussion of the basic sociological concepts, somewhat like a principles course but, in view of the requirements of junior standing and major in the field, the discussion is at an appropriately higher level.

Once the students are familiar with the basic concepts of the discipline, the course is devoted to an examination of the works of contemporary sociologists by going to primary sources. Individual sociological works studied are chosen on the basis of their representativeness of the "full-range" of the discipline. Especially important in the selection process is a distinct attempt to make certain that there is a fair representation of both theoretically and empirically oriented primary monographs.

Upon completion of this course each student should have a first-hand acquaintance with the nature of sociology intradisciplinary trends, and present day controversies within the discipline. Furthermore, the student should be familiar with some of the outstanding contemporary monographs in the field.

Topics covered include: The sociological perspective; the individual and the group; Culture and values; social organization; stratification and mobility; race relations in urban America; social order and social change.

Barrett **Soc 377** **The Family**
 10 MWF **seq. 483360**

DESCRIPTION: This is a basic and general course in family studies. The stress is upon the personal involvement in courtship, marriage, and parent-child relationships. No Sociology courses are prerequisites, but may be useful.

Prof. Barrett's objectives in the course are: 1) to present a liberal education experience in order to help the student develop his ability to reason and argue; 2) the development of personal insights and decisions on one's life goals; and 3) to develop critical appraisal of societal values, behaviors, programs, agencies, laws, etc.

The course is primarily a lecture course, although the Prof. does allow questions. One class period per week is devoted to smaller discussion groups, headed by grad students, students who have had this course previously, and also by Prof. Barrett.

READINGS: There are two required books in this course: *The Family Bond* by Leonard Benson (\$9.50) and *Family in Transition* by Arlene and Jerome Skolnick (\$5.95). The second is a paperback book of readings on the topics discussed, including such things as dating, marriage, abortion, divorce, etc.

STUDENT WORK: In addition to a short final, there are two other tests during the semester. The tests are open book but some study is necessary as the tests are fairly long, and cover most of the material. Also a book report (10 page limit) must be done on a book selected from a bibliography Prof. Barrett distributes. Two or three short papers are also required during the semester.

COMMENT: Prof. Barrett's lectures are very informative. His style is not the best but he does hold your attention. He does his best to present both sides of an issue, but his own bias is apt to often show through. The readings are relatively easy, but rather dry. If one attends class, and is willing to take a firm stand on the issues in the tests and papers a good grade can be expected.

Fink**Soc 402
02TT4****Social Psychology
seq. 484160**

DESCRIPTION: This is an examination and analysis of the major theories, research, problems and recent developments in social psychology. Though introductory in nature, the course is very comprehensive in scope. A general working knowledge of sociology is therefore helpful, though there are no official prerequisites. It is restricted to Sociology and Anthropology majors (exceptions are sometimes made with the professor's consent). The course is usually a mixture of lecture and discussion, depending on the size of the class. Prof. Fink usually prefers to decide structural aspects of the course with the students at the beginning of the semester.

READINGS: Prof. Fink has not yet finalized next semester's book list, but it usually includes one or two basic introductory texts and a number of smaller "Specialty" books and assigned readings which deal with specific topics of social psychology.

STUDENT WORK: This, too, is usually subject to discussion at the beginning of the semester. A normal load is 1 or 2 research papers and a final exam.

COMMENT: Professor Fink's enthusiasm for the course is abundant, as is his knowledge of the field. This comes across in his lectures, which are always animated and full of facts and anecdotes, though occasionally a bit confusing. His style, in class and outside, is casual and friendly. The readings are very carefully integrated into the course. They are sometimes dry and technical, but they succeed in illuminating some of the more confusing and complex aspects of the course. The reading assignment usually runs about 75 pages a week. Prof. Fink is highly enthusiastic about his subject, and demands a large amount of response and interest in return. Therefore, this course is not for anyone merely looking to fill a requirement. However, for those looking for a stimulating and interesting learning experience, this course and Prof. Fink are both highly recommended.

Dodge**Soc 406
09 MWF****Social Demography
seq. 484460**

DESCRIPTION: This course is open to all students and there are no prerequisites.

Population as a subject of national and international concern is of recent vintage and demography, the science of population, is growing rapidly. The continuing urgency of the "population explosion" requires more than casual and segmental appreciation. All major universities now offer this type of basic course which examines the historical, sociological, economic and political facets of the issues. Lectures and candid discussions yield deeper insight into such matters as the revolutions in death control, the trends and controversies on birth control, the radical changes in human lives and communities by reason of migration. Quite central are the segregation of fact and fiction, science and popular speculation, humane and purely technical understanding. Special attention is given to the problems of developing nations of the world (in Latin America, Africa, Asia) in terms of food, resources, social and economic organization in relation to rapid population growth.

Barrett**Soc 419
01MW3****World Urbanism
seq. 484860**

DESCRIPTION: There are no prerequisites for this course. The basic goal is to give the student a view of how and why various cities developed as they did. The course also provides for a background of the work done in basic urban planning. Concentration will be placed on cities outside the U.S.

READINGS: There is one required text for the course: *Urbanism in World Perspective*, \$6.00.

STUDENT WORK: Work for the course consists basically of a term project in which you will be required to research a city outside the U.S. In addition, there will be an occasional quiz usually announced.

COMMENT: This course provides a wide range of interesting materials on cities outside the U.S. However, because of the volume of materials covered at times, the lectures tend to become tedious. But there is much to be learned from the materials which Prof. Barrett supplements with anecdotes from his traveling experience.

Lamana**Soc 435
02MW4****Intergroup Relations
seq. 485160**

DESCRIPTION: This course was previously taught under the title of Race and Minority Groups. There are no prerequisites but an introductory course in sociology would be helpful.

This course consists of an analysis of past, present, and projected patterns of minority-dominant relations in the United States. The major topics covered: Significance of Minority groups in the modern world; race and ethnicity in American society; sources of racism; intergroup conflict; segregation; difference, disadvantages and discrimination; assimilation; minority reactions; planned and unplanned social change; and corporative minority group experience (comparison of 12 ethnic groups).

READINGS: James Vanderzanden, *American Minority Relations: The Sociology of Race and Ethnic Groups*, 3rd ed.; Bernard Segal (ed.), *Racial and Ethnic Relations*, 2nd ed.; packet of 15 handouts.

Kurtz**Soc 434-534
09TT11****Health and Medicine
seq. 485060**

DESCRIPTION: This is an intensified version of the Medical Sociology course which Professor Kurtz has taught in the past as well. All students were undergraduate or graduate sociology majors with one pre-med major in the class. The course covered mental health and the different approaches taken toward it in practice and research, the many different occupations within the profession of medicine with emphasis placed on the nursing aspect and a thorough examination of the doctor's role and practice in medicine. The process of applying to medical schools and the study done by a medical student was also emphasized. The social system of the hospital was covered along with the social and economic implications of the medical system in the United States. The class is a series of lectures given by Professor Kurtz with questions and comments welcomed, with most of the lecture material coming from sources other than the assigned readings. There was one film shown outside of class time and required of the students.

READINGS: *Patients, Physicians, and Illness* edited by E. Gartly Jaco, \$12.95.

STUDENT WORK: Three 75-minute tests and a final with almost all of the questions coming from the material presented in the class lectures. Professor Kurtz mentioned the possibility of students doing a paper instead of a test if they desire and consult with him concerning it (graduate students are required to do a paper).

COMMENT: A high recommendation is deserved both for the interesting material covered in the course and the professional and more interesting way in which the material is presented by Professor Kurtz. His knowledge of the subject matter seemed to be extensive with the readings in the Jaco volume. He is not especially demanding in work load but close attention in class is necessary for good performance on the tests. Approximately 80 percent of the test questions were taken from the lecture material. He encourages students to see him for consultation and carries his warm personality in the classroom as well as outside.

Scott**Soc 437
10TT12****Black Man in Amer
seq. 485360**

DESCRIPTION: The course surveys the white strategies for developing, maintaining, and changing institutional racism and the black strategies for resisting, nullifying, and changing the white strategies. It is a sociological study of the history of black people in America. The strategies of litigation, legislation, destruction, reconstruction and assimilation are examined.

READINGS: The following books are required reading for the course: Richard C. Wade, *Slavery in the Cities*; Lerone Bennett, Jr., *Confrontation: Black and White*; Arnold Rose, *The Negro in America*; Herbert Aptheker, *American Negro Slave Revolts*.

Vasoli**Soc 445
02MW4****Sociology of Law
seq. 485560**

DESCRIPTION: Sociological analysis of the interdependence between law and society, between legal rules and behavior. One of the new directions in contemporary sociology, the sociology of law deals with such matters as: class factors in the administration of justice, the socialization of the lawyer and his role in society, justice in mass society, the relation between legal and moral norms, justice in private legal systems (e.g., the corporation), and the law as an agent of social control. These topics will be considered in the light of sociological theory and research.

Utility of course: The course should have value for sociology majors interested in the study of deviance, social control and political sociology. It should be useful to any student planning on a law career.

Prerequisites: Course restricted to Sociology majors and to law and pre-law students. Anyone not in these categories must obtain instructor's permission before signing up for the course.

Form of course: Seminar style, class size permitting.

READINGS: *Crime and the Legal Process*, Chambliss; *The Enforcement of Morals*, Devlin; *The Anatomy of the Law*, Fuller; *Law, Liberty and Morality*, Hart; *The American Jury*, Kalven and Zeisel; *Justice without Trial*, Skolnick; *Wall Street Lawyer*, Smigel; *Law, Liberty and Psychiatry: An Inquiry into the Social Uses of Mental Health Practices*.

Weigert

Soc 451
02MW4

Religion and Society
seq. 485760

DESCRIPTION: Major theoretical approaches to the explanation of religion considered as a social phenomenon are discussed. Particular reference is made to such topics as science, magic, alienation, and secularization. Recent research is presented to illustrate the relationship among various dimensions of religion (belief, practice, experience) and social factors such as class, urbanism, age and sex.

READINGS: *Sociology of Religion*, O'Dea; *The Protestant Ethic and the Spirit of Capitalism*, Weber; *The Sacred Canopy*, Peter Berger; *The Invisible Religion*, Luckmann; *Religion and Society in Tension*, Glock and Stark; *The Gathering Storm in the Churches*, Hadden; *Islam Observed*, Geertz.

sociology smc

Terzola

Soc 203
09TT11
10TT12

Social Problems
seq. 961261
seq. 961262

DESCRIPTION: This course is designed as an examination and evaluation of (1) the nature of social problems and the sociological perspectives used to explain such; (2) the nature and extent of several selective social problems and types of deviant behavior--homosexuality, mental illness, and criminality; (3) the societal response to problem behavior.

READINGS: The main text for this course is *Sociology of Deviant Behavior* by Marshall B. Clinard. Additional books will be required, but have not as yet been decided. Outside readings may be placed in the reserve book room of the library from time to time.

STUDENT WORK: There are three exams, including a final. Each will be worth one third of the final grade.

COMMENT: Professor Terzola's lectures are interesting and informative. The tests are challenging, but the grading is fair. The readings are generally good and like the lectures, very informative.

Brumm

Soc 209 (Psyc 327)
01TT3
02TT4

Social Psychology
seq. 961661
seq. 961662

DESCRIPTION: This course will acquaint the student with the wide and varied issues, perspectives, and theories of social psychology. It uses a comparative theoretical approach in order to encourage the student to be a critical thinker and to recognize the effect of presuppositions in considering the course content. The class format is basically lecture. It is open to all students who have previously taken either Sociology 153 or Psychology 156.

READINGS: *Social Psychology* by Lindesmith and Strauss, *Theories in Social Psychology* by Deutsch and Krauss. After a summer review of this course, the books may change.

STUDENT WORK: There will be a term paper with the length determined by the scope of the topic and one exam which is oral and inclusive of the course material. This too may be altered somewhat after a summer review.

COMMENT: Dr. Brumm is always enthusiastic about his subject so don't be put off at first if his lectures seem very abstract. He is very open to discussion and is willing to help anyone when a problem arises. His oral tests are excellent methods for judging the comprehension of the material in this type of course.

Brumm

Soc 319
04TT6

Classical Soc Theory
seq. 962862

DESCRIPTION: This course is required for sociology majors in all four curricular options, but is open to all who have already taken Sociology 153. This course aims at revealing the nature of a theory, indicating the relation of sociological theories to philosophical concerns and making the student an independent and critical thinker.

READINGS: *Main Currents in Sociological Thought* by Raymond Aron.

STUDENT WORK: There will be one oral final exam which is inclusive of course material. (This as well as the readings are subject to change after a summer review.)

COMMENT: Dr. Brumm is a thorough professor and knows his subject well. His lectures are interesting, but tend to confuse the student by their abstractions. Class participation is encouraged which allows the student to view her opinions and alleviate her mind of some of the confusion.

Horning

Soc 340
09 MWF

Soc of Work and Leisure
seq. 963860

DESCRIPTION: This is a new course which will focus upon the conceptualization and philosophical bases of work and leisure in past and present societies with particular emphasis upon the relationship of these and the nature of the society. It will attempt to analyze the work and leisure systems in various societies at various times as they relate to the technological developments of the society. Current views of work and the changes occurring in our approach to and conceptualization of work will be covered. The organization and distribution of work and leisure in our society will also be covered, as will the futurologists' conceptions of work, especially as they relate to the probable inversion of work and leisure that will be evaluated. The course will be presented in lecture form with student reports on key materials selected from the literature. Sociology 153 is a pre-requisite for this course.

READINGS: Unavailable at this time.

STUDENT WORK: Grades will be determined by a midsemester exam consisting of an oral conference with the professor, by an evaluation of student reports in which all students will receive a written evaluation of their report, and by a final exam being a take home comprehensive.

Horning

Soc 357
10MWF

Marriage and Family
seq. 964260

DESCRIPTION: This course analyzes the American family from a social systems and cross cultural perspective. As a social system, parallels between the family and other social systems are noted. As a cultural phenomenon, parallels with other societies are drawn. It focuses particular attention upon the three interrelated institutions which constitute the family network: courtship, marriage, and the family. Each of these is analyzed in detail from a historical to a future perspective. The course terminates with a speculative analysis of the family of the future, concentrating on the topic "Is the family dead as a social institution," employing Cooper's analysis *The Death of the Family*. The goals are numerous, but foremost is the goal of enhancing the students' understanding of the family, its dynamics, and its problems in contemporary American Society. Secondly, it is intended to prepare the students to cope with the family of the future--their own. The course will be presented in lecture form with student reports on key materials selected from the literature interspersed throughout the semester.

READINGS: Two texts are used in this course: one hardbound book and one paperback (priced between \$10 to \$12). Other materials are used, but these are library reserve materials.

STUDENT WORK: Student evaluation is based upon the following: (1) midsemester exam; oral conference with professor; (2) evaluation of Student Reports: All students present a report and all receive a written evaluation-critique; and (3) final exam: take home comprehensive.

COMMENT: Dr. Horning's class is well organized and he is open to discussions. He was once a marriage counselor so there are many real situations to be discussed. The work load is heavy, but he is willing to give any outside help that might be needed.

DeSantis

Hist 371-571
10TT12American Pol Hist
seq. 283560

DESCRIPTION: This course will deal with the major political figures and issues in the United States from the end of the Civil War to the First World War with emphasis upon Reconstruction, the Gilded Age, and the Progressives Era. It is the first part of a two-semester course dealing with American political history.

READINGS: Reading assignments will include Vincent P. DeSantis *The Shaping of Modern War*; John A. Garraty, *The New Commonwealth 1877-1890*; George E. Mowry, *The Era of Theodore Roosevelt 1900-1912*; and Arthur S. Link, *Woodrow Wilson and the Progressive Era*.

STUDENT WORK: Instruction will be by reading assignments, lectures, class discussions and reports, and possibly some films. There will be some one page book reports and there could be two one-hour examinations in addition to the final exam.

COMMENT: It is hard to get an A from Dr. DeSantis, and B's tend to be more common. The professor tends to like smaller classes, along the lines of a seminar. The class size will be limited to 50 students, which although not small, is at least better than the 150 students that Dr. DeSantis has been known to teach in Nieuwland Science Hall. History and American Studies students will make up the bulk of the class, but those students interested in the topic should make an effort to take the course. The lectures may tend to drag at times, and unfortunately class discussion will be minimal due to the size of the class.

Gleason

Hist 375-575
10 MWFAmer Intel & Cul Hist
seq. 283660

DESCRIPTION: This will be a quick one-semester survey, compressed from what has formerly been given as a two-semester course. It is designed to be followed by a "Problem in Intellectual History" course which would explore in greater depth a few selected issues touched upon in the survey. The chronological span will extend from the colonial period to the present. The lectures will pay a good deal of attention to social history, the connections between popular thought and "high culture," and the relationship between social change and shifts in thinking.

READINGS: There will be one basic textbook-probably Stow Persons' *American Minds* and a half-dozen or so paperbacks or library books related to specific problems or periods covered.

STUDENT WORK: Both brief one-page reports of outside readings and the two or three more elaborate book reviews will be required. There will also be a midterm and a final.

COMMENT: Professor Gleason is very knowledgeable in his field, and his lectures demonstrate precise thinking. Discussions depend primarily upon the students preparation and responses. The work load for previous courses has been fairly heavy, and the tests demand close attention to detail. Papers must be precisely written. Overall Dr. Gleason is a demanding but rewarding in-

Pike

Hist 385-585
03 MWFSpain and Span Amer
seq. 283900

DESCRIPTION: This course deals with Spanish history during the period when Spain was the greatest and most powerful nation in Europe. It begins in 1469 with the union of the Kingdoms of Castille and Aragon and the formation of the Spanish monarchy. After reaching the year 1492 the course becomes schizophrenic; jumping back and forth between Spain's fortunes in Europe, the history of her colonial empire and the effect of the Iberian background upon it. The Spanish-Hapsburg hegemony in Europe in the Sixteenth Century is studied and followed by the catastrophic economic and military collapse of Spain in the Seventeenth Century. In the Americas, the colonization of the Caribbean, the conquest of the great Indian empires in Mexico and Peru, the establishment and economics of the Spanish mercantile empire, the great missionary era, and the immense racial miscegenation and cultural mixing, unparalleled in history, are all covered. The course closes with the establishment of the Bourbons upon the Spanish throne at the beginning of the Eighteenth Century and the portents of the new Bourbon centralism for the far flung, loosely organized empire.

READINGS: There are two basic texts for the course, both paperbacks, Charles Gibson, *Spain in America*; and J. H. Elliott, *Imperial Spain 1469-1716*. These works are to be consulted throughout the course. In the early part of the semester a report paper of approximately six pages will be due on the next two books, Lewis Hanke, *The Spanish Struggle for Justice in the Conquest of America* and Charles Gibson, ed. *The Black Legend: Anti-Spanish Attitudes in the Old World and the New*. Shortly after the middle of the semester a report paper of about four pages is due on *Race Mixture in the History of Latin America* by Magnus Mörner. Two other works are to be acquired and read by the entire class, Ramon Menendez Pidal, *The Spaniards in their History* and R.C. Padden, *The Hummingbird and the Hawk: Conquest and Sovereignty in the*

Valley of Mexico 1503-1541. Two additional books are to be read by each student, chosen at his discretion from a list provided by the professor. The approximate cost of these books should run about \$20.00.

Both the final and the mid-term will be take-homes. They will be the most important basis for determining the grade. Emphasis is placed on intelligently understanding and interpreting material from the lectures and the readings.

The course is straight lecture though comments, criticisms and questions are welcome.

COMMENTS: Frederick Pike is not a terribly exciting teacher but he is a very good one. He is one of the finest hispanic and hispanic America scholars around. In my experience of history professors at Notre Dame, he covered his area with more thoroughness, depth and understanding. Professor Pike's lectures are usually interesting though they can occasionally be dry. They are usually perforated with staccato pronounced Spanish names. A lecture outline is usually handed out at the beginning of the semester, which among other things, aids greatly in following the Spanish names.

The readings in my experience ranged from fair to excellent.

The course on U.S.-Latin American relations will probably entail a bit less work than the Spain and Spanish America course if only because most students already know much about the United States and little about Spain.

Pike

Hist 387-587
01MWFU.S. Lat Amer Relations
seq. 284000

DESCRIPTION: This course deals with U.S.-Latin American relations from the early 1800's through the World War II period. The complexity of U.S. motivation in its relations with Latin America will be stressed, with consideration being given to economic factors and security considerations in addition to idealism in shaping U.S. attitudes and points of view.

This is basically a straight lecture course but students are welcome to raise questions and criticisms. There are no pre-requisites.

READINGS: The readings for the course are divided into two parts. There will be six paperbacks required for the entire class. The basic text for the course is by Frederico Gil, *Latin American-United States Relations*; Harold Blakemore, *Latin America*; George Pendle, *A History of Latin America*; C. Neal Ronning, ed. *Intervention in Latin America*. Two more paperbacks will be added over the summer. The net cost of these books should run about \$15.00. Four additional books focusing on a single topic or on U.S. relations with a single Latin American country will be chosen by each individual student in conjunction with the professor. Thus, a grand total of ten books to be ready the student.

STUDENT WORK: The mid-term will be a take-home. The final exam is a combination exam, term paper and readings report. It will consist of a ten to fifteen page paper on the four books chosen by the student that focus on a particular topic. This final exam-report-term paper should analyze the books against the background of the lecture material, drawing attention to agreement and or disagreement and presenting also the student's viewpoint and perspective.

Shapiro

Hist 390-590
10 MWFMexico and Mex Amer
seq. 284100

DESCRIPTION: This will be the first part of a two semester course. Dr. Shapiro will cover Mexican History from pre-historic times to the mid-nineteenth century in the first semester. Topics covered are: Indian cultures; the Conquest; New Spain 1521-1821; the Wars of Independence; Santa Anna and the war with the United States.

READINGS: There will be seven assigned books. They include: Vaillant, *The Aztecs of Mexico*, Leonard, *Baroque Times in Old Mexico*, Von Hagen, *The Maya, Mexico (Natural History)*, Bernal Diazdel Castillo, *The Conquest of Mexico*, Schurz, *The Manila Galleon*, and Leslie B. Simpson, *Many Mexicos*.

STUDENT WORK: Dr. Shapiro gives a midterm and a final. The tests generally include multiple choice, short answer, map questions, and a few short essay questions.

COMMENT: Professor Shapiro has a no undeserved reputation for being disorganized, which has bothered many of his students in the past. His discussion groups can prove interesting to the student, who may enjoy bantering with Dr. Shapiro about some point. The course is supplemented with many handouts, which often make notetaking almost unnecessary. If you are after a jock course, then this class is not for you. The tests are demanding, but graded fairly. Shapiro knows his material, but his presentation sometimes suffers from lack of organization.

Bergman

SPDR 373
02 TT 4Tech Theatre Pract
seq. 974460

DESCRIPTION: This course deals with actual theatre technical work. The course will begin with scene design and will also cover stage/lighting and the actual day production. The class will serve as crews in construction, painting, and lighting for productions in the department on a rotating basis, giving each class member practical experience in each of the three areas. The class will have a non-classroom atmosphere because of the work involved. Stagecraft SPDR 173 is a prerequisite to make sure each class member has basic technical knowledge and experience.

READINGS: Hand-outs from the instructor; no text.

STUDENT WORK: No tests as such, but rather practical assignments that will be graded. The class will be the running crews for the shows, so that extra hours will have to be put in outside of the actual class meetings.

COMMENT: New course in the department. Mr. Bergman conducts his classes very informally and is readily available for consultation and help bridge the technical difference between university theatre practices and "real world" theatre practices. The actual building, painting, and final construction can mean long, hard work and many hours, but the end result is well worth your effort. The workload is not heavy academically, but is amterically.

Amen

Theo 202
09 TT 11
01 TT 3Myth and Religion
seq. 491961
seq. 491962

DESCRIPTION: Through a consideration of the works of Mircea Eliade, John S. Dunne, and Carlos Castaneda, the interrelationship of myth and religion will be explored. Perhaps though a better understanding of the myths and religion of "primitive" peoples and of cultures other than our own, we can come to a better understanding of our own religious myths.

Lecture course. 2 sections—each meets TT in 75 minute classes. Open only to sophomores who have not had a previous theology course at Notre Dame.

READINGS: (all available in paperback) Mircea Eliade: *Myth and Reality* 1.75; *Rites and Symbols of Initiation* 1.45; Joseph Campbell, *The Hero with a Thousand Faces* 2.95; John S. Dunne, *The City of the Gods* 2.95; *A Search for God in Time and Memory* 1.95; *The Way of all the Earth* 2.95; Carlos Castaneda, *The Teachings of Don Juan* .95; *A Separated Reality* 1.25; *Journey to Ixtlan*

STUDENT WORK: Midsemester and final examinations (factual and reflective—some brief essay questions). Most probably one paper (3 pp) on each of the authors—4 papers, or on reflective considerations about myth-religion.

COMMENT: Maury Amen is a very dynamic personality and an excellent lecturer. The subject matter is unusual but interesting. The readings, especially John Dunne's books, are rather difficult. It can be frustrating that the readings and the lectures are not well integrated. The papers returned with comments set up a channel of communication that in a sense replaces class discussion. The workload is moderate. The course can become a very personal thing as the papers deal with the study and interpretation of dreams.

Bain

SPDR 385
10 MWFHistory of Theatre
seq. 975460

DESCRIPTION: This course is a study of the physical theatre, the production standards, and the cultural milieu of major theatrical periods in the history of the theatre in the Western world from the Greeks through the Roman, Medieval, and Renaissance eras. The elements of theatre will be studied, through lecture, discussion, and student reports, as they relate to each particular period. The course will be coordinated with the Development of the Drama reading list to insure as little overlapping as possible. The students will discover the particular spirit of each period and relate it to the theatre of today. This course is an elective for juniors and seniors.

READINGS: Text unsure at this time.

STUDENT WORK: There will be a minimum of two tests—a midterm and a final and possibly more. Each student will give two oral reports to the class, a special focus on a particular aspect of the period being studied, with an annotated bibliography. Each student will compile a "theatrical history" notebook, using an outline given by the instructor, and then from various outside sources gather material on major theatrical periods. These outside sources will include the possible textbook and a number of books that will be put on reserve in the libraries.

COMMENT: Dr. Bain makes this interesting subject matter even more interesting. He knows what he is talking about and passes on his enthusiasm to his students. He likes "doing" classes and encourages class participation and discussion at all times. He is one of the most enthusiastic and energetic instructors on this campus. An excellent course, for both majors and non-majors alike.

O'Connor

Theo 204
08 MWF
09 MWFChurch as Community
seq. 492161
seq. 492162

DESCRIPTION: This is not a survey of the history or doctrines of the Church, but an attempt to grasp the very meaning of Church itself, as a community of Christians, whose spontaneous assembly is transmuted into a mysterious unity by the Spirit of Jesus. The primitive community of Jesus' followers will be taken as a paradigm for the universal Church. Contemporary problems about Church renewal will be considered. Discussion of readings and current problems, alternating with lectures. Each student will be required to study some other church along with the Roman Catholic, and report on it. No prerequisites; open to all undergraduates.

READINGS: Not yet determined.

STUDENT WORK: Three tests besides the final. Term papers optional.

COMMENT: In presenting this course, Father O'Connor should be expected to continue his ability to insert enthusiasm into what normally tends to appear as dry material. A good lecturer, he both welcomes participation by students and inserts his views on topics covered in class. While the work is not very burdensome, it must be kept up with in order to cope with the exams which are based on the notes and the daily readings; probably in the form of short essays.

theology nd

STUDENT ADVISORS: James Backes, 339 Holy Cross, 3211; Theresa Dellemano, 1009 Lawrence, 233-8766; James Schellman, 329 St. Joe, 3875; Thomas Wilhelm, 9 Lyons, 7832.

Mertensoffo

Theo 200
2 TT 4God and Secular
seq. 491860

DESCRIPTION: Man's quest for God in the secular world and his religious experience as a man of faith and reason. This course is intended for sophomores only. Format will be seminar as much as possible.

READINGS: Altizer, Hamilton, J.C. Murray, MacQuarrie, Richard, Eliade and Cox.

STUDENT WORK: A mid-term and a final which are evaluative essays.

Hoffman

Theo 221
11 MWFChristian Ethics
seq. 492460

DESCRIPTION: An inquiry into various formulations of a Christian Ethic, (Roman Catholic-Protestant; historical and contemporary) by elaborating the conceptual framework within which the ethical issues arise and solutions are sought.

READINGS: *Sin, Liberty, and the Law*, Monden; *Deeds and Rules in Christian Ethics*, P. Ramsey; *Theological Ethics*, J. Sellers; One other text to be chosen. Total cost: \$10.00

COMMENT: Christian Ethics is a lecture course with three books of supplementary reading. *The Rumor of Angels*, *Escape from Phoniness*, and *Deeds and Rules in Christian Ethics* are the required readings. *Escape from Phoniness* is the only understandable book of the three. The other two books use language and concepts completely above the student's level. There are not tests in the course and exercises consisting of short papers, two or three pages in length, are assigned intermitently. Basically, the course allows you to express yourself on subjects you might never have thought about. Everything taken into consideration, the course is worthwhile and teaches you much about yourself.

Mitchell **Theo 227** **Meaning of Ritual**
01 MWF seq. 492661
02 MWF seq. 492662

DESCRIPTION: An investigation of the meaning of ritual and worship in the life of man, especially within the western Christian tradition. The origin and development of Christian rituals, particularly sacrifice and initiation, and their relevance, or lack of it, in America of the 1970's.

READINGS: Bouyer, *Rite and Man*; Micks, *The Future Present*; David, *Liturgy and Doctrine*; *Constitution on the Sacred Liturgy*.

STUDENT WORK: A short paper on each of the books, a mid-term and a final.

Miceli **Theo 249** **Biblical Themes**
03WF5 seq. 493260

DESCRIPTION: A study of the most basic themes in the Old Testament with an emphasis on the theme of human destiny. This is compared to the concept of human destiny as found in ancient and modern religious and secular thinkers. The Biblical conceptions of God, man, the world, sin, suffering and death are examined. A comparison is made between Old Testament and New Testament concepts. A comparison is made between Biblical themes and the same themes as found in contemporary literature. There are no prerequisites. A lengthy historical introduction to the Biblical literature precedes the consideration of themes. The class format follows the lecture method with time for questions and answers. A few discussion sessions follow the outside readings in contemporary literature.

READINGS: Students are required to read the following books of the Bible: *Genesis, Exodus, Deuteronomy, Joshua, Judges, 1 and 2 Samuel, 1 and 2 Kings, Ezra, Nehemiah, Ruth, Esther, Job, Ecclesiastes, Daniel, Joel, Amos, Jonah, Haggai, Zechariah, Malachi, 1 and 2 Maccabees, Ecclesiasticus*, selections from *Isaiah and the Psalms* and *St. Matthew's Gospel*. The Bible is the only required text. Book lists, maps and some notes are issued. Slides are usually shown once or twice. The required reading from the contemporary book list amounts to six books. Titles vary from semester to semester. The following three books are usually required: *Barve New World*, Aldous Huxley, 1984, George Orwell and *The Power and the Glory*, Graham Greene.

STUDENT WORK: Mark is based on six papers (opinion papers) on books read, usually one major test on the Biblical reading and the final which covers the lecture material.

COMMENT: Fr. Miceli has a thorough knowledge of the subject matter, but his strict lecture format makes for rather dry classes. He prefers to cover a few topics in depth rather than present several scattered ideas. The assigned papers are returned 2 to 3 weeks after the due date. The work load is about average with the average grade a B or B-. The three cut policy is adhered to.

Burrell-Hauerwas-Molits **Theo 311** **Autobio & Revel**
01TT3 seq. 493560

DESCRIPTION: Students will read selected autobiographies in an effort to determine those patterns operative in "making sense" out of life. Autobiographies will also be considered as genre, in particular its claims to truth telling, with special attention to questions of religious truth. Students will be urged to form smaller groups to follow their special interest in certain types of autobiography.

Fiorenza-Broe **Theo 314** **Images of Woman**
1 TT 3 seq. 493860

DESCRIPTION: The governing question of the course will be: Does the image of woman in theology and literature reflect her real situation and her own reaction to it? Or is it an imitation and justification of accepted cultural values of the time? The readings in theology will range from Genesis to modern theological authors and in literature from Grimm's fairy tales to Shaw's plays and Plath's poetry.

STUDENT WORK: Three projects and a final. Admittance to the course is subject to an interview with one of the professors.

McNeill **Theo 313** **Theo and Comm Service**
07 W 10 seq. 493760

DESCRIPTION: The main purpose of the course is to learn different perspectives through working with older adults in the South Bend area. There concentration on experiential learning from interpersonal relationships. development of a comprehensive case study near the end of the semester challenges the student to describe, share, analyze, evaluate, and research in interdisciplinary way some of the questions and issues which emerged during the weekly visits and discussions. The goal of significant learning with other facilitated by a teaching team with small and large groups 2 hours every Wednesday, two workshops (Sunday afternoons), field education projects and weekly visits with senior citizens.

READINGS: During the first eight weeks there are required readings concerning the dynamics of helping, aging, and dying from psycho-social and theological perspectives: Virginia Axline, *Dibs*, Gordon Allport, *Letters From Jenny*, Elisabeth Kubler-Ross *On Death and Dying*, Henri Nouwen *Creative Ministry*, *The Wounded Healer* etc. Then each student is encouraged to select readings from a comprehensive bibliography on Aging, Dying, Theology etc.

STUDENT WORK: In order to assure a variety of interests and backgrounds and to clarify expectations for the course, students are required to sign an "agreement for learning" (available in Theology office). During the course students are encouraged to make a written self evaluations concerning their seminar participation, logs etc. a few times during the semester and to discuss them with a member of the teaching team.

COMMENT: Some people have trouble in this course because they have difficulty establishing a relationship with an older person. Some cannot get beyond the "forced" situation of having to visit. Theology is not imposed but reflection is required. That is hard. This course is not for everybody, but if one is willing good things can happen, as is evidenced in many student logs.

Amen **Theo 315** **Masks of God**
10 MWF seq. 493960

DESCRIPTION: The works of Joseph Campbell will be used to explore the mythical dimension of man's awareness of himself and of his religious possibilities.

Lecture course—1 section. Meets TT in 75 minute classes. Open to juniors and seniors.

READINGS: Heinrich Zimmer, *The King and the Corpse* 2.95; Joseph Campbell, *The Flight of the Wild Gander*, *The Masks of God: Primitive Mythology* 3.25, *The Masks of God: Oriental Mythology* 3.75, *The Masks of God: Occidental Mythology* 3.75, *The Masks of God: Creative Mythology* 4.50, *The Hero with a Thousand Faces* 2.95

STUDENT WORK: Midsemester and final examinations. (factual and reflective) 3 or 4 short papers.

Girardot **Theo 316** **Religions of China**
9 MWF seq. 494061
01 MWF seq. 494062

DESCRIPTION: Introduction to major religious traditions of China from the perspective of the history of religions. Particular movements to be considered will be Confucianism, Taoism, Chinese Buddhism (especially Ch'an or Zen Buddhism) and Neo Confucianism.

Girardot **Theo 317** **Alchemy: East and West**
9 TT 11 seq. 494160

DESCRIPTION: A consideration of alchemy as a "science of salvation" as seen in Chinese, Arabic, and European traditions. Of special concern will be correlative approaches offered by the history of religions (primarily Mircea Eliade), the history of science, and Jungian psychology.

Fiorenza	Theo 318	American Religious Thought
	8 TT 10	seq. 494261
	10 TT 12,	seq. 494262

DESCRIPTION: An historical survey of the principle developments in American religious thought from Puritanism to Neo-Orthodoxy.

READINGS: Selected readings from Edwards, Bushnell, James, Rauschenbaur, and the Niebuhrs. Basic text: *Theology in America* Sydney Ahlstrom, editor.

Kapacinskias Theo 319 Jung & Theology
03 MWF seq. 494360

DESCRIPTION: In this course it is hoped that the student will develop an awareness of Jungian thought in psychology and theology and its implications on tradition. The semester will focus on the problem of the missing fourth in the Trinity, the role of evil and the feminine in theology as well as the individuation process and the nature of God. The class meets once a week for 2½ hrs, to preserve the continuity of the lectures and resulting seminars.

READINGS: Jung's *Psychology and Religion West and East* (\$15.00) and possibly two paperbacks: von Franz' *Introduction to the Interpretation of Fairy Tales* and Jacobi's *Psychology of C.G. Jung*.

STUDENT WORK: Probably a mid-term in class and definitely a final. It is recommended that each student do either a project (paper or free, expressive medium) or keep a journal.

COMMENT: Dr. Kapacinskas concentrates heavily on Jungian psychology for the first part of the semester to gain the foundation. From there he guides the class into Jungian thought on major theological phenomena. He welcomes and encourages questions and comments from the students and tries to keep himself attuned to their feelings on the material. The readings are an integral part of the course, and while not lengthy, they are heavy and time-consuming as well as fascinating. Dr. Kapacinskas might be considered an average grader and due to the length of his lectures, the material is occasionally tedious, but what he has to offer (Jung) as an approach to theology is well worth listening to.

Rosenstock Theo 321 Jewish Theology
 02 TT 4 seq. 494560

DESCRIPTION: The aim of this course is to present the development of the essential thought patterns and life styles of the Jewish people from Biblical times to the present. The course develops along three major divisions; a) The origins of the Jewish people and its religion in time and space, b) From Hebrew religion to Judaism, and c) Jewish life today. The format consists of lecture and discussion, which is encouraged. The course is open to anyone with a sincere interest in learning more about Judaism and himself.

READINGS: *The Bible* (selected readings); *The Way of Torah: An Introduction to Judaism*, Neusner \$2.95; *The Source*, James Michener \$1.95; *Basic Judaism*, Milton Steinberg \$1.65; *The Chosen*, Chaim Potok \$.95

STUDENT WORK: There will be one paper due around mid-term of approximately five to ten pages in length and a final examination.

COMMENT: Rabbi Rosenstock brings to this course a wealth of knowledge of the material and a deep concern for the student. His lectures are often stimulating and he does not hesitate to devote an entire period to a problem raised by a student in class. While not an overly-demanding professor, he does expect the students to read the assignments and often refers to them in his lectures. While the readings may be heavier than in some courses, due mostly to The Source, they are well worth the time and effort. The course grade consists of a paper, the final, and the grade which the student assigns himself. The rabbi is fair in grading and is always willing to give the student a chance to rewrite his paper if he feels he can improve upon it. I recommend this course to anyone who wants to learn about the Jewish experience and how it can relate to one's own life. Young and energetic, the rabbi doesn't hesitate to share his views on contemporary issues as to how they affect Judaism and our lives.

Hoffman Theo 324 Sex and Marriage
09 TT 11 seq. 494860

DESCRIPTION: The aim of the course is to identify and clarify one's expectations of marriage, specifically: the search for marital roles, intimacy,

personal and sexual fulfillment and continued vitality. There is a mixture of lecture and discussion with small, unsupervised group meetings once a week. The material to be discussed is unstructured. Fr. Hoffman may suggest topics, but the content of the discussions are, for the most part, left up to the student.

READINGS: There are about seven required paperbacks and a list of about nine recommended books. They are interesting and enjoyable readings for a dateless Friday or Saturday night.

STUDENT WORK: Minimal. There will be a mid-term and a final exam.

COMMENT: Because the work load is minimal and there is little pressure placed upon the student, Fr. Hoffman's class provides a free and relaxed atmosphere.

Verweyen	Theo 328	Problem of God
	8 MWF	seq. 495161
	9 MWF	seq. 495162

DESCRIPTION: Religion is the reflex of economic conditions, according to Karl Marx. But the course of social developments seems often to be influenced by religious revolutions in turn. A structural analysis of the development of western consciousness with the aim to more adequately grasp the contemporary problems regarding self-world-god against the background from which they have arisen.

READINGS: From Anselm, Aquinas, Descartes, Feuerbach, Marx, Camus; further suggested—Hobbes, Locke, Hume, Rousseau and Kant.

Mertensotto Theo 330 Medical Ethics
11 MWF seq. 495360

DESCRIPTION: Brief introduction to ethical notions concerning conscience, freedom, value and law; followed by a discussion of moral issues encountered in the medical profession in regard to preservation of life and its integrity, sexuality and marriage: euthanasia, abortion, human experimentation, organic transplantation, birth control, genetic control, etc.

READINGS: Each student selects a problem with pertinent bibliography, writes a paper which is distributed to the class before its presentation and discussion; hence the class writes its own text.

STUDENT WORK: In addition to paper, class exercises on concrete problems are given regularly and discussed in class; mid-term and final are reflective-essays instead of exam questionnaires. Objective is the ability to make ethical decisions, not to memorize ready-made solutions.

COMMENT: This course exposes upperclass premedical students to the many medical procedures requiring moral and ethical considerations. The in-depth treatment of each topic is informative and thought-provoking. The class is informal and discussion is welcomed. The format of the course provides a relaxed atmosphere, with a minimum amount of pressure placed on the student. The aim of the course is to have all the facts on each topic presented then have each student analyze the problem and formulate an opinion. This course is very worthwhile for any student contemplating a career in medicine.

Sheedy Theo 444 Hope and Despair
10 TT 12 seq. 496060

DESCRIPTION: Despair is studied as a sickness unto death and as sin, perhaps the only sin. Hope is seen as a difficult emergence toward resurrection.

READINGS: Readings in Kant, Kierkegaard, Kafka, Weil, and perhaps Anne Frank and others.

Dunne Theo 445 Religion and Mysticism
 11 MWF seq. 496160

DESCRIPTION: A study of Enlightenment and revelation experiences in the lives of certain religious figures of East and West: Gandhi's method of "experimenting with the truth" of religion; patterns of withdrawal and return in the lives of mystics and prophets; the process of self-realization and union with God in mystical literature, the question as to whether experiences of Enlightenment and revelation are communicable.

religious studies smc

Weiss R1st 101 Biblical Theology
 08 TT 10 seq. 951061
 03 MW 5 seq. 951062

DESCRIPTION: This is a "first" course in Religious Studies--a prerequisite for other R1st courses. It is intended to open up the mental and spiritual ways of the Bible by means of extensive readings and historical explanations.

READINGS: Besides portions of the Biblical text, students will read essays on Biblical themes (paperbacks).

STUDENT WORK: One short paper and two exams will provide the basis for evaluating the students' engagement with the course.

Malits R1st 111 Religious Attitude
 09 MWF seq. 951461
 10 MWF seq. 951462

DESCRIPTION: This course deals with the understanding of and posture toward self, world, and God in the writings of four religious persons from different historical periods: Thomas Merton, Soren Kierkegaard, Dante, and St. Augustine. Attention is given to their expression of a religious attitude in their lives as well as their work. Although the basic course structure is lecture, one class period every two weeks is given to small group discussion; the conclusions of the groups are reported back to the class for open discussion and further questions.

READINGS: Reading selections will be taken from Thomas Merton, Kierkegaard, Dante's *Divine Comedy*, and St. Augustine's *Confessions*. In addition to these literary writings, required readings include some biographical or autobiographical material about each man.

STUDENT WORK: At the end of each unit, the student is required to do a short reflective essay. A final will be given at the end of the semester.

COMMENT: Sr. Malits is highly proficient in her field, and brings to the class constructive criticism and comment. She provides the dominant part of the discussion which often imposes on the student's opportunity to contribute. This is sometimes frustrating to interested students. Sr. Malits does, however, make room for some significant thinking.

Weiss R1st 233 Contemp Moral Issues
 10 TT 12 seq. 952861
 01 TT 3 seq. 952862

DESCRIPTION: Contemporary Moral Issues examines different ethical approaches to several current moral issues. Such topics as abortion (an emphasis will be placed on this subject) and political ethics will be discussed. Lecture and discussion will be balanced, as the subject material and the students' interest dictate. This course is required of no one and open to all.

READINGS: The professor plans to use the Calahan book on abortion and *The Politics of Jesus* by Yoder among others as yet undecided.

STUDENT WORK: Course assignments will include article critiques and a few tests, essay in form.

Weiss R1st 302 Christian Scriptures
 11 MWF seq. 953261
 01 MWF seq. 953262

DESCRIPTION: Christian Scriptures is a critical examination of the literature and theology of the New Testament in a first century setting. It is required of all R1st-Theo majors and open to others by approval of the instructor.

READINGS: Besides the text of the *New Testament*, the students will read several paperbacks that will introduce them to the world of modern critical scholarship.

STUDENT WORK: One paper and two exams are required.

COMMENT: Dr. Weiss is excellent in his field and provides a vivid survey of the material to be covered. His lectures can become tiresome, but he definitely has a keen interest in his courses.

Malits R1st 201 Autobiog. & Revelation
 01 TT 3 seq. 952060

DESCRIPTION: This is the same course as that which is being taught by Burrell and Hauerwas on the Notre Dame campus.

Wernz R1st 352 World Religions
 11 MWF seq. 953861
 12 MWF seq. 953862

DESCRIPTION: This theology course will deal with Buddhism, Judaism, Christianity, and religion in India upon which there will be a slight emphasis. Lectures will provide the basic structure of the class, but discussions of the readings will most definitely be incorporated.

READINGS: Seven or eight readings will be used among which will include selections from *The Bible*, Augustine's works, Gandhi's works, and the *Gita*.

STUDENT WORK: Although the number of essay tests is undecided at this time, no papers will be required.

COMMENT: Dr. Wernz's course consists of a fairly large amount of reading assigned during the semester. However, the material covered on the tests is taken directly from the lectures, discussions, and readings. If the student reads the assigned material and participates in class discussions, the course should prove to be interesting and informative.

Business accounting and

area. The text will be covered in one semester, while BA students have the benefit of covering the text in two semesters. A student's GP will not suffer from having taken this course.

Lynch

Acct 334
08TT10

Cost Control
seq. 512263

DESCRIPTION: Accounting 334 is concerned with the management uses of the end products of accounting analysis. Topics covered in this course are cost behavior under various conditions; budget planning, cost-volume-profit relationships, standard and variable costs, and practical uses of measures of return on capital. The course would prove most beneficial to an Accounting major or any Business major planning on taking management-oriented courses in the future. The method of presentation lends itself to discussion and he "encourages" students to fully participate.

READINGS: *Accounting for Management: Planning and Control* by Lynch, McGraw-Hill, \$7.00.

STUDENT WORK: In addition to daily problem assignments there are two exams, a final exam, and a term project. These exams are not too taxing nor very lengthy, demanding only a solid understanding of basic concepts taught in the course. The professor downplays the importance of the exams in that 50 percent of the course grade is based on class participation. The term project consists of a lengthy case study assigned by the professor requiring the application of some concept(s) covered during the semester.

COMMENT: Because of the emphasis placed upon class participation by Prof. Lynch, daily preparation of the problem material is highly recommended. It is most disconcerting to compile a respectable test average and receive a final course grade of "C."

Rueschoff, Williamson

Acct 371
various times

Thy & Prac I

DESCRIPTION: Acct. 371 is a detailed study of current accounting theory and practice. The student considers Financial Statement preparation and analysis, funds flow, and consolidations. Principles of Accounting is a prerequisite so most members of the class are in the School of Business and primarily Accounting majors. The course will be three hours credit next year, so material could be covered at a more rapid pace than last year. Classes will consist of 3 lectures at week covering both texts. All homework is discussed in class in order for questions to be raised and corrections made.

READINGS: Kieso, Mautz and Moyer, *Intermediate Principles of Accounting*, \$12.75 and *APB Accounting Principles*, Current Text, \$4.00.

STUDENT WORK: The student's grade is determined on the basis of 4 tests counting 100 points each, a one-page paper due at the end of the semester worth 50 points, and homework, also valued at 50 points.

Tests are composed of problems similar to the homework and short essays based on the APB text. The tests are departmental and quite fair. Daily homework is assigned consisting of problems from the Kieso text and readings from the APB.

COMMENT: Professor Rueschoff possesses an excellent knowledge of the subject matter but has difficulty presenting the material in an interesting manner. By the nature and presentation of the course material, the classes tend to be a bit tedious. Visual aids facilitate discussion of the problems and help to break the monotony through the humorous (?) interjections, characteristic of Professor Rueschoff.

Professor Williamson has been on leave the past semester working with a CPA firm. He is energetic and effective in his teaching and demonstrates extreme competence in both accounting principles and practices. He is well prepared for his classes and takes time to answer any student's question before continuing with new material.

Rueschoff

Acct 473
10 MWF

Advanced Acct
seq. 514300

DESCRIPTION: The course is concerned with partnership and corporation accounting at the advanced level as well as accounting for international operations. Actuarial accounting, estates and trust accounting, and institutional and social accounting are also covered. The major emphasis will be on corporate accounting, both foreign and domestic, with an expanded analysis of consolidation statements.

READINGS: *Advanced Accounting* by Griffin, Williams, and Carson, and A.R.S. no. 12-Reporting Foreign Operations of U.S. Corporations in U.S. Dollars.

Staff

Acct 221
various times

Prin of Acct

DESCRIPTION: Accounting 221-222 is an introductory accounting course required of all sophomores who enroll in the College of Business Administration. Accounting 221 is basically a lecture course; however, the small size of the classes does allow for interaction between the professor and students. The emphasis of this course is directed toward how management and others makes use of accounting data. The course is a two semester course, and is not generally recommended as an elective to non-BA students who might need accounting for Pre-Law, etc.

READINGS: The text for the course will be *Using Accounting Information: An Introduction*, Fertig, Istvan, and Mottice, 2nd ed. There will also be a supplemental book for the course--*Business Game; Work Papers*, Fertig, Istvan and Mottice.

STUDENT WORK: Homework generally consists of short problems taken from the text due each class. There are four examinations each semester, including the final. All exams are departmental.

COMMENT: On Cullather--His style of teaching is a very informal one. He is always open to questions from the class. In case the student should need help outside the classroom, he does a good job of trying to be available to the student. There is no doubt that Prof. Cullather is competent in his field, but his method of presentation is less than stimulating. That would be his major shortcoming. If you can listen carefully for the fifty minute duration, you should have no problem with the material, but his voice and presentation more often act the soft lullaby than the elixir of enthusiasm.

On Beverly--Basically this course is taught in the same manner as all sections of Acct. 221. Prof. Beverly does a good job explaining the mysteries of debits and credits in a fairly interesting and often lively style. He has a very good knowledge of accounting and is able to answer questions well.

On Aranowski--Prof. Aranowski has not taught this course before. He has taught the basic accounting course for non-BA majors. Students find that he has a very wide knowledge of business and accounting. He presents the material thoroughly and logically, but in a somewhat dry manner. Professor Aranowski does keep the class alive with his anecdotes and experiences that all seem to have happened last week. Outside contact with Prof. Aranowski was limited but definite hours were established.

On Wittenbach--Prof. Wittenbach has not taught this course before. Students who have had him in other courses note that he is well prepared for class and covers the material comprehensively. He is described as effective, thorough, easily understandable, and a fair grader.

Viger

Acct 261
08TT9
09TT11
01TT3

Basic Acct
seq. 511261
seq. 511262
seq. 511263

DESCRIPTION: This course is an introduction to the terminology and techniques involved in the basic accounting processes. Designed for non-Business majors, the course is a one semester overview of general accounting principles and practices. There are no prerequisites. Class time is devoted almost entirely to discussion and explanation of problems assigned for homework. There is ample opportunity for the student to ask questions.

READINGS: The basic text is Fertig, Istvan and Mottice's *Using Accounting Information*, 2nd ed. The text is not overbearing or difficult since the material covered is well explained and numerous examples are provided. The cost of the text is \$11.95.

STUDENT WORK: A syllabus is provided to the student to serve as a guide for the chapters and homework required for each class. Since the class meets twice a week for 75 minutes, the student is expected to read two chapters per class period. There are 4 in-class non-cumulative tests counting two-thirds of the grade and a comprehensive final which counts one-third of the final grade. Tests will be of a problem solving nature. Tests are graded fairly. There is no required class attendance policy, however, homework is weighted both to the help and detriment of the student so if you cut class, make sure you get a friend to turn in your homework.

COMMENT: For those non-BA students who would like to take a business course but are unsure of which one to select, this one is highly recommended by those who have taken it. The teacher is good, easy-going, and sure to crack up everyone with his comments about his experiences with women in the business

STUDENT WORK: Daily homework problems will be required. Two or three exams will be given plus a final. A short term paper may be required.

COMMENT: Prof. Rueschoff has not taught this course before, but has taught Intermediate Theory. The course format is being revised. The professor feels that the course will strengthen the student's background in financial accounting. Students in the past have also seen it as a help for the CPA exam.

Brady

Acct 477
10 MWF
11 MWF

Data Processing
seq. 514761
seq. 514762

DESCRIPTION: This data processing course is broken into two parts. In the initial part of the course, the professor explains the hardware and software used in EDP systems along with a study and comparison of the various numbering systems used by computers. The second portion of the course involves the solving of four accounting problems using Touche Ross', a public accounting firm, computer program entitled STRATA. The class is all lecture and is aimed at giving the student an idea of how the accountant uses the computer.

READINGS: Used in the course are Bohl's Information Processing costing \$7.95 and the STRATA manual which Prof. Brady arranges for himself costing \$2.50.

STUDENT WORK: There are two tests given which cover the separate sections of the course along with a final. The only other work involves the proper completion of four STRATA problems. These problems are tackled by teams of about three and involve no more than the punching of cards.

COMMENT: The major value of the course lies with its fulfillment of the quantitative requirement for Accounting majors. Much of the material composing the initial part of the course seems irrelevant (e.g. the conversion of the binary systems into other computer-oriented systems). The completion of the STRATA problems tends to be more of a grinding-out experience than a learning one. Prof. Brady's technical excellence in the field is not enough to save the course.

Slowey

Acct 479
01TT3

Govt Acct
seq. 514900

DESCRIPTION: Prof. Slowey's course exposes the student to the study of governmental accounting. His interest is to emphasize the practice of accounting for hospitals and government municipalities. The class consists of coverage of CPA problems assigned as homework and of lectures by Prof. Slowey covering aspects of governmental accounting not covered in the text. Large class size in the past has limited class discussion to a great extent.

READINGS: The text for the course is **Governmental Accounting** by Mikesell and Hay.

STUDENT WORK: The workload for this course is light. The homework consists mostly of CPA problems either from the text or handed out in class. Two or three tests are given during the semester. While they are usually quite severe, the final grades are fairly high.

COMMENT: This course is highly recommended to junior and senior accounting majors who are interested in "non-profit" organization accounting. Prof. Slowey's experience with a major accounting firm allows him to enlighten the interested student in many aspects of hospital and governmental accounting.

It is not recommended, however, to the accounting major strictly as preparation for the usual governmental problems on the CPA exam. In the past, students seeking solely this preparation have been disappointed with the course.

Beverly

Acct 483
09TT11

Edp Bus Applctn
seq. 515200

DESCRIPTION: This is a new course. Students should have taken Statistics and it is recommended that either a course in Cost Accounting or Operations Research has been taken. There is an emphasis on use of the computer in business data processing. There will be four main sections: 1) explanation of already written systems for inventory control, receivables, and transaction processing; 2) some programming study of programming languages and a report program generator; 3) decision and analytical problems; and 4) simulations. The professor will not teach STRATA.

READINGS: A basic computer reference text, a statistical analysis text, and probably a paperback on operations research and analytical technique.

STUDENT WORK: There will be assigned class homework problems and individual projects. Class performance will be heavily graded and equal weight given to two examinations and projects.

COMMENT: Prof. Beverly has taught both data processing and quantitative analysis previously. His dissertation was on receivable analysis using the computer. The class stress will be on solutions to linear systems problems which Prof. Beverly feels will be essential to graduates in the business world.

Milani

Acct 474
09TT11
10TT12

Managerial Ctl
seq. 514401
seq. 514402

DESCRIPTION: This course pulls together five basic functions in business administration--management, marketing, finance, economics, and accounting. A case approach is used, concentrating on management control, but also introducing strategic planning, long range planning, and operations control. Also studied are profit as an evaluation technique, pricing, responsibility centers, decentralization, inter-profit center relationships, programming, and budgeting.

READINGS: **Management Control Systems--Case and Readings** by Dearden and Vancil and **Divisional Performance: Performance and Control** by Solomons. Also a business economics text. Keep your cost accounting and marketing texts for outside readings.

STUDENT WORK: The use of three exams and preparation of assigned cases will be the basis for student grades.

COMMENT: Prof. Milani has not taught this course before, but three years work in corporate accounting and doctoral study in management areas give him a good background. He feels that a course in managerial control offers the student an opportunity to integrate and use the information and knowledge acquired in several business courses. Use of accounting information is emphasized along with a stress on an overall view of a business organization.

Milani, Wittenbach

Acct. 476

Fed Inc Tax
seq. 514661
seq. 514662
seq. 514663

09 MWF
10 MWF
11 MWF

DESCRIPTION: Though classified as a 400 level Accounting course, Federal Income Taxes can be handled by anyone desiring it as an elective provided he is not adverse to learning some rudimentary computations in addition to a considerable amount of pretty dry readings. However the course provides comprehensive coverage of individual and corporate income tax problems with emphasis on the concepts of gross income, capital gains and losses, and the various deductions available to the taxpayer. Though it may prove helpful, previous accounting courses are not required as basic accounting concepts and computations are reviewed.

READINGS: The text for the course is the **Federal Tax Course** text by Commerce Clearing House which is revised yearly (\$10.00).

STUDENT WORK: For Milani's course there will be three tests, a final, a series of quizzes (5 or 6), and a series of research case briefs. Tests, but not quizzes, are open book, but long enough to preclude scoring high by "look-up" alone. The quizzes and case briefs will be totaled and count as one test each. Homework problems are assigned but not always collected, but the quizzes and tests will show if you've done them.

For Wittenbach's course, in addition to daily problem assignments, 10 research problems, 2-3 pages in length, are required. The daily problem assignments from the text are not collected, but in lieu of the quantity of material covered in the course, it is advisable to keep current on them. There are two regular exams and a final. All exams are open book, and though the problems aren't exceedingly difficult, the exams are long (12-13 problems) so the student has little time to peruse through the book during the examination period.

COMMENT: Prof. Milani presents the course in a surprisingly interesting lecture format that makes the class period seem shorter than the material might suggest. F.I.T. has a lot to offer to the BA and non-BA major. No one who puts any effort into the course should ever have to consult H&R Block, and the interested student can build a foundation for future tax study or work.

Prof. Wittenbach gives a very orderly presentation of the course material, making extensive use of an outline form of blackboard presentation. Thus, the student can compile vast notes which prove valuable at exam time. Prof. Wittenbach is genuinely interested in getting to know his students and he is usually available for consultation.

finance nd

Conway

Fin 370
09MWF
10MWF
11MWF

Invest Analysis
seq. 532662
seq. 532663
seq. 532664

DESCRIPTION: Professor Conway's lectures are designed to give a general overview of the investment world. Though analysis of financial institutions and their functions, securities market and securities investment, the student is equipped to make a personal investment portfolio designed to satisfy his investment needs. There are no prerequisites but some business background is suggested in order to keep up with a class comprised predominantly of business majors.

READINGS: *Introduction to Investments* by Clendenin and Christy, \$10.70. There is also one paperback chosen by the student.

STUDENT WORK: Two predominantly objective non-cumulative tests as well as an objective non-cumulative final. There is also one book report, two journal article critiques as well as a group report of about 15 pages.

COMMENT: The workload is moderately heavy but the course is informative and helpful to anyone planning a personal investment portfolio. The lectures are sometimes dry and unexciting, but Professor Conway frequently injects humorous comments to break the routine and revitalize interest.

Farragher

Fin 371
08MWF
09MWF
01MWF

Real Estate
seq. 532761
seq. 532762
seq. 532663

DESCRIPTION: This course can be divided into two parts. In the first part the student becomes acquainted with the basic terminology used in real estate and the second part deals with investment analysis and tax aspects. This is only open to business majors and a working knowledge of investments is recommended.

READINGS: Professor Farragher has not decided what text he will use.

STUDENT WORK: There will probably be two or three tests and a paper where the student is expected to thoroughly analyze a piece of real estate.

COMMENT: Professor Farragher is a well organized lecturer. He seems to be quite knowledgeable and he makes use of examples in order to clarify any points. He always welcomes questions and comments. This is one of the most worthwhile courses in the finance department and it is highly recommended for anyone who wants to get a taste of what real estate is all about.

Farragher

Fin 376
10MWF

Fin Mgt
seq. 533060

DESCRIPTION: The prerequisites for the course are Fin 231 and BA 234, 235. The main topics covered are capital budgeting and leasing. The course is only available to business majors.

READINGS: The books cost about \$20.00. They are *Financial Management and Policy* by James Van Horne and *Readings in Managerial Finance* by Brigham.

STUDENT WORK: There is a midterm and a final. Both are lengthy and involve problems and explanations. The professor informs the students before the tests what will be on them. However don't expect to cram for it. There are also a few announced quizzes. In addition to this, there are three short "think" papers that help to prepare the student for the two tests. They are usually 2-3 pages and ungraded.

COMMENT: This is not the jock course you've been looking for. The teacher is very interesting the the course is most informative. This is a good course if you want to learn something, though you can't put it off. You have to do something in it all the time. Although statistics is required, it is not used the entire course. The professor is always willing to help the students. I would recommend this course as worthwhile. Last but not least, the professor is a very fair grader.

Kent

Fin 473
09MWF

Mgmt Fin Insts
seq. 534260

DESCRIPTION: This course, as aptly described in the Bulletin of Information, is a "survey of the types of financial institutions; their importance in the economy," and their financial operations, including sources of funds, credit standards and analysis, and investment policies. The prerequisite for the course is Finance 362-Money Banking and Monetary Policy--also taught by Prof. Kent.

Professor Kent has used two different presentation approaches over the last two semesters. For the current semester, the course employs a lecture and discussion approach with four examinations. In the past, he has lectured for the first quarter. The second quarter would then be devoted to 15 minute class

Trubac

Fin 361
01TT3
02TT4

Bus Cond Anal
seq. 532161
seq. 532162

DESCRIPTION: This course deals with the analysis of national income accounting. This includes theories of investment, consumption, income, monetary and fiscal policies. Principles of Economics is a prerequisite.

READINGS: *The Theory of Macroeconomic Policy* by Barrett and *Political Economy of Prosperity* by Okun are the two texts used. The total cost is about \$13.

STUDENT WORK: There are two non-cumulative tests and a non-cumulative final.

COMMENT: Professor Trubac is an excellent lecturer. The student will have difficulty in doing well unless he attends class. The texts are good and Trubac is a fair grader. This course is recommended for any business or economics major.

Kent

Fin 362
10MWF
11MWF

Money, Bk, Monet Pol
seq. 532261
seq. 532262

DESCRIPTION: This course deals with the financial structure and monetary policy of the American economy. Emphasis is placed on "financial intermediaries," international financing, credit theory, and historical backgrounds. Principles of Economics 223-224 is a prerequisite. Professor Kent lectures and uses his own text for the course (which is currently in its 6th edition). Because of the frequent changes in international situation, current problems are used as examples.

READINGS: Professor Kent's own, *Money and Banking*, 6th edition.

STUDENT WORK: There are four exams throughout the semester each covering about five or six chapters from the text and the lecture notes. The test are straight forward; usually an option to answer four of five questions is given. Professor Kent corrects the exams himself.

COMMENTS: Whatever happened to gold for \$35 an ounce? How does your trip to the Bahamas over spring break affect the U.S. balance of payments? What is Phase III? For the answer to these and many other questions, Finance 360 is recommended. Professor Kent's knowledge of the subject matter is vast. The class is usually composed entirely of junior business majors.

Sim

Fin 363
01TT3

Gov Fin and Fiscal Pol
seq. 532360

DESCRIPTION: There are no prerequisites for this course. The course can be divided into three parts: determining and evaluating government expenditure, the reasons, needs and benefits of government finance and finally the consequences of government expenditures and finance. It is presented in a lecture form. It is open to all business majors.

READINGS: The book used this semester was *Government Finance: Economics of the Public Sector* by John Due. The cost is \$12.50.

STUDENT WORK: There are three tests given throughout the semester one at the end of each section. The tests consist of a few essay questions grasping the overall ideas and facts expressed in class. No exam is cumulative, and the final grades consist of an average of the letter grades. There are no papers or quizzes.

COMMENT: The exams primarily consist of the material given in class as notes. For this reason class attendance, although not required, is essential in order to successfully complete the course. The lectures tend to be dry, but there is a great deal to be gained from them. Mr. Sim is always available to the students and provides answers to any questions the students might have. The work load is relatively light as long as the person goes to class and takes good notes.

presentations by the students. One exam was then eliminated by a 10 page paper on the student's research topic. The number and make-up of the class will dictate the design of the course in Fall '73.

READINGS: Other than several reserve list assignments, there is no required reading material.

STUDENT WORK: The 3-4 examinations are administered in class. The format is generally 4 of 5 questions. If required, the term paper and oral report are weighted equally with the exams.

COMMENT: Prof. Kent is to be commended for his knowledge in this field and his interest in the students' ideas. Class participation is encouraged. Although the lectures are at times rather dry, they are informative and sprinkled with wit. The exams are not difficult if adequate notes are taken. The course contributes greatly to the students background in understanding the various classes of financial institutions. Finance 473 is recommended for senior and second semester junior Finance majors and other business majors interested in the workings of banks, savings and loans, insurance companies, and the like.

Conway

Fin 476
09TT11

Cases in Fin Mgt
seq. 534400

DESCRIPTION: This course deals with solving problems of corporate finance by the case method. It deals with financial analysis, liquidity needs, managing assets, cost of capital, debt management and investment decisions. Finance 231 is a required prerequisite and it is only open to business majors.

READINGS: *Case Problems in Finance* by Butters, Fruhan and Piper and *Techniques of Financial Analysis* by Helfert.

STUDENT WORK: The student must present one case to the class. He must also submit four cases which have been presented by other students. He must also write critiques on two journal articles.

COMMENT: This course is very worthwhile for the student interested in solving complex financial problems. The student is expected to have a thorough knowledge of finance. Class participation is important and the final is usually a case presented by the entire class--if conditions permit. Professor Conway does not do too much lecturing, he mainly stimulates the discussions and adds his valuable comments.

marketing and

Staff

Mark 231
Various times

Princ of Market

DESCRIPTION: The course is an introduction to the various aspects and problems involved with marketing management. This course is required of all Business majors and is usually taken during the sophomore year. There will be sections open to non-business majors. Being an introductory course, the emphasis is on an overall view of the marketing function of today's economic society.

READINGS: E.J. McCarthy *Basic Marketing: A Managerial Approach* is the basic text to be used by the staff. This text may be supplemented with additional material. The cost of the text is around \$12.00.

STUDENT WORK: This will be up to the individual staff member. General policy of the department is to give a mid-term, a final, and a project of some type.

COMMENT: This course is excellent background for any student. It not only provides him with the basic knowledge of the marketing function but will sharpen his skill of being an intelligent consumer. It will make him aware of how one sells and is sold. This course would be excellent business background for the non-business major with business on his mind.

Mayo

Mark 323
01 MWF

Travel Mgt
seq. 541760

DESCRIPTION: There are no prerequisites. The goal of the course is present the student with an insight into the ever growing travel industry from a business point of view. The course hopes to trace the importance of satisfying the increasing demand for leisure activities through various travel opportunities. The course is handled in a very relaxed, open minded fashion.

READINGS: The text used this year was *Tourism, Principles, Practices, Philosophies* by W. McIntosh, \$10.50. This may change. There are handouts throughout the semester.

STUDENT WORK: There are two objective (true-false, one problem) tests, a mid-term and a final. The tests cover the text, notes and handouts; however, notes are most important. There are no papers but there is a possible group report.

COMMENT: The lectures are conducted in a relaxed atmosphere which adds to the interest of the subject matter. The work load is relatively light. The course is recommended by any business student who wishes to increase his awareness of the travel industry.

Appel

Mark 374
10 TT 12
02 TT 04

Marketing Research
seq. 542061
seq. 542062

DESCRIPTION: Basic Marketing is required and statistics is recommended as prerequisites. Open to all students but required for marketing majors. Format is basically lecture with some discussion. The course hopes to familiarize the student with the techniques of research as it is conducted and used by the marketing manager. By the end of the course each student should be an intelligent research user and evaluator.

READINGS: Not available at this time.

STUDENT WORK: Short answer or essay mid-term and final and a semester project.

COMMENT: Professor Appel does an excellent job of covering the subject matter. His lectures are packed with important material and class attendance is almost essential for an adequate understanding. Tests and grading are regarded as fair.

Appel

Mark 382
02 TT 4

Retailing
seq. 542360

DESCRIPTION: The prerequisite to the course is basic marketing. It is open to anyone who wishes to take it, but preference is given to marketing majors. The format of the course is generally lecture with discussion, and case discussion. The student is provided with an overview of retailing and retailing management in the American economic system. Primary emphasis will be on the uncontrollable environmental aspects confronting the retailer and the managerial aspects of the retailing mix.

READINGS: Not available at this time.

STUDENT WORK: Short answer or essay mid-term and final as well as analyses of cases.

COMMENT: Professor Appel combines lecture and discussion for an interesting class. He gives the student excellent insights into the intricacies of retailing. The tests are comprehensive but fair, as is the grading. This course is recommended for both marketing majors and other students interested in retailing.

Mayo

Mark 471
10 MWF
11 MWF

Distribution Pol
seq. 543261
seq. 543262

DESCRIPTION: This course is a requirement for all marketing majors and is generally offered to first semester seniors. It is open to all business students but strict priorities are given to those in marketing. The goal of the course is to present the students with the importance of selecting the proper market for a particular outlet of a firm, the number of stores to place in the chosen market, the precise site selection, and the necessary size and characteristics. Methods of distribution and other logistics systems are emphasized in their role of cost reduction.

READINGS: The book used this year was *Physical Distribution Managing*, by Bowersox, \$11.95. This will most likely be changed.

STUDENT WORK: There are two strictly objective tests, a mid-term and a final. There is a group paper required at the end of the course.

COMMENT: The work load is relatively light, however, attendance is essential, though not obligatory, because the exams are taken from the class notes. The lectures are interesting and enjoyable to listen to. The course is highly recommended.

Kennedy

Mark 472
09 TT 11
10 TT 12

Quant Methods in Mark
seq. 544061
seq. 544062

DESCRIPTION: This course is a study of operations research techniques and their applications in the making of marketing decisions. The course is required of all marketing majors. This is the only course of its type in the business department and will be open to all business majors. The purpose of the course is to

provide the marketing student with sufficient knowledge such that he may be an intelligent user of modern mathematical tools.

READINGS: The text for this course will probably be, Quantitative Approaches to Management, by Levin and Kirkpatrick. The cost of the text is \$12.50.

STUDENT WORK: The course is taught in a lecture-workshop manner. Dr. Kennedy prefers to lecture and then follow the lecture with a student workshop on assigned problems (which incidentally must be handed in periodically.) The problem load will be heavy, but he encourages group work on them. There will be a mid-term and a final. A project on the use of operations research techniques and their application in business decision making is required. Also required are periodic synopses of journal articles from the literature in the field.

COMMENT: This will only be the second time this course has been taught and it is still in its experimental stages. A major problem with the course as seen by the students is the quality of the text. It is rather difficult to teach a quantitative course to a diverse group of students, some of whom are not particularly quantitatively oriented. The course will seem easy to some and to others, it may seem impossible. The overall work load is not heavy, but at times demanding in content. The major criticism of Dr. Kennedy is that he did not spend enough time explaining material but rather left the problem solving up to student initiative. This course is not the most interesting one, by far, in the department, but the exposure to the topic may prove to be invaluable to the business student.

Weber

Mark 484
11 MWF

International Bus
seq. 545060

DESCRIPTION: The course familiarizes the student with the major external variables of the international environment and their interrelationships which bear on the decision-making and managerial processes of multinational firms. Dr. Weber's purpose is to expose students to and familiarize them with basic concepts and decisions which are peculiar to International Business as opposed to Domestic Business operations. It's basically a lecture course with student presentations at various intervals. The course is open to all undergraduate business majors.

READINGS: 1. Dymsey, W. Multinational Business Strategy, McGraw-Hill, 1972, \$3.95. 2. Baker, J.C., and Bates, Financing International Business Operations, 1971, \$5.00 (optional) and 3. Terpstra, V., International Marketing, Holt, 1972, \$12.00.

STUDENT WORK: Emphasis will be placed upon pragmatics. The professor will lecture most of the time for the first part of the course. Thereafter, student presentations will be blended into the course in order to help build and maintain class enthusiasm, in order to expose the class to the findings of individual teams, and to give individual members of the class an opportunity to further develop their business communication skills. Grading is divided into three areas: 1) Team Projects, this includes a Research Paper and an International Business Dialogue; 2) Environmental Analysis and General Class Participation; and 3) Mid-term and final exam.

COMMENT: The course is structured so that the student learns as much as he, himself, wants to learn. Attendance isn't taken as such, however, attendance at the student presentations is required. Dr. Weber's room is in 246 Hayes-Healy Center and he is available for consultation on Mondays and Wednesdays from 2-5 and on Fridays at 9 am. The work load is dependent upon how much work the student is willing to put into the course. Certain deadlines must be met; however, the pressure is not that great.

management and

Starcevic

Mgt 371
01 MWF
02 MWF

Organization Theory
seq. 521661
seq. 521662

DESCRIPTION: Analysis of the development and operation of social institutions according to the classical, humanistic, and modern schools of organization theory. Objective: fusion of various ideologies toward a unified theory of organization.

READINGS: Not available at this time.

STUDENT WORK: Two tests and one major group project.

COMMENT: This required course is heavy in theory, and therefore cannot become tiresome. Its greatest merit is that it summarizes past and current philosophies of management and organization. Grading is generally fair but sometimes severe.

Sexton

Mgt 372
10 TT 12

Manufacture and Mgt
seq. 521860

DESCRIPTION: Manufacturing from a systems point of view. Includes capital equipment investment, plant location, research development, facilities layout, inventory and quality control, and forecasting and standardization.

READINGS: Production—Concepts Analysis Control by Hopeman. There are handouts every week.

STUDENT WORK: One case analysis a week which is graded. Two tests.

COMMENT: This course is considered most worthwhile. Dr. Sexton is a more than competent teacher. He requires steady work in case analysis, but this is not too demanding for interested students. Dr. Sexton is a fair person and liberal grader. One complaint is that he is not often available for personal help or consultation.

Bella

Mgt 373
01 TT 3
02 TT 4

Union-Mgt Relat
seq. 522061
seq. 522062

DESCRIPTION: Development, structure and administration of labor unions, with emphasis on the impact of union behavior on management decision making. Focus on labor law as it affects union-management relations.

READINGS: A new text will be used.

STUDENT WORK: Two tests. A union-management relations simulation will take place among small groups of students.

COMMENT: Prof. Bella's dynamic teaching style makes this course more enjoyable than one would think possible. Prof. Bella uses handouts of actual union-management cases, and a union-management simulation which brought a different dimension to the course. This course is an excellent one for everyone today because of the wide scope of unionization. Dr. Bella presents both the management and the union's viewpoint. No one should have any trouble with the tests or assignments.

Houck

Mgt 461
02 MWF
03 MWF

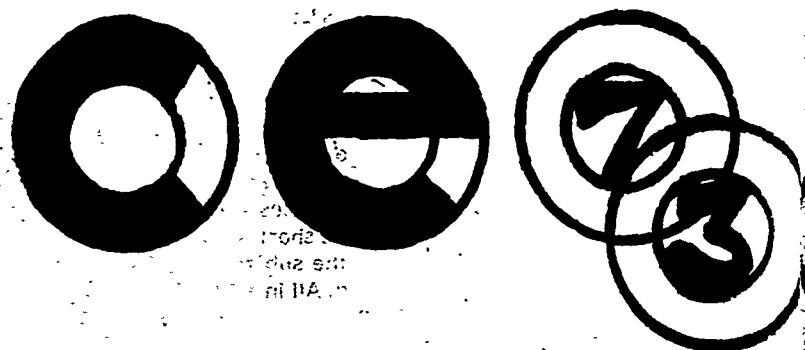
Legal Aspts of Bus
seq. 523061
seq. 523062

DESCRIPTION: This course is not designed to cover the "impersonal" aspects of business, such as contracts etc. Rather it is an inquiry into how these aspects have affected management-labor relations. Professor Houck traces the development of this relationship and how it has been influenced by economic, ideological and legislative forces. Also covered are the proper methods of investigation and litigation necessary to secure social justice. The format is quasi lecture, as Houck gladly participates in open discussion of his ideas in order to ensure individual understanding.

READINGS: The text last term was The Legal Process by Auerback, Garrison, Hurst, and Mermin.

STUDENT WORK: Three or four papers on relevant topics to be discussed and written by a four or five member group. The course final is a group project. No tests.

COMMENT: Professor Houck has a superb insight and belief in the righteousness of his subject and a knack for motivating his students. The student should expect to develop a fresh consciousness of the plight of the working man.



McMichael

Mgt 465
09 TT 11
02 TT 4
03 TT 5

Business Law III
seq. 523761
seq. 523762
seq. 523763

DESCRIPTION: Deals with trust, estate and gift taxes, and estate planning. Various types of trust funds and their tax liabilities are discussed. The format is lecture but questions are welcome. Professor McMichael shares many of his personal experiences from his background in the subject.

READINGS: A sixty page booklet prepared by Professor McMichael in outline form. Notes can be taken in this booklet.

STUDENT WORK: Four tests based on the booklet and class notes. Class attendance is not mandatory but is strongly recommended. There is a 2500-5000 word paper due toward the end of the semester.

COMMENT: Class can tend to drag but Professor McMichael's interjection of personal experiences help to liven it up. It is a course which the student will find interesting and of greater value in later life.

Yeandel

Mgt 482
08 TT 10
09 TT 11

Small Bus Management
seq. 524561
seq. 524562

DESCRIPTION: Problems and policies peculiar to the management of small business firms and the analysis of the role of small business in the economy.

READINGS: Unavailable at this time.

STUDENT WORK: Two tests. An individual project relating to small businesses.

COMMENT: This course is a mixture of a few class lectures and many trips to local business establishments (both successful and unsuccessful). It gives the student practical experience in pin-pointing problems in the operations and procedures of small businesses. Prof. Yeandel's past business experiences make a good framework for the class. This course is highly recommended for one who feels that the large corporation is not for him or would eventually like to start their own business.

Houck

Mgt 488
10 MWF

Innovation Technol Mgt
seq. 524860

DESCRIPTION: The course examines the fundamental dichotomy between the industrial technology which dominates society and the student's view of the social order. This is a seminar type course. Students and teacher share the responsibility for the discussions and direction of the class. The general theme is the choice with which the United States is presented at this stage of its development - maximum technological development vs. humanistic growth.

READINGS: The Greening of America, The Pursuit of Loneliness, The Making of a Counter-Culture, The Age of Aquarius, Daedalus; Toward the Year 2000, The Student as Nigger.

STUDENT WORK: The grades are reflections of the quality of class participation. Attendance is not required but most students attend regularly. A diary is to be kept, no tests and no long papers.

COMMENT: The loose organization of this course differs greatly from that of the normal business course. The exposure to different and challenging thoughts is an excellent vehicle to broadening the education of the business student. The course has been in great demand and remains highly recommended.

Heisler

Mgt 489
01 TT 3

Human Behavior
seq. 525060

DESCRIPTION: A study of the determinants of human behavior in organizations: individual and organizational goals; interpersonal process; group dynamics; impact of social climate and new life styles; conflict resolution. Emphasis on developing executive skills.

READINGS: Behavioral Decisions in Organizations, by Elbing.

STUDENT WORK: Two tests, a research project, a personal log, and in class exercises. This work is not overbearing.

COMMENT: The material covered in this course is very helpful in understanding human behavior in business situations. Dr. Heisler knows the material well and is competent in transmitting this knowledge to the student. Except for a lengthy research project, I found this course enjoyable, and I recommend it as a good elective for any student.

business-economics smc

BuEc 452

08TT9

Business Law
seq. 836060

DESCRIPTION: Business Law is a general introduction to the basic aspects of law as applied to everyday life. It attempts to skim the areas of business involvements of both businessmen and the general public. A basic meaning and history of law is given. Although it is a requirement for all business majors it is useful to anyone who comes in contact with the business world in any way. Everyone is assumed to know the "law" and this course helps to fulfill this understanding in a general manner. The method of teaching is a mixture of lecture and personal experience; it is taught by a lawyer. Class discussion is encouraged and there is always plenty of time for questions.

READINGS: Principles of Business Law by Dillavous and Howard.

STUDENT WORK: The student is constantly kept on his toes during class. A chapter or more is covered during each class period. At the end of each chapter there are several cases pertaining to the subject matter which must be prepared for each class for recitation. Two tests and a final are given with occasional unannounced quizzes. There are no papers required.

COMMENT: The text is voluminous and the reading can get bogged down at times. Considering this is just a principles course, too many complicated concepts are put before the student in too short a time. The book is just too much to cover in a one semester course. If the subject matter could be dwelled upon a little more it might be more fulfilling. All in all though, it is a worthwhile course.

BuEc 360

07 Tu

Finance Lecture Series
seq. 834800

DESCRIPTION: The finance lecture series is an elective in the Economics and Business Dept. open to all students in the school for one credit. The lectures are given on varied financial subjects to give the student a basic, practical view of such topics as insurance, budgeting, stocks and bonds, and other investments. The presentations are made by guest lecturers from related businesses and industries in the area.

READINGS: No text for the course.

STUDENT WORK: The only requirements for the course are to attend ten of the twelve lectures and to write a summary paper at the end of the series.

Muwakki **BuEc 201** **Prin of Acct I**
 10 MWF seq. 831261
 01 MWF seq. 831262

DESCRIPTION: This course is an introduction to the basic principles of accounting as encountered in the business world today. The class period is spent in discussing assigned homework problems. Although this course is not a requirement for the business major, it is a prerequisite for many of the required courses.

READINGS: Accounting Principles by Niswonger and Fess as well as the accompanying workbook.

STUDENT WORK: There are three periodic exams and a cumulative final. Usually two problems are assigned for each class day.

COMMENT: This is a good course which gives the student the general background she needs going into business. The grading policy is very fair and Dr. Muwakki is always available for consultation if you are having any difficulties.

Muwakki **BuEc 252** **Prin of Econ II**

DESCRIPTION: Principles of Economics II is a continuation of Principles of Economics I. The second semester course deals with the study of microeconomics. This aspect of economics is concerned with specific economic units and a detailed consideration of the behavior of these individual units. Here we talk in terms of the individual industry, firm, or household and concentrate upon such magnitudes as the output of a specific product, the number of workers employed by a single firm, the revenue or income and the expenditures of a particular firm or household, and the price of a particular product.

READINGS: Economics by Campbell R. McConnell, fifth edition.

STUDENT WORK: There are approximately three tests and a comprehensive final. There are no outside projects or papers. The work load consists merely of keeping up with the readings.

COMMENT: Dr. Muwakki is very fair in his grading policies and is always available for help and counseling.

BuEc 303 **Cost Accounting**
 08 MWF seq. 833060

DESCRIPTION: Cost Accounting is a required course for B.B.A. candidates. It's a more indepth study of the firm from the accounting view point. Different operations of the firm are discussed including cost accounting principles and multiple purpose systems for management control. Prerequisites: Accounting I and II.

READINGS: Cost Accounting: A Managerial Emphasis by Charles T. Horngren, 3rd Edition.

Engineering electrical and

Henry **EE 451** **Computer Simulation**
 11 MWF seq. 783600

DESCRIPTION: The course has several requisites: Logic Design, Differential Equations, and some background in the use of computers. There were some however that had not had the specific courses. For further questions contact the instructor. The basic goal of the course is the solution of dynamic systems using both analog and digital computer techniques. The course is not required for any department, yet is quite essential for the person specializing in the computing field.

READINGS: Analog-Logic programming and Simulation--\$14.00.

STUDENT WORK: Most work involves laboratory work. There are 2 tests and a term problem. Tests are one period type, and comprehensive. The term problem is lengthy and requires a good understanding of the material covered in lecture and lab.

COMMENT: Dr. Henry is an excellent lecturer and is available for questions or problems. He is always more than willing to help. The course requires more work than many, yet it is very informative.

STUDENT WORK: Two to three homework problems are assigned for each class period. There are three to four exams during the semester and the final is not accumulative.

COMMENT: The class is usually very small so there is a great deal of student-teacher interaction.

Jackson **BuEc 307** **Prin of Managmt**
 10TT12 seq. 833461
 01TT3 seq. 833462

DESCRIPTION: This course introduces the student to the subject of management. It deals mainly with the three schools of management: classical, behavioral, and scientific. This course is predominantly lecture but also includes discussions on case studies. This course is a requirement for both Economic-Business majors and Business Administration majors.

READINGS: Fundamentals of Management and Fundamentals of Management: Selected Readings by Donnelly, Gibson, and Ivancevich.

STUDENT WORK: There will probably be two essay exams and a non-comprehensive essay final. There are no papers or other types of outside class projects required.

COMMENT: Because of the book Mr. Jackson was restricted from giving the students a more dynamic concept of management. Perhaps a different selection of books would yield more potential to the course. The case studies used were very helpful. Grading policies are fair. Mr. Jackson is always available for individual help.

BuEc 310 **Bus and Econ Stat**
 06TT8 seq. 833860

DESCRIPTION: This course introduces the student to the study of statistics. It covers such topics as frequency distributions, statistical descriptions, index numbers, probability, expectation, regression and correlation and time series analysis. The class time is equally divided between lecture and problem solving. Prerequisite for this course is Finite Math of the teacher's approval.

READINGS: Elementary Business Statistics--The Modern Approach by Freund and Williams.

STUDENT WORK: There is usually a daily assignment but very rarely are they lengthy. Three tests are given as well as a comprehensive final but there are no projects or papers required.

Gajda **EE 347** **Electrophysics**
 09 MWF seq. 782501
 10 MWF seq. 782502

DESCRIPTION: A physical approach to some of the devices an engineer must use. The course is broken up into three parts. The first concentrates on the fundamentals of semiconductor physics. The second applies this basis to the PN junction-diode. The third studies the bipolar and field effect transistor. Junior year standing is required and a basic knowledge of electrical devices is supposed.

READINGS: There is no text. Approximately 150 pages of typed notes were distributed for \$2.00.

STUDENT WORK: There are two or three tests and a final. A weekly problem set forms an integral part of the course.

COMMENT: This is a very good course for anyone in the College of Engineering or Department of Physics. Dr. Gajda, who is presently teaching the course, does an excellent job. One cannot help but to learn. Finally, it is never difficult to find extra help, if one is having trouble.

civil nd

Singer

CE 213
01 MWF

Man and His Environ
seq. 770700

DESCRIPTION: No prerequisites, students from all colleges are in the class. Course covers air and water pollution, environmental law, environmental economics, energy, and solid waste recycling and disposal. Technical basis of the course is easily understood, so don't worry. Guest lectures have 2 or 3 lectures to discuss their specialty.

READINGS: Goldman, *Controlling Pollution*. Turk, Turk and Wittes, *Ecology, Pollution, Environment*. About \$6.

STUDENT WORK: Two tests and a final. Field observations, and Field trips. A term paper which enables students to investigate an area which interests him. Opportunity in this paper to bring in your major, so the paper can embrace more than one discipline.

COMMENT: Most members of the class thought that tests were fair and that engineering students had no real advantage. Tests were about 75 percent from lectures so class attendance is advisable. This course is a necessity; it equips you to deal with the environmental problems which the U.S. faces, now and in the future.

Linger

CE 440
09 MWF

Planning of Trans Sys
seq. 773800

DESCRIPTION: The purpose of the course is to give civil engineering students a background in transportation planning. However, there are no prerequisites and therefore students from other departments are welcome to take the course. It is presented in lecture form and deals mainly with various types of planning models. Along this line trip generation and distribution, modal split, assignment, land use, and the systems approach are discussed. Through the assigned readings one also gets a good idea of the affect the development of the automobile has had on life in the U.S.

READINGS: *Transportation Engineering*, Paquette, Ashford, and Wright; *The Road and the Car in American Life*, Rae.

STUDENT WORK: A few short assignments dealing with the lecture material. A term paper covering the transportation system in a town of the student's choice, and a final examination on *The Road and the Car in American Life*.

COMMENTS: The lectures generally tended to be somewhat boring although at times accounts of personal experience by Dr. Linger were quite interesting. Both of the books were considered very worthwhile by the students who took time to read them. The work load for the course was comparatively light compared to most CE courses and could be handled easily by engineering or science students. The student who desires help outside class must remember that Dr. Linger is chairman of the CE department and as such has little time for consultation. However, when time permits, he is always willing to talk with the student. In all, the course itself was of little value to the student who wants the material handed to him. The student who wishes to learn from this course must do so on his own.

Graves

CE 450
11 MWF

Bus, Legal and Profess Relat
seq. 774000

DESCRIPTION: This course is readily open to all Engineering students as the only prerequisite is senior standing in the college of Engineering. The purpose of the course is to introduce the student to the legal, professional and business aspects of the practice of engineering. This introduction centers upon a study of the various construction contracts, preparation and awarding of those contracts and of the necessary insurance and bonds required in construction work. The ethics which pervade all engineering practice are studied through the presentation of numerous cases, during which the student is requested to make the ethical decision. A study of engineering economics is also included at the conclusion of the course.

READINGS: *Engineering Contracts and Specifications*, Robert W. Abbott--\$12.25.

STUDENT WORK: Three 50-minute tests and a final. Possibility of several other light assignments during the semester.

COMMENT: The course is instrumental in introducing the student to some of the practicalities of the practice of engineering. As now taught, the course is a well-rounded blend of the information garnered from the reading and that obtained from the frequent relating of the teacher's personal practical experiences. The tests, consisting of 50 true-false and 1 or 2 short essay questions, are straightforward and are not meant to trap the student. Overall the course is well worth taking for those considering practicing engineering upon graduation.

mechanical nd

Lucey

ME 213
02 MWF

Nuclear Energy
seq. 740100

DESCRIPTION: There are no prerequisites for ME 213, and two grading scales are used, one for arts and letters and business majors, and one for science and engineering majors. Goal of the course is to survey the many uses and applications of nuclear energy on a level only sufficiently technical to build a general understanding. Several films are used, and a trip to the Donald C. Cook nuclear plant is a regularly-planned part of the course.

READINGS: Class notes, Atomic Energy Commissions *Understanding the Atom Series* (free), and Samuel Glasstone's *Sourcebook on Atomic Energy* (\$10).

STUDENT WORK: 2-3 one hour tests, 10 page term paper.

COMMENT: Nuclear energy is a highly informative course which should be of particular interest to the non-technical student, as well as to the technical. Dr. Lucey's manner is easy-going and his knowledge and personal insights are quite interesting. Discussion of controversial environmental aspects is factual and unbiased. Work load of the course is comparatively light, personal value of the course can be great.

Ackert

ME 240
01MWF3
03MWF5

Graphic Communic
seq. 740501
seq. 740502

DESCRIPTION: Graphical Communications with Professor Ackert is a course designed to teach the basic techniques of sketching and mechanical drafting. The equipment needed for this course are a 30-60-90 and a 45-45-90 triangle, assorted pencil leads, and one good eraser. Although the course is not seemingly difficult, it does require a degree of skill, neatness, and imagination. The first 10 weeks are spent in class learning the drawing skills. All work is done in class!!! The last 4 weeks are spent applying these learned techniques to a design project (4 weeks is plenty of time) which is turned in before the last class period.

READINGS: *Basic Graphics*, Robert Hammond. Price \$9.50.

STUDENT WORK: Test (about 2 or 3) are given at random and cover only class material.

COMMENT: If you show up for class like you should, you will find the tests quite elementary. On the whole, the class is very enjoyable and run in a very informal manner.

Decicco

ME 440
11 MWF

Environ Syn I
seq. 741900

DESCRIPTION: The purpose of the course is to introduce the student to a general understanding of the principles necessary to design a mechanical system for a building. More emphasis is placed on an understanding of how to fulfill the environmental design criteria in a building rather than the actual computations. Although at times computations are necessary. The course format is primarily lecture by Professor Decicco as well as some class days devoted to touring local mechanical plants and facilities for a visual appreciation of the size of machinery and the systems layout. The course is required for Architecture Majors and has no prerequisites.

READINGS: *Mechanical and Electrical Equipment for Buildings*, William J. McGuinness and Benjamin Stein; Fifth Edition, \$20.00.

STUDENT WORK: Schedule varies throughout semester, generally two or three exams. There are also other assignments at times during the semester in particular on mechanical systems data. The length of assignments vary from short to somewhat involved and comprehensive.

COMMENT: Professor Decicco appears consistently for class. His lectures are not extremely technically orientated, but he does strive to ensure that each student understands the material. He is easily accessible for outside consultation and assistance, but to insure a meeting, an appointment should be made in advance. The readings in most cases supplement the lectures. The workload of the course is average. For students outside the engineering college and non-architecture majors, the course is not highly recommended.

chemical nd

Smith

Cheq 250
03M

Lit of Chem Eng
seq. 751400

DESCRIPTION: The purpose of this one credit course is to familiarize the student with the location of the literature of chemical engineering and chemistry. There is one lecture a week, with frequent guest lecturers from the engineering and science library staffs. This is a completely open course--it is not required for anyone, not restricted to anyone, and there are no prerequisites.

READINGS: There is no text for this course. All necessary material is given out in class.

STUDENT WORK: The final grade is based on a final exam and a semester project consisting of a set of library problems designed to give actual experience in the use of the literature of chemical engineering.

COMMENT: For those who have one hour a week to throw away, here's a golden opportunity. For one credit, you can spend 14 hours listening to someone describe the layout of the engineering library, plus 6 hours in the science library paging through Chemical Abstracts. Or, for no credit, you can spend a grand total of one hour in the library and teach yourself the same material.

metallurgical nd

Fiore

Met 225
08TT9

Build Mat and Tech
seq. 762400

DESCRIPTION: This is a lecture demonstration course for architecture students and non-engineering students interested in metallic, ceramic and polymeric building materials. The course establishes a classification system for all materials, relates their properties to micro and macrostructure, and shows how their behavior may be controlled through appropriate processing.

Dr. Fiore's lectures are very well prepared and hold the interest of the students. His classroom demonstrations and visual-aids give the lectures an added quality missing in a straight lecture course. A few field trips and about three guest lectures also help to break the regular class routine. Even though the class is comparatively large (60 students) questions and discussion are encouraged.

READINGS: No official textbook is used but the architectural students are encouraged to buy *Construction Lending Guide* (\$15.00).

STUDENT WORK: There are a random number of pop quizzes, two tests and a final exam. The test questions require the student to demonstrate an understanding of the principles presented in the lectures. The questions are largely essay, involving the use of matter in real-world situations. The pop quizzes are rather straight forward and used primarily to keep attendance records. The grading policy follows a curve which is set up to give a distribution of grades with an average grade about B.

COMMENTS: This course is a requirement for architecture students but is taught at a level where anyone interested in materials can take without any reservations. The background knowledge necessary for the course only entails a basic understanding of high school math and chemistry. The course is well in Arts and Letters or Business student who wants a course in some useful technological field without the cumbersome load of any high-powered mathematics or scientific principles.

Cullity

Met 365

Mech Prop of Eng Mats
seq. 763000

10TT12V3

DESCRIPTION: This course is intended to provide the engineering student with an understanding of the relationships between the structure of metals and the response of metals to forces of loads. The course is roughly divided into two parts. The first considers metallurgical fundamentals such as crystal system, dislocation theory, deformation mechanisms, etc. The second part consists chiefly in applying these fundamentals to materials testing with an emphasis on how metallurgical variables affect the results of these tests and how test results relate to service performance. Met. 225 provides a more than sufficient background for the material presented in this course.

This is a lecture course but classes are usually quite small and questions and discussion are encouraged.

READINGS: The text is *Mechanical Metallurgy* by George Dieter which costs \$17.50. In addition a pamphlet, "How Components Fail", costing \$1.25 is required.

STUDENT WORK: These are two class tests and a final. The tests are not the typical plug in models generally encountered by engineering students. Rather, they consist of several qualitative, descriptive questions. The emphasis is put on the understanding of concepts rather than memorization of facts and equations. A great deal of material is covered in the course, but the exams are very straight forward and fairly general. Grading policies follow the old University curve and are somewhat inflexible.

COMMENT: Dr. Cullity has an excellent knowledge and understanding of the material presented in this course and this is reflected in his clear, well organized lectures. The value of this course lies in its practicality. The information presented is not obscured by a flurry of mathematics, while at the same time, it is very useful, if not vital, to any engineer who must specify or work with load-bearing materials in either static or dynamic load applications.

Cullity

Met 415

Consum Mats and Pro Liab.
seq. 763400

09TT11

DESCRIPTION: This is a lecture-demonstration course emphasizing material properties, fabrication methods and causes of failure most frequently involved in cases of product liability. The course furnishes the law and business student with a vocabulary of words, and more importantly, a vocabulary of ideas that will enable him to interact more effectively with engineering consultants, expert witnesses, and manufacturing personnel.

Dr. Cullity's lectures are very straight-forward emphasizing the practical aspects of the course material. His lectures in conjunction with the laboratory demonstrations present the basic engineering concepts in a clear matter. Since the class is quite small, questions and discussion are encouraged.

READINGS: There is no formal textbook but short readings are assigned from outside sources.

STUDENT WORK: There are two tests and a final. The tests are taken directly from the lectures and require a complete understanding of the concepts presented in class. The questions are of an essay nature and require no mathematical solutions or manipulations. The grading policy follows the old University curve very closely.

COMMENT: The course content is a fresh and novel change from the required business and law courses, thereby promoting a lot of interest and questions among the students. Dr. Cullity assumes zero science background but has the ability to present the material at the right technical level for his students. The course is excellent for one who wants to know how things work and often enough fail. It gives the business major an insight into manufacturing problems and safeguards, while giving the lawyer an understanding of materials which is needed to work in the field of product liability.

Science biology and

Tihen

Biol 405
11 MWF

Evolution
seq. 603460

DESCRIPTION: The first part of the course deals with the basic mechanisms of evolution and their interactions to produce changes in a population. Next a discussion of the ways in which these changes can lead to diversification. After this background, there is a discussion of the evolutionary aspects of development, adaptation, etc. Finally a brief review of major historical evolutionary events with emphasis on the evolution of vertebrates and man. This course is open to all and having had General Biology 201 would help. There are three 1-hour lectures and no lab.

READINGS: The main text in 1973 will probably be: *Evolution: Concepts and Consequences*, by Lawrence S. Dillon. This may be supplemented by an additional paperback or by appropriate outside readings.

STUDENT WORK: Normally there would be 2 or 3 tests during the term plus a final. One very short outside paper may be required.

COMMENT: Dr. Tihen is generally not reputed to be the world's most entertaining lecturer, but his knowledge of the subject material makes the course a worthwhile experience. He is always willing to field any questions which might arise. Dr. Tihen spends class time efficiently and textbook material will not normally be covered during the lecture. The tests are quite fair and extremely objective. Any non-biologist with sufficient background will not be overwhelmed by the course's content. A year of general biology will normally suffice as prerequisite for the course and a background in genetics might also be useful.

McIntosh

Biol 412
11 MWF

General Ecology
seq. 604160

DESCRIPTION: A study of organisms and their relation to their environment, including concepts pertaining to populations, communities, and ecosystems. Applied ecology is also taught. Using a habitat approach, students will consider fresh-water, marine and terrestrial systems. Although this course is open to all students, the student should have a basic understanding of biology. Three one hour lectures and one three hour lab per week. Labs include interesting field trips to the sand dunes, Warren Woods and a bog.

READINGS: Indefinite at this time.

STUDENT WORK: Two hour exams and a final, all essay type questions. 3-4 lab reports will be turned in throughout the year. Outside readings are assigned.

COMMENT: Ecology is a topic of current interest and well it should be. Lectures and lab should leave the student with a good knowledge of the functions and complexities of our world. Labs are interesting. Despite a bland lecture style, Dr. McIntosh is one of the most knowledgeable persons in his field. The readings are helpful in understanding the lecture material. Again, this course is open to all.

Cassidy

Biol 507
11 TT 12

Developmental Cytology
seq. 604760

DESCRIPTION: An analysis of development tracing intercellular and nucleocytoplasmic interrelationships during oogenesis and early embryogenesis. Also covered are: stereologic principles, 3-dimensional reconstruction of ultrastructure, rationale and research applications of correlated cytochemical reactions during cell cycles. Three one hour lectures and a three hour lab per week.

READINGS: *Oogenesis*, 1972; *Origin and Continuity of Cell Organelles*, 1971; *Fertilization I & II*, 1967, 1969; *Developmental Aspects of the Cell Cycle*.

STUDENT WORK: Quizzes are frequent, written or oral, at the start of the class. Students give one class presentation on a topic of their own choice and give a 15 min. report to the class on their research problem.

COMMENT: Although a 500-level course, this subject is designed to meet the needs of interested advanced undergraduates. Twelve to fifteen students are usually enrolled allowing for close contact with the prof. The laboratory section is very important as it is here that all the techniques are applied. Each student devotes much of the lab time to a private research project chosen by the student himself. The student enrolled in this course has the opportunity to work with one of the most likeable and friendly teachers anywhere. The personal knowledge gained though, is a function of how much the student teaches himself. Fr. Cassidy is present as a clarifier and explainer and his lectures are often rambling. Personal conversation with Father is much more helpful. Students interested in this area should not pass up this course.

Morgan

Biol 101
08 MWF

Survey of Biology
seq. 600160

DESCRIPTION: This is a basic biology course presenting the concepts and processes of biology in relation to human health and survival. This course also stresses scientific thinking and application of principles to new situations. Biology 101 is organized around the concept of energy flow and stresses cell to organism levels of organization. This class has no prerequisites and is open to any non biology major in the university. This class is comprised of three 1-hour lectures per week.

READINGS: The texts for this class have yet to be determined but last year's text cost approx. \$14.

STUDENT WORK: There are 3 one hour tests (60 percent) and a final (40 percent). The tests are all objective. Each hour test covers the new material previous to it and the final is cumulative.

COMMENT: This is a very general course and Prof. Morgan does a very good job in covering a wide range of material. The student should try to attend the lectures as the tests are pulled mainly from lecture material. The student must realize that this is a survey course and the amount of material covered prevents a deep inspection of any one topic. Prof. Morgan tries hard to keep the student interested and hopes that each student will find something of personal value. For all you non-biology science majors, this is an easy course. For anyone else, getting a B grade requires a good understanding of the lecture material.

Thorson-McGrath

Biol 201
Various times

General Biology

DESCRIPTION: Introduction to living organisms, with emphasis on biological principles and processes. This is a two semester course. Prerequisite is Chemistry 115-116. Three one hour lectures and one three hour lab per week. Guest lecturers from biology department faculty appear both semesters. Living material, slides and experimental material are observed and used in lab.

READINGS: *Biology Today* is the text at a cost of \$14.95

STUDENT WORK: Three tests (40 percent of grade); lab quizzes weekly and hand ins (30 percent) and final (30 percent). Tests are cumulative emphasizing the most recently covered material.

COMMENT: Hard work is encouraged in this course. Dr. Thorson is a good and demanding lecturer, and the guest speakers 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 the student should have a firm grasp of the basics of Biology and should do well on the MCAT's. The tests are tricky and sometimes ambiguous and require to a certain extent memorization of the text. The professor has NO favorites. If a student approaches Dr. Thorson with a question concerning exams or a disagreement about an answer, they should be ready for a rough time.

Billy Ruben

Biol 269
12 MWF

Human Bodily Functions
seq. 666666

DESCRIPTION: Just as the title implies, this course will cover the ten bodily functions, with emphasis on excretion and reproduction. Prerequisites are General Biology and enrollment in the University. There will be three one-hour lectures and an integrated lavatory that meets right after lunch.

READINGS: There are three texts required: *Excretions I Have Known*, E. Coli, *Reproduction, Ways and Means*, A.S. Smith, and *The Body*, Jack Lalanne.

STUDENT WORK: There will be three one-hour tests, each covering one of the above texts and a Marvel comic book (60 percent). The final will cover the function of the student's choice (30 percent). There will be one lavatory quiz per meeting (10 percent) and the papers will be collected.

COMMENT: Dr. Ruben is one of the most elusive and incoherent teachers that you will ever have the displeasure of meeting. Abnormal bodily activities will be ignored, but the student is encouraged to use his creativity in lavatory performance. No attendance is taken, but students who fail to show up for more than a few consecutive classes may find it hard to pass. This course is recommended for all students striving to earn a B.S. degree.

Twedell

Biol 301
10 TT 12

Fund of Embryology
seq. 602160

DESCRIPTION: This course will study and discuss such topics of general embryology as early development, principles and mechanisms of early differentiation, reproductive physiology, coordinators of reproduction and development, and organogenesis. Prerequisite is General Biology 201. Two 1-hour lectures and two 2-hour labs.

READINGS: The books used in this course are: **Foundations of Embryology** (Palton, **Interacting Systems in Development** (Ebert & Sussex 2nd. ed. 1970). For lab: **Laboratory Studies of Chick, Pig and Frog Embryos** (Watterson & Sweeney) and **Embryology Manual** (Twedell).

STUDENT WORK: Three 1-hour practical exams (30 percent), three 1-hour written exams (30 percent) short quizzes (5 percent) embryological technique (10 percent) final (25-30 percent). The practical exams are not cumulative, the written exams cover the period between then and the last test, the final is cumulative.

COMMENT: This is a fast-paced course with a more than average reading load. Dr. Twedell's lectures are also fast paced and many students tape his lectures. His lecture style is quite effective and thorough with emphasis on detail. The terminology often seems excessive. Dr. Twedell personally supervises all his labs. Although there are two lab sections, it is often necessary to spend extra time in the lab. The lab practicals are difficult and the material, which are primarily microscopic studies, must be known in detail. Overall, this is an excellent course, but one requiring much time and memorization.

Greene Biol 403 Invertebrate Biology
10 MWF seq. 603160

DESCRIPTION: An intermediate course in which all lower animal phyla are considered. Emphasis is upon taxonomy, morphology, natural history, physiology and systematic relationships of invertebrate animals. Current evolutionary concepts are included. The prerequisites for this class are Biol 201, 202 or Biol 141, 142. There are three one hour lectures and one three hour lab.

READINGS: The text will be **Biology of the Invertebrates** by Hickman and the lab manual will be **Invertebrates: Function and Form** by Sherman and Sherman. The total cost of these two books is \$21.95.

STUDENT WORK: There are two midterms (25 percent each) covering information derived from both lecture (including reading) and laboratory parts of the course. The final exam (50 percent) will be comprehensive.

COMMENT: Students taking this course generally agree that it is one of the best they've had. Dr. Greene is a likeable teacher whose lectures are cohesive, interesting and cover the material well. The course moves along at a good pace since there is a lot of material to cover. The tests are fair and are a good indication of what you know. Labs are excellent with live material covering the lecture topics. The lab studies are usually physiological in nature. Dr. Greene doesn't go in for tearing something apart and just drawing a picture of it. Overall this class should not be missed.

chemistry nd

Danehy Chem 223 Elem Org Chem
08 MWF seq. 641400

DESCRIPTION: This two semester course deals with the fundamentals of organic chemistry and is open to all members of the university who have taken Freshman Chemistry. The class meets three days a week and the lab one afternoon a week. The course is composed of sophomore and junior Preprofessional and Biology majors. The usual format has been weekly quizzes with 3 or 4 evening departmental tests. A final exam is given. There are several tests given in the lab portion of the course.

READINGS: The text used this year was **Organic Chemistry** by Allinger et al., price \$15.00. A copy of Morrison and Boyd's text would also be of great help.

COMMENT: Dr. Danehy will take Dr. Freeman's position as lecturer next year and so the format and selection of the text may change. Dr. Danehy has been teaching Organic Chemistry for many years and his competence and in-

Pasto Chem 235 Org Chemistry
10 MWF seq. 641800

DESCRIPTION: Chemistry 235 is the first semester of a two semester course in Organic Chemistry. The course is required for all Chemistry majors and is available to all students. The only prerequisite is Chem. 116. The presentation is mainly lecture and the course is intended to cover, in detail, the structures and reactions of organic compounds.

READINGS: The text is a book Dr. Pasto co-authored entitled **Fundamentals of Organic Chemistry**.

STUDENT WORK: Three one-hour exams and a final will be given and homework problems will be collected on an intermittent basis.

COMMENT: Dr. Pasto is a very able lecturer and one never loses attention during the class periods. The course is quite difficult from the standpoint of the work load but if one is able to get on top of the material early in the semester, he should have no problem. Dr. Pasto breaks away from the traditional

'memorization game' of organic chemistry and engages in a thinking game in which the theory is presented with examples and the student is to formulate his own answers to the problems. The course is extremely thorough and always interesting. It is recommended to anyone who has any interest in chemistry.

Walter Chem 329 Quant Analysis
11 TT seq. 642500

DESCRIPTION: The course covers the following topics: Equilibrium, Solubility, Acid-Base Chemistry, Gravimetric Analysis, and basic procedures in chemical analysis. Several lectures deal with the qualitative aspects of spectroscopy. The course is open to all members of the university although the majority of the class are senior preprofessional or geology majors. General Chemistry is a prerequisite.

Lectures two days per week (Tues. and Thurs.) labs two days per week (Mon. and Wed.).

STUDENT WORK: Three or four tests dealing only with basic concepts and which are usually not cumulative. A final exam is given. The questions are straightforward and the grading is fair. There are weekly practice problems taken from the text. The work load is relatively light (for a Notre Dame Science Course). Although the labs will take most of the afternoon two days a week each student goes at his own pace and the work itself is not that difficult. Preparation and lab calculations will take about 1 hour per week outside the lab (an electronic calculator is provided). There are no lab reports for the first 8 weeks or so. Homework problems play an important role in the learning of the material and one should expect to spend several hours per week on them.

COMMENT: Since the course is taught by Father Walter to a class of seniors most of whom already know him through applying to professional schools the atmosphere is very congenial. There is little pressure, the lectures are straightforward, and Father usually knows each member of the class as an individual. The text is excellent and contains much more material than covered in the course. Outlines of the lectures are presented using an overhead projector (a la Freshman Chemistry) and several copies are found in the preprofessional office. This reviewer strongly recommends the lecture portion of the course to anyone with an interest in chemistry who does not wish the depth covered in the Chemistry Major course.

Duncan Chem 335 Organic Chemistry
09 MTWF seq. 643000

DESCRIPTION: This course, designed primarily for chemical engineers for whom it is a requirement, is open to any interested student. This is an introduction to organic chemistry, meant to cover the basic theory without going into involved applications of the theory, such as biochemistry and polymer chemistry. There are no formal prerequisites, although previous exposure to introductory chemistry is suggested.

READINGS: The text used last year was **Organic Chemistry-Methane to Macromolecules** by Roberts, Steward and Caerio. Cost is \$15.95.

STUDENT WORK: The final grade is based on four hour tests and a final. The tests are of mixed format-some problems, some short essays, a few multiple choice and fill-in-the-blank. Homework does not count toward the final grade, but is suggested for a good understanding of the material.

COMMENT: The lectures are run in a manner similar to Introductory Chemistry (Chem 125-126), with the notes projected on an overhead projector. Mimeographs of the notes are also handed out, so there's no excuse for not knowing what material is covered.

The course is good for those who are interested in the subject, but don't want to put in two semesters. The best thing about it is there is no lab associated with it. Value of this course for chemical engineers is questionable, since it ends before any useful material is covered (such as polymers).

Thomas Chem 337 Phys Chem Life Sciences
09 MWF seq. 643200

DESCRIPTION: The course deals mainly with the basic concepts in Chemical Thermodynamics and Kinetics and is open to all members of the university with background in general chemistry.

There are lectures three days per week. Three tests per semester with a final exam. The tests were not cumulative this year.

READINGS: **Introductory Physical Chemistry** by Andrews, price \$15.50.

STUDENT WORK: The work load was moderate (much less than required for organic chemistry). There are occasional practice problem sets whose only real difficulty lies in the fact that the questions are often typed incorrectly. Many of the problems and the lectures are taken from the test used two years ago.

COMMENTS: Dr. Thomas is a reasonable man whose only fault as a teacher may be that he is too considerate of the whims of his class. Unfortunately it is easy to do rather well without learning physical chemistry. The value of the course lies in the fact that it presents the basic concepts of physical chemistry in

an easily digestible form. The concepts covered are of great importance to anyone desiring to do even minimal work in biological sciences. Some people will find the course much more difficult than others. Although the present text presents a clearer explanation of Thermodynamics the availability of the text that used to be required often aids in clarification of the material.

Curren

Chem 443
09 MWF

Inorg Chem
seq. 644300

DESCRIPTION: The course is a one semester survey of inorganic chemistry hitting all of the high spots along the way. Emphasis is placed on the general trends which is one is to find in the study of inorganic substances. Bonding and structure of the inorganic compounds is handled in depth as are the other physical properties.

Course work is very reasonable. There are three hourly exams and periodic assignments. The readings supplement the lectures which are the source of most of the information in the course. There is also a final.

READINGS: *Inorganic Chemistry: Principles of Structure and Reactivity* by Huheey.

COMMENT: This three hour course is definitely a good rounding out course for the Chem major or concentrate. The class is usually small and Bro. Columba is very adept at handling the group and keeping interest high.

earth sciences nd

Rigert

EASC 351
10TT12

Geostatistics
seq. 653000

DESCRIPTION: Geostatistics will be concerned with the application of mathematics to geologic problems. Statistics and computer programming will be taught as they apply to such problems. Prerequisites include Math 125 and 126 (or Math 105, 106 and 206), and Geol. 141 and 142.

COMMENT: Fr. Rigert will be joining the Earth Sciences department faculty for the first time next semester. Presently, he is finishing advanced studies in geophysics. Because of this, the work load for the course and quality of teaching are unknown. This is the first time the course has been offered.

Winkler

EASC 459
02 MWF

Natural Resources
seq. 654000

DESCRIPTION: The course is designed to give the student an appreciation for man's environment and an understanding of the environmental problems facing him today. Although primarily a lecture course, the lectures are frequently supplemented with slides and a few movies. The course is open to anyone interested.

READINGS: *Earth Resources*, by Brian J. Skinner. *Man's Impact on Environment*, by T.R. Detwyler. The above are tentative and will be supplemented with handouts of recent articles pertinent to the topics covered.

STUDENT WORK: There will be weekly quizzes, a midterm and a final. No term paper.

COMMENT: This course is strongly recommended for science majors and non science majors alike who are interested in acquiring an overview of today's environmental situation from a practical and geologic viewpoint. The work load is quite reasonable, the material covered up-to-date, the lectures informative, and the use of slides effective. Questions are encouraged. Tests are fair and not too difficult for the student who has read the material and attended class.

mathematics nd

Chapin

Math 205
02 MWF

Elem of Calc III
seq. 671200

DESCRIPTION: This course is a one-semester extension of Mathematics 105-106. Its purpose is to broaden the student's comprehension of what mathematics is about, and to increase the student's skills in applying mathematics to real world situations. Topics covered in this course include functions of several variables, series and approximations, and various topics in statistics and algebra. The classes will be lecture, with the time divided between the presentation of material introduced to broaden the students' understanding of mathematics, and the working of illustrative examples.

READINGS: Not yet determined.

STUDENT WORK: Three tests, a final, and some quizzes (all announced) determine the final grade, with homework performances entering into consideration to a limited extent. Professor Chapin encourages students to collaborate on homework assignments, since the purpose of these assignments is to increase the students' understanding of the subject material.

COMMENT: This course is required for Arts and Letters pre-meds and is open to anyone who has completed the Mathematics 105-106 sequence. This course is recommended for any business or economics student; they will learn basic mathematic techniques of analysis which will be invaluable to them for making predictions in the business world. Professor Chapin does not enforce a rigorous class-cut policy, but the course relies heavily on class notes rather than a text, so attendance is encouraged. Chapin's courses tend to move rapidly and cover quite a bit of material, but Chapin usually employs a very generous grading policy.

Goodhue

Math 211
09TT11

Comp Prog I
seq. 671300

DESCRIPTION: This is an introductory course in computer programming. This semester, Fortran IV time sharing was used, and next semester it will either be Fortran or PL1. In any case, the student will learn how to program by doing problems which are practical applications of the theory taught in class. There are no prerequisites for the course.

READINGS: If PL1 is used, one of the texts will be *Elementary Computer Applications* by Barrodale, Roberts, and Ehle (\$5.95). The other is not known at this time. For Fortran, the Barrodale book will be used along with *Computer Programming: Techniques, Analysis and Mathematics* by Andree, Andreww and Andreww.

STUDENT WORK: The classroom lectures are the basis of the course. Homework, assigned once a week, comes out of the material taught in class and it is by doing the homework that the programming principles are learned. There are two tests and a final plus a term project due at the end of the semester.

COMMENT: Professor Goodhue emphasizes that no higher mathematics is needed to take the course. It is a very interesting course for anyone interested in the computer and the teacher makes it well worth your while. The lectures are lively and all-in-all it is a very enjoyable course.

Vuckovic

Math 235
10 MWF

Calc II Enrich
seq. 671800

DESCRIPTION: This course will cover the same topics as Mathematics 225, but will place increased emphasis on theory and proofs. The course is intended as a medium between the problem solving of Math 225 and the rigorous theory of Math 265. It is not designed for any specific major, but is rather for the student interested in both the problem solving and the theoretical aspects of Calculus, and desiring a course somewhat more challenging than Math 225. Most of the students in the course are physics or engineering majors, or math concentrators.

READINGS: *Calculus and Analytic Geometry* by Thomas

STUDENT WORK: There will be two or three tests during the semester along with a final. Homework will be assigned regularly, and may be considered as a grading factor in borderline cases.

COMMENTS: Students who experienced difficulty in Math 126 c or Math 136 should not take this course. However, any student who desires a greater understanding of the theories of mathematics, and found himself doing well in Math 126; or who wishes to continue the sequence that he began in Math 136 will find this course very worthwhile. Many students find that the increased emphasis placed on theory here leads them to a much better understanding in their future science and engineering courses. And for any non-math major who has a

true interest in mathematics beyond the simple level, this opportunity to study rigorous mathematics under Professor Vuckovic is one which should not be missed.

Matsushima

Math 265
10 MWF

Hon Calc III
seq. 672200

DESCRIPTION: This course is open to any student with the prerequisite of Math 136, 164 or 166. Professor Matsushima suggests that students take a linear algebra course concurrently. Honors Calculus 3 is required for Math majors. As professor Matsushima explains, the goal of this course is "a natural and necessary extension of the calculus of one variable to several variables." The presentation will be the usual math-lecture method with the professor following his own outline and referring to the book.

READINGS: The text will probably be *Calculus of Vector Functions*, third edition, Williamson, Crowell and Trotter (\$14). This is subject to change, however, as Professor Matsushima has not yet decided for certain.

STUDENT WORK: There will be two hour-exams and a final exam. Homework will not be weighted heavily, but will be taken into account in borderline cases.

COMMENT: Don't kid yourself. If you are not serious about math, this course isn't for you. Even if you breezed your way through Calculus 1 and 2 because you had it in high school, this course will challenge you. Professor Matsushima is one of the finest mathematicians on campus, so the presentation will be excellent. The homework problems will definitely require more time than Calculus 1 and 2. However, Honors Calculus 3 will give you a perspective on calculus in relation to other areas of mathematics.

Huckleberry

Math 323
11 MWF

Probability
seq. 672600

DESCRIPTION: The course introduces the student to the concepts of Random Variables, Conditional Probability, Independence, Generating Functions, Distributions, and Integrating Density Functions as covered in the first nine chapters of Dwass. Dr. Huckleberry uses a lecture format combined with a seemingly constant availability for consultation. At least one full year of calculus is a necessary prerequisite.

READINGS: The text is *Probability and Statistics* by Dwass, \$14.95, and is also used in Dr. Huckleberry's spring semester Statistics course.

STUDENT WORK: Dr. Huckleberry presents the student with the bulk of the responsibility to maintain a homework notebook. There are several out-of-class exams taking equal weight with the homework.

COMMENT: Dr. Huckleberry has mentioned that if there is any change in the philosophy of the course, it is that the course will be directed more toward ability to do the problems. The course is valuable to those interested in Probability Theory in general and especially to those interested in the actuarial field. Dr. Huckleberry will offer a course in Statistics in the spring semester to which this course serves as an introduction. But, Dr. Huckleberry has said, for those students interested in Mathematics, Dr. Otter's Probability course could also serve as the introduction.

Dr. Huckleberry is a professor who can treat the course so that both majors and non-majors can enjoy and appreciate the subject. He is, in the best sense, a both-feet-on-the-ground professor, who communicates his own thrill with the subject.

Nagano

Math 365
10 MWF

Hon Anal I
seq. 673500

DESCRIPTION: The first semester of this two-semester sequence involves the study of ordinary differential equations. Although many methods of solving differential equations are covered at the outset of the course, emphasis quickly shifts to theorems of existence and uniqueness of solutions for general differential equations given varied types of initial conditions. Also covered are boundary value problems, including discussion of the application of the Green's function. Laplace transforms are not expected to be studied in this course. Because this is a math major's course, Math 266 is the normal prerequisite.

READING: The only text used this year for the first semester was Brauer and Nohel's *Ordinary Differential Equations*. However, Dr. Nagano has wisely decided to change to a new text if a satisfactory one is available.

STUDENT WORK: The amount of work involved in this course is left largely up to the student. Weekly assignments given this year averaged in length from 2-5 hours which, along with 2 or 3 one-hour exams and a non-comprehensive final, determined the final grade. In conclusion, the work load is typical of that of any math major's course.

COMMENT: In the classroom, Dr. Nagano is an interesting person but very reserved and softspoken. However, he is very happy to spend lengthy amounts of time helping and talking with students on an individual basis during office hours when he is discovered to really be quite personal. His further concern for the student is shown in his flexible (and peculiarly democratic) scheduling of tests to fit test schedules of other classes.

If your interest rests in the structures underlying the study of differential equations, look no further; however, if you are mainly interested in thoroughly understanding how to solve differential equations, Math 325 is your better choice.

Smyth

Math 437
03 MWF

Topics in Geometry
seq. 674000

DESCRIPTION: This course will be study of the three-dimensional Euclidean, Hyperbolic and Elliptic (Projective) spaces. Each of these spaces has a natural distance function, and maps which preserve distances are called isometries. Specifically, the course will deal with the classification of the isometries of the above spaces and with the properties of the groups of these isometries. Thus among other things, it is a mixture of linear algebra, analysis, and group theory. The course is open to all junior and senior Math majors and concentrators.

READINGS: There is no textbook.

STUDENT WORK: The usual homework, two tests and a final will count toward the final grade.

COMMENT: Dr. Smyth is clear and concise in his lectures, for he is always concerned that his students understand the material being presented. He is easy to talk to and always available to any of his students. Dr. Smyth is enthusiastic about teaching the course, and, while it does fulfill an elective requirement, he hopes that the student will bring his own interest and willingness to work to the class.

Pollak

Math 461
02 MWF

Alg and Anal Num Th
seq. 674300

DESCRIPTION: The purpose of this course is to form an introduction to the discipline of number theory. Both algebraic and analytic methods will be studied. Highlights will include the theory of quadratic forms up to the Hasse-Minkowski theorem over the rationals and Dirichlet's theorem on primes in arithmetic progressions. If time permits, the basic results in the theory of algebraic numbers will be developed.

READINGS: The lectures will be based upon two texts: P. Samuel's *Theory of Algebraic Numbers* and J.P. Serre's *Course in Arithmetic*. The only editions available of both are in French but are presumably to be translated into English this summer. Incidentally, the French versions are in paperback form.

STUDENT WORK: The required work and grade determination will be similar to the other major's courses in that homework will be assigned regularly and two to four in class tests and a final are to be given to decide the semester grade.

COMMENT: This course should serve as a fine step into number theory. It is designed primarily as a senior elective for math majors and so is expected to be quite rigorous and highly theoretical. Because Dr. Pollak lectures in a solid and direct manner, it is believed that he will give a sound presentation of the abstract material embodied by the discipline here outlined.

Nagano

Math 365
10 MWF

Hon Anal I
seq. 673500

DESCRIPTION: The first semester of this two-semester sequence involves the study of ordinary differential equations. Although many methods of solving differential equations are covered at the outset of the course, emphasis quickly shifts to theorems of existence and uniqueness of solutions for general differential equations given varied types of initial conditions. Also covered are boundary value problems, including discussion of the application of the Green's function. Laplace transforms are not expected to be studied in this course. Because this is a math major's course, Math 266 is the normal prerequisite.

READING: The only text used this year for the first semester was Brauer and Nohel's *Ordinary Differential Equations*. However, Dr. Nagano has wisely decided to change to a new text if a satisfactory one is available.

STUDENT WORK: The amount of work involved in this course is left largely up to the student. Weekly assignments given this year averaged in length from 2-5 hours which, along with 2 or 3 one-hour exams and a non-comprehensive final, determined the final grade. In conclusion, the work load is typical of that of any math major's course.

Otter

Math 463
01 MWF

Probability
seq. 674500

DESCRIPTION: This is not a cookbook course. Math 463 emphasizes the "why" as well as the "how to" of probability. Dr. Otter will cover essentially the same topics as Math 323 (probability spaces, random variables, independence, laws of large numbers, approximations, confidence levels, and so forth) but in a more rigorous manner. Dr. Otter will also treat measure theory and Lebesgue integration (probably during the second semester). Math 366, while not exactly a prerequisite, is a good course to have had in preparation, although Dr. Otter does feel that a good student willing to work should be able to do well in this course without having had Math 366.

READINGS: Dr. Otter isn't sure what book he will use although he thinks Feller's *Introduction to Probability Theory Volume 1* is a good book for the first semester and Krickeberg's *Probability Theory* is a good book for the second semester.

STUDENT WORK: In addition to weekly homework assignments, there will be two tests and a final. Each test will probably have two parts—one part done during the class hour and the other part a closed book take home, of about an hour in length, due the next class. Tests cover both the theory (definitions and theorems) and practical problems.

COMMENT: If you want a good theoretical probability course, this is the course to take. Dr. Otter is a good lecturer and his tests demand a knowledge of the theory as well as the techniques. Virtually everything important is covered on the tests--which is why the tests are two hours long. If, on the other hand, you don't care for theory and you would rather have a course that just teaches you how to do the problems, you should take Math 323 but you should be forewarned that Math 323 is not entirely devoid of theory either.

Benham **Math 465** **Complex Analysis**
 11 MWF **seq. 674700**

DESCRIPTION: Dr. Benham plans to do all the standard one variable complex analysis first semester and Riemann surfaces second semester. Topics to be covered first semester include analytic (i.e. complex differentiable) functions, power series, complex integration and applications (applications to number theory, for example). Dr. Benham wants to model the course on the sophomore analysis course--you do the analysis and applications first semester and generalize your results to surfaces the second semester. In this case, the surfaces involved will be Riemann surfaces which are a type of complex manifolds.

READINGS: Dr. Benham isn't sure yet which book he will use first semester, but he thinks he will probably know by registration time.

STUDENT WORK: Testing will consist of weekly quizzes and a final. Homework will be assigned weekly but it will not count towards the grade.

COMMENT: There are some amazing results in complex analysis--function analytic and bounded in the plane must be constant--and some tools that can be used to evaluate certain real definite integrals that occur in probability and physics. The material is hard, but no impossible, and the course itself is fun.

Mast **Math 513** **Math Methods**
 10 MWF **seq. 675600**

DESCRIPTION: Math 513 will consist of tensor analysis and a discussion of linear algebra, and their applications in mechanics, electromagnetic theory, and relativity. In the second semester (Math 514) real and complex operators, calculus on infinite dimensional spaces, the Calculus of Variations and the Hilbert space will be studied.

A knowledge of calculus and advanced calculus (functions of several variables) is necessary for this course. A previous course in linear algebra, however, is not presumed.

Dr. Mast wishes to communicate the ideas of tensors and linear algebra in this course as well as their applications in geometry and physics. This idea of applicability is greatly stressed.

Dr. Mast intends to present the material in an informal way making the course a sort of seminar. Within this setting, dialogue and student participation will be established as much as possible. In this manner, Dr. Mast hopes to create a relaxed atmosphere and thus lessen the longstanding emphasis on the grade.

Seniors sometimes take this course a few graduate students usually do. Math and engineering majors mainly make up the class.

READINGS: The book to be used is **Tensor Analysis** by Sokolnikoff, at a price of \$12.75. Handouts will be occasionally distributed.

STUDENT WORK: Homework, sometimes demanding outside reading, will emphasize the applications of tensors and linear algebra. One oral test will be given at the end of the semester, with its length to be later determined.

COMMENT: Dr. Mast repeatedly asserts and demonstrates the applications of the subjects studies. It is this side of the material in which the student must more often work, in a sense, on his own--and a measure of the student's progress is found here. For this reason, students who have taken this course comment that much insight is presented, and practical, usable knowledge is given.

One liability of the course is that it does not encourage the independent formulation of questions by the students.

Haaser **Math 521** **Part Diff Equations**
 08 MWF **seq. 676000**

DESCRIPTION: This is a year long course about physical problems which require the solution of partial differential equations and the numerical methods used to solve these equations. The second semester of the course is listed as engineering 522. Both professors teach at each class meeting with Dr. Haaser handling the mathematical theory and numerical analysis and Dr. Szweczyk developing the physical applications, including some current engineering problems. The course begins with the derivation of the heat, Laplace and wave equations which is followed by the classification of 2nd order partial differential

equations and an investigation into the classical methods of solution. Further topics for the year include the solution of systems of algebraic linear equations and eigenvalues, parabolic equations, examples of hyperbolic and elliptic problems, and iterative methods. The course is open to all advanced science and engineering undergraduates and graduate students.

READINGS: The reference text used is **Numerical Solution of Partial Differential Equations** by G. D. Smith, Oxford Univ. Press.

STUDENT WORK: The student will be required to do regular home assignments and a project. Due to the nature of the course, the home requires working knowledge of a computer language.

COMMENT: This course was last taught two years ago, and so modification in the material is possible. The course is especially recommended for those whose possible field of graduate study demands a knowledge of numerical analysis.

mathematics smc

Dull **Math 221** **Linear Alg**
 10 MWF **seq. 882260**

DESCRIPTION: Linear Algebra is a sophomore math majors' course. The semester contains an introduction to theory of vectors, matrices, and determinants as applied to various disciplines: economics, physics, etc. Emphasis is placed on Euclidean n-space.

READINGS: Moore, **Elements of Linear Algebra and Matrix Theory**, (\$10.00).

STUDENT WORK: There is daily homework; three hour-long tests; and a final exam.

COMMENT: Dr. Martin Dull will be a new addition to the Saint Mary's faculty in September, 1973. Dr. Dull obtained his Ph.D. from the University of Notre Dame. He comes to Saint Mary's from the University of Pittsburgh, Pittsburgh, Pennsylvania.

Prullage **Math 281** **Math Prob in Scienc**
 09 Tu **seq. 882660**

DESCRIPTION: Math 281 is designed as an extra hour course in conjunction with Math 331. Only chemistry and physics majors are required to take it. Subjects covered will be matrices, vectors and vector calculus. Any student registering for Math 281 must also enroll in Math 331. Math 281 is supposed to provide the science student with a background in linear algebra. This course will be presented in a lecture format.

READINGS: No text has been picked for Math 281 yet.

STUDENT WORK: There will be a midterm and a final. Homework assignments are turned in and graded.

COMMENT: Dr. Prullage's lectures are informal and sometimes hard to understand, but he is open to questions and will work out any difficult problems in class. He encourages extra help sessions for the class or for any student with individual problems.

Jeglic **Math 302** **Math for Elty Teachi**
 10TT12 **seq. 883260**

DESCRIPTION: Foundations of arithmetic and geometry. Main Concerns: "why and not how, we do it." (not techniques but why) Prerequisite is one full year of freshman math. Requested by Education Department for Math teachers under Math Department.

READINGS: The text is **Mathematical Ideas (An Introduction)** by C.D. Miller and V.E. Heeren (\$8.95).

STUDENT WORK: During the regular week there will be problems from text and problem sheets assigned. There will be 3 exams, one which is a take-home, and one final. Each exam will consist of 50 points. The take-home will consist of 5 papers during the semester in a run of 2-3 weeks.

COMMENT: Teacher is picky. Clear lectures. Doesn't like to be interrupted but prefers to answer questions and help students during individual consultations. Heavy work load. Class work geared not on textbook, but on hand-out notes. In general students find the course valuable and interesting.

Prullage

Math 331
09 MWF

Calc III
seq. 883660

DESCRIPTION: Calculus III is a requirement for all math, chemistry, and physics majors. The only prerequisite is Math 132. Topics to be covered in the course include vectors in three-dimensions, vector valued functions and their derivatives, partial derivatives, multiple integrals, infinite series, power series, indeterminate forms and improper integrals. This course will be presented in a lecture format.

READINGS: The required text is *The Calculus with Analytic Geometry Vol. II*.

STUDENT WORK: There will be three exams and a final. Homework assignments will be turned in and graded.

COMMENT: Dr. Prullage's lectures are informal and sometimes hard to understand, but he is open to questions and will work out any difficult problems in class. He encourages extra help sessions for the class or for any student with individual problems.

Smith

Math 341
09TT11

Analysis I
seq. 883860

DESCRIPTION: This course will aim to put the ideas learned in calculus on a sound mathematical foundation. There is a prerequisite of Calculus III. The material will be presented through lectures and problem sessions.

READINGS: Although Apostol's *Math Analysis* has been used in the past, Dr. Smith plans next year to use Rudin's *Principles of Mathematical Analysis* (\$9.95).

STUDENT WORK: There will be two in class exams consisting of problems and proofs. These have no time limit. There will also be one take home exam and a final. Homework will be assigned daily and any problems on these will be gone over in the next class.

COMMENT: One will find that it is necessary in this course to keep up with the daily work that is given. Dr. Smith, however, is always willing to help when problems are encountered, either through personal or group problem sessions outside of class. He is very competent in his field and is a very personable man that always has the student in mind. As one of his senior students said, "No one should have a semester without a course taught by Dr. Smith."

Cooney

Math 353
01 MWF

Abst Alg I
seq. 884260

DESCRIPTION: The course is an abstract development of the ideas presented in *Mathematics 221* and *222*. There is emphasis on transformations and proofs. The classroom part of the course follows the text closely. It is hoped that during

the semester the sections of the text on fields, extensions, and Galois Theory will be reached.

READINGS: Herstein, *Topics in Algebra* (\$12.00).

STUDENT WORK: There are daily homework assignments; three tests, one of which is a take-home; and a final exam. It is hoped that late in the course students will be able to take over the presentation of the text material.

COMMENT: Sister knows her material well and presents a rigorous, highly abstract course. The work load is a little greater than some of the other courses in the department. Sister is available, though, for help at many convenient times during the week.

Smith

Cpsc 118
01 MWF

Intro to Com
seq. 886260

DESCRIPTION: With no prerequisites, the goal of this course is a general familiarity with computers and their uses in society. A lecture presentation with several sessions on terminals will be the format. It is not required for anyone, is open to everyone with a limit of 40 students, and will count as Math credit.

READINGS: *Intro. to Computers and Computer Science*, by Dorf, \$12.00.

STUDENT WORK: Two written exams (multiple choice) of no definite length, and a final. 3-5 programs to be turned in.

COMMENT: This is a new course so comments are limited. But, having Dr. Smith before, his lectures are very ambitious--you are busy the whole time. He always supplies background information so you know why you're doing what you're doing and he is ever willing to answer questions inside as well as outside class.

Smith

Cpsc 218
01Tu3

Comp Prog
seq. 886860

DISCUSSION: A strong interest in programming is required for this course. It will consist of concentrated programming training, with a half lecture, half lab format. Consent of instructor is necessary for admission and Math and Science majors will have preference. It will count as Math credit.

READINGS: Manuals and handouts--\$5.00. (possible lab fee, \$10-25)

STUDENT WORK: 5-8 programs, final.

COMMENTS: This course is being offered for the first time next year. In his other courses, Dr. Smith supplies a lot of information and expects it to be learned. He is very fair in his grading, regular in style, open to questions in class, and ever-willing to give of his time.

physics and

Tomasch

Physics 345
08 MWF

Atomic Physics
seq. 693900

DESCRIPTION: This is a required course in the physics majors sequence. Atomic Physics attempts to familiarize the student with the early atomic views of matter, the wave-particle quality of light, and wave mechanics (use of Schrodinger's equation to describe various atoms). It is a standard lecture course.

READINGS: Last year *Introduction to Atomic Physics* by Enge, Wehr, and Richards (\$14.50) was used.

STUDENT WORK: There are two or three "quizzes" and a final. Occasionally problems are assigned to be handed in a week later (homework usually counts in the final grade about as much as a quiz.)

COMMENT: Dr. Tomasch is a meticulous lecturer who uses the blackboard well; the student has every opportunity to keep a complete set of notes. The tests stress the lecture heavily, and usually one of the test questions is similar to one of the homework problems. The dates of the tests are set by mutual agreement of Dr. Tomasch and the students; it would be a good idea to set the dates early in the semester, so that the students will know beforehand exactly when the tests are.

Johnson, Haaser

Physics 333
10TT12

Prog and Num Me
seq. 693500

DESCRIPTION: This is a course intended to familiarize the student with the present computing system on campus and to introduce elementary numerical techniques so that physics problems that can be handled on the computer. It is open to all physics majors and concentrated of junior or senior level, but is not a required course. The class sessions are divided into two parts: a lecture on numerical techniques, and a lecture on computer programming (FORTRAN IV language).

READINGS: *IBM System 360 and System 370 FORTRAN IV Language, Elementary Numerical Analysis*, 2nd Edition, by Conte and de Boor.

STUDENT WORK: There are no exams, but two or three problems (to be done on the computer) are assigned each week. A final term paper (25 percent of grade) is due toward the end of the course, and takes the place of the final exam.

COMMENT: For the physics student with little or no experience with the computer, this course can be extremely valuable. The lectures on numerical techniques are detailed enough so that the student can grasp the mathematical basis of the various methods; and the lectures on FORTRAN programming enable the student to write programs rather quickly. Both teachers are available for consultation three-four days a week, if needed. Problems can be worked on all night in the Key punch Room in the Math Building, if the student so desires; however it is advisable to begin the weekly assignment as soon as possible, because the computer has a habit of breaking down the night before the problems are due.

Bick **Bio 205** **Wild America**
10 MWF **seq. 812460**

DESCRIPTION: This is a survey course covering territorial segments of North America. Lectures and discussion include flora, fauna, and basic ecology of these varying areas. The aim of the course is to bring America to the student through discussion, slides, projects and outings. The professor has traveled throughout the U.S., and his interest, knowledge, and enthusiasm add much to the education gained from the course. The only prerequisite is that this course not be counted as the science requirement for liberal arts majors. The course is open to anyone, it is two credits, and may be taken pass-fail.

READINGS: The readings are simple and enjoyable.

North with the Spring--Teale \$7.95

Wild America--Peterson \$2.85

North America--Life library \$6.60

STUDENT WORK: Class attendance is required because most classes are slide programs covering different areas of the country. Lectures by students also add to the enjoyment of the class. Students are required to read one additional book on their own, as well as research some are of North America with which they have an interest. From this, a research paper is required. Finally, an examination is given at the end of the semester.

COMMENT: Dr. Bick is a highly enjoyable authority on ecology and America. His lectures and comments are stimulating and interesting. The course covers many areas of the country of which many people are unfamiliar. The readings are simple, fast, and enjoyable. Dr. Bick is available for consultation in regard to subject and course matter, and always open to ideas and innovations in nature research for the course. The work load is not heavy.

If you have an interest in the land and country of America, in the beauty of nature on this continent, in the ecology of many parts of this country, you will find this course a highly rewarding experience.

Brambel **Chem. 422** **Biochemistry**
10MWF **seq. 824460**

DESCRIPTION: Biochemistry is a one-semester, non-lab course. Introductory Organic Chemistry II is a prerequisite. A physical chemistry course is also listed as a prerequisite but is not essential, though the student would find it helpful. The course itself covers the important compounds and the chemical reactions characteristic of the living systems. This course is not required by either the chemistry or biology departments, but is strongly recommended.

READINGS: Lehninger, Albert I. **Biochemistry \$18.00**

STUDENT WORK: One hour exams given approximately once a month out of class.

COMMENT: Biochemistry with Dr. Brambel is an enjoyable course that doesn't seem to have the pressure involved with other courses of its type. The text though expensive is excellent. Dr. Brambel is always willing to go over difficulties with students, and encourages questions.

Bambenek **Chem 461** **Anal Intermed Chem**
08 MWF **seq. 824860**

DESCRIPTION: The only prerequisite is Chemistry 151. This course treats chemical equilibria. The lab consists mainly of separation techniques and titrimetric analysis. The course is required for chemistry majors, and recommended, but not required for biology and med. tech. majors. It is presented in lecture form. Grading is based on 1000 points: 3 major exams-300, quizzes-100, final-200, lab-400.

READINGS: Unavailable at this time.

STUDENT WORK: There are 3 exams and a final. There is one quiz a week, except during weeks of exams. At least 2 quiz grades are dropped. There are 5 lab experiments to be done at one's own pace throughout the semester.

COMMENT: Dr. Bambenek lectures and is willing to stop at any time to explain material. Dr. Boyle is in every lab and is extremely helpful. Both professors are always available to discuss either lab or lecture and they spend a great amount of time helping the students. The work load is about as much as any science course. The course is worthwhile mainly because of the professors teaching it.

Bick **Bio 323** **Prin of Ecology and Cons**
01TT **seq. 815060**

DESCRIPTION: This is a 3 credit course which is required of all SMC biology majors. The course presents a study of the living environment with the emphasis on populations and communities of organisms. The class meets twice a week; there is also a weekly three hour lab. In addition, there are five or six required weekend field trips. These are balanced by the fact that the weekly labs are in mid-November.

READINGS:
 Bick, G. **Ecology Laboratory Exercises**
 Billings, W.D. **Plants, Man and the Ecosystem**
 Buchsbaum, R. **Basic Ecology**
 Lorens, K. **King Solomon's Ring**
 Watts, M. **Reading the Landscape**

STUDENT WORK: There are two tests (one at mid-term and one towards the end of the semester) and a final exam. These are objective, multiple choice exams based almost entirely on the lecture material. In addition, there are also short lab quizzes given usually once a week. Assignments consist of readings and work in the laboratory manual. One formal lab report is also assigned.

COMMENT: This course is both informative and enjoyable. It is different from other biology courses in that it allows the student to participate in actual field work. Most students enjoyed this aspect of the course. The subject matter of the course deals more with "natural history" than with the matter the title might suggest. Some feel there is too much taxonomy and not enough theory in the course. Though it involves a good share of work, it is a highly recommended course.

Lichtman **Phys 101** **Intro to Physics I**
01 MWF **seq. 827200**

DESCRIPTION: There are no prerequisites for the course since it is aimed to give the non-Physics and non-Chemistry major a general and practical look into Physics. It is a straightforward lecture presentation which meets three times a week, supplemented by a lab, meeting once a week. Physics 101 is required only for Biology majors.

READINGS: Textbook--College Physics--the P.S.S.C. edition
 Supplementary paperbacks:

The Conduct of Science
The Double Helix
The Watershed

STUDENT WORK: Examinations which are of a mixed type, including objective sections, essays and problem solving, are about one hour in length and are the primary basis for grading. There are about three tests. Also required is a paper each semester which is 5-10 pages in length and covers a topic of the student's choice. The readings consist of about one chapter a week with about ten homework problems assigned along with it.

COMMENT: The lectures tend to become run-on with the professor covering only the topics from each chapter which the student's unit explained. The subject matter may be very repetitive for those who have had previous Physics course but for those who are encountering Physics for the first time it may be challenging. Professor Lichtman is readily available for consultation and is willing to give the students all the help he can, including ways to improve your grade. For those seriously interested in Physics this course is not for you, but, for those wanting only a superficial and practical look into Physics the course may be of some value.

A Note from the Editors

This semester, for the first time, the Course Evaluation Booklet was prepared under the direction of an editor approved by the Arts and Letters Advisory Council of Notre Dame. The production and printing of the booklet was handled jointly by Scholastic and The Observer but the planning, writing and editing was done independent of any campus publication or other organization.

The editors wish to express their gratitude to a great many people who contributed their time and energy. A very special note of thanks to the staffs at both registrar's offices who made it possible to include, for the first time, the day, time and sequence number of the classes. And of course we must acknowledge the writing and planning efforts of the student volunteers from both campuses, without whom this booklet would not be possible. Also a special thanks is given to Kerry McNamara and Jim Purvis for their extra help during the late hours.

Please note: Last minute changes which we were not able to include may have caused some of the numbers and times in this booklet to be in error. Students are advised to rely on the official course listing published by the registrar in case of any discrepancy.

Greg Conti
Mary Kloepper

