# Course Evaluation Booklet / Fall 1973

## Notre Dame - St. Mary's

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### A Note from the Editors

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*Editors: Greg Conti, ND; Mary Kloepfer, SMC.*
*Art Director: Jim Pauer*
*Production Director: Joseph Wilkowski*
*Production Staff: Anthony Abowd; John Flannigan*
*Illustrations: front cover, Ed Earle; back cover, Terri Phillips*
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Course Evaluation Staff

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ARTS AND LETTERS

american studies

STUDENT ADVISORS: Dan Bekavac, 213 Planner, 1052; Joseph. Runde, 448 Lyons, 7985; Jim Furvis, 01 Sorin, 8438; Jim Fauer, 21 Old College, 6361; Greg Conti, 719 Rex St., 232-2683; John Canna, 349 Sorin, 8546.

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 delegation of credits to one of 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).

Schlereth

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

Stritch

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: Rodd, 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

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.P. Cooper, The Pioneers; A. de Tocqueville, Democracy in America; M. Twain, The Adventures of Huckleberry Finn; H. Garland, Main Travelled 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: Crevoucree, Franklin, Jefferson, Thoreau, Emerson, and Bentamy.

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 his 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.

Kolbschlag

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 445 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 slide 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 Pasteing I. It is indeed more than Cutting and Pasteing. 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 News writ 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.

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 point on the class will consist of 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 research 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 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 Chiefs, G. Wilts; America is Hard to Find, D. Bellow; as well as works by Saut ‘Bellow, Theodore Roszak, James Dickey, Paul Goodman, Philip Slater, and Nara 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 responsible for reading and summarizing (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.

COMMITTEE: 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 their own. Professor Weber's style is such that the indulgence to learning is natural and not forced.

Schlereth

Artifait in Amer Hist

DESCRIPTION: This course is designed to acquaint the student with several periods in the history of 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.


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 usually 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 who 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 attentiveness at the review sessions, held before each exam, they are very fair.

Staff

Art 210

Intro Studio Art

various times
Hunt
Art 353
Ancient and Classical
11 MWF
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, (S17.95).

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 restring the harps but Brother Hunt was an acute sense of humor in order to appreciate Brother Hunt and an interest in the ancient foundations of myth and religion.

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 aflid, Jean de Berry, Villard de Honnecourt, Bishop Bernard, etc. will be discussed in terms 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 Zarnicki, Romaneque Art, S6.95. Florens Deuchler, Gothic Art, S6.95.

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 flight) or art objects you’ve never thought were objects d’art, rather things kept in your mother’s credenza (metal work, ivory carving) 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 Romaneque and Gothic Art.

Porter
Art 355
Rom and Goth Art
09 TT 11
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 aflid, Jean de Berry, Villard de Honnecourt, Bishop Bernard, etc. will be discussed in terms of their influence on the great artistic heritage of the Middle Ages. An exhibiton 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 Zarnicki, Romanesque Art, S6.95. Florens Deuchler, Gothic Art, S6.95.

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 flight) or art objects you’ve never thought were objects d’art, rather things kept in your mother’s credenza (metal work, ivory carving) 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
Photography II
01TT3
seq. 116260

DESCRIPTION: The purpose of this course is twofold: first, teaching basic darkroom skills (developing film, making prints) in order to make a technically good black and white photographer; second, developing the Student’s visual and emotional sensibilities, stressing the artistic and creative aspects of photography.

READINGS: There are no required readings. Cost of film, paper, and other supplies (aside from toll camera) average S35-$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 has a rare facility 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
Hal Renaissance
09 MWF
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. Horl. A History of the Italian Renaissance, about S13.00. 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, literature, philosophy, physics, 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 epochs of man, the course is highly recommended.
Between proofs it is often necessary to plan your next stage of etching before the
make for interesting and exciting discussions. Mr. Rushton encourages students
knowledge of the subject and the historical and cultural aspects relating to it.

Vogl

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 pro-
cesses 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 ad 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-
betweenproofs 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 intro-
duced 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 con-
sisting of five prints per credit hour Various intaglio techniques should be in-
cluded 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 of the courses and 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.

Art 493

Lith and Silk

01 MW 4

seq. 116650

DESCRIPTION: No prerequisites—open to all art majors and with depart-
mental 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. Chielle) -(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, em-
phasis 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
courses. A good course for students interested in these techniques, the course is
available from Mr. Raymo. The studio furnishes the printing process material and supplies.

Arthur 221

Photography I

08 TT 11

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

Response Drawing

12 MW

seq. 805060

DESCRIPTION: A perceptual approach to the act of drawing, stressing the
development of the visual, realtional 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.
Raymo  
Art 303  
12 TT 3  

Design II  
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.

Levin  
Art 303  
12 TT 3  

Baroque Art  
seq. 807260

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

Levin  
Art 403  
03 TT 6  

Design in Nature  
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 medium 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  
07 M 10  

Hist of Photography  
seq. 807850

DESCRIPTION: An in depth 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 guest speakers 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 expected by his students. This course should prove to be very informative and definitely worthwhile.

black studies

STUDENT ADVISORS: Vince Campbell, 3 Fisher, 1875; Carl Ellisko, 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  Srv Afr Am Lit  seq. 121560

Herring  BLST 325--Eng 325  seq. 122560

Che-Mponda  BLST 419--Govt 419  seq. 123060

Amer  10TT12

Che-Mponda  BLST 431--Govt 431  Linkage Pol  seq. 123560

Africa  10 MF

Walshe  BLST 451--Govt 451  Intergroup Rel  seq. 124060

Tropical Africa  seq. 125060

Carby-Samuels  BLST 463--Econ 463  Ec Dec Mkg  seq. 125560

Blk Exp  09TT11

Che-Mponda  BLST 480--Govt 480  Black Pol  seq. 126060

Thought  11 MF

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

collegiate seminar

Broe-Fiorenza  Sem 441  Images of Women  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 inhibits 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 discussion is arranged in four parts: Old Testament, New Testament, Church History and contemporary theology. Readings will range from a treatment of the figures of Lillifi, 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.


**Economics**

**STUDENT ADVISORS:** John Abowd, 41 Lyons, 7812; Peter Homer, 100 Morrissey, 3447; Sue Anderson; Dale Belloc, 246 Lyons, 7924; Mike Casale, 423 Grace, 1814; Buzz Craven, 622 California, 5247; 9535; John Horeled, 534 Jackson; Larry Velchek, 364 Dillon, 1849.

**Bonello Econ 223**

**Prin of Econ**

**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 the 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 include basic economic problems, poverty in the United States, and poverty in developing countries. The course is required for all first semester BA 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 course.

**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 grades achieved.

**Davission Econ 302**

**Macroeconomics**

**seq. 211961**

**DESCRIPTION:** This course is the study of Macroeconomics. The course includes the Keynesian and Classical systems as the approach to the problem of Macroeconomic activity. This course analyzes the Keynesian and Classical systems as the approach to the problem of Macroeconomic activity. It is an introduction to the study of Macroeconomics, which focuses on the relationships between the price level, unemployment, and economic growth.

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

**STUDENT WORK:** One paper, one final, as well as one mid-term exam. The final exam is usually comprehensive and is designed to test the student's understanding of the material covered in the course.

**COMMENT:** Prof. Davission normally employs a lecture format and encourages discussion and class participation. He relates the material in a way that is 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 overwhelming but conducive to those really interested in learning Macroeconomic theory and its applications.

**Durbin Econ 310**

**Econ of Consump**

**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 auto-financing, leases, mortgages, warranties, insurance, annuities, employment, investment options, and investment management. Particular attention is 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 class essays, one paper, and a final based on the lectures and the readings.

**Swartz Econ 341**

**Fiscal Policy**

**seq. 212560**

**DESCRIPTION:** The purpose of the course is to provide the students with the knowledge they 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 students are often very good at solving the disadvantages. This course is recommended for all as a free elective.

**Brown Econ 301**

**Inter Micro**

**seq. 211862**

**DESCRIPTION:** Since Dr. Brown will be returning next semester from a two year leave of absence in Africa, he has not much 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 include indifference curve analysis, derivation of the demand curve, monopoly, oligopoly, monopolistic competition and perfect competition.

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

**STUDENT WORK:** There will be take-home problems every week to supplement the lecture material. Grade will be based on two or three final tests and a final project.

**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**

**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. He is opting for two or three "mini-texts," that is, then paperback 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 is pressure from the students for a mid-term, too, could be arranged.

**COMMENT:** 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**

**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 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.

Warland Econ 405 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, S.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 Warland takes a deep interest in his students. It would be a mistake not to take at least one course from him before you graduate.

Davissom Econ 417 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.


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. Davissom 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 Reg & Priv Ind 10 MWF 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.


STUDENT WORK: Father Fitzgerald requires a 1-15 page paper along with 3 in class exams and a final. The tests are 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 required 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 Trade Unions in U.S. 09 MWF seq. 214160

DESCRIPTION: An interpretation of the American 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 Seilg 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 format 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
Skurski: Econ 473
10TT12
Comp Econ Systems
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 become 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 development 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; Shonetfield., A Manual on 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
02TT4
Soviet Econ System
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 the various sectors of the economy including that of labor and the proverbial problem sector of agriculture. After 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. Pre-requisites are Econ 223 and 224 or Econ 225.
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.

Leahy: Econ 487
01TT3
Urban Econ
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, urban systems base theory, and urban manpower development, and model cities programs.
READINGS: Urban Economics: Theory, Development and Planning by Leahy; Urban Economics 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 birds eye view of current and past trends in our modern cities.
Bochtler  Educ 406  Corrective Reading  seq. 845060

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. This can be done through the ND-SMC tutorial program or classroom participation. There will be three tests 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 group discussion.

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Sullivan  Engl. 301-401  Fiction Writing  seq. 240662; 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 writer's workshop, a sensitive seminar where a serious concern for prose fiction contributes toward its improvement. The usual anonymity of authorship for stories submitted is actual 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.

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Doubleday  Engl 308  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.

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Huber  Engl. 315  Western World Literature  seq. 241361 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 the philosophical or sociological theory. Presentation is mostly discussion with occasional background lectures.

READINGS: (All readings in English translation). The Epic of Gilgamesh, The Iliad, The Odyssey, Homer; The Iliad, The Odyssey, Virgil; Ovid, Love Poems, Requiem, Song of Roland; Chrestien de Troyes, Arthurian Romances (Dutton); Gottfried von Strassburg, Tristan and Isolde (Penguin); The White Pony, Chinese poems; The Tale of Genji, Part I (Doubleday); Corinna, Don Quixote.

STUDENT WORK: Frequent open book quizzes, class reports where possible, midterm, 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.

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Doubleday  Engl 331  Age of Hero  seq. 242660

DESCRIPTION: A study of the nature of the hero and of the heroic situation in early medieval epic, heroic poem, myth, and novel. The course will consider the major factors in the development of the heroic concept and the way in which the hero has been used by the author to convey his particular message. The approach will be comparative, with occasional background lectures, and the primary emphasis will be on works of literature from different periods and cultures. The student will be expected to study the literature of his own period in addition to the literature of other periods. 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 text list was unavailable at this time. Islamic Lit. The Koran, Firdausi, Shaknamah; Khayyam, Rubaiyat; Arabian Nights, Indian Lit. Bhagavad-Gita; Kalidas, Shakuntala; Gandhi, Autobiography.
Jemielity Eng. 549 03MWF

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, Sterne 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 set for all serious students. The genuine “enthusiasm” which incomparably brings to the study of Johnson and Gibbon is particularly infectious. As a sideline: 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.

Kier Eng. 420A 01TT3

LITERARY CRITICISM

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 abridgment of Cervantes’ Don Quixote before the first class (there will be copies in the bookstore within the next few weeks).

Kier-McDonald Eng. 52A 02 MWF Hawthorne-James seq. 249690

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 writing in the 1890’s. An attempt is made to maintain a balance 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 Ada 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. Kier will have similar responsibility for James. Both instructors, however, will be fully engaged with both authors, and class discussion will include everyone.

CATALOGUE: This 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 Spots 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.
DESCRIPTION: This course entails 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 inextricable blend of lecture and sociocritical dialogue.

READINGS: Defoe, Robinson Crusoe (Signet); Bronte, Wuthering Heights (Riverside); Dickens, Great Expectations (Harper); Hardy, Jude the Obscure (Harper); Dostoevsky, 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: Age; 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 enlaming. He is always open to students' questions and varying points of view. In fact, it is only by avoiding questions and expressing impressions, Professor Werge will ask his own or probe students for their opinions. A well-defended dissertation is 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 invariably 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 stylistic quality 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 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 American Prose; Brown, Cloet; Dubnar, The Sport of the Gods; Toomer, Cane; Attaway, Blood on the Forge; Schuyler, Black No More; Griggs, Imperium in Imperio; approximate price of the books: fifteen dollars.

STUDENT WORK: Students are expected to do all of the readings 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 bulky 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 a prerequisite in taking this course. Since Southern literature is distinguished 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 Loginization." 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), K'Turner's Southern Short Stories (Rinehart), Guild's 19th Century Southern Fiction, Narrative Fiction of the Life of Frederick Douglass, Mark Twain's Pudd'nhead Wilson, The Portable Faulkner (Viking) and Absalom! Absalom! Pratt's The Fugitive Peafowl, Wingr's Uncle Tom's Children, Williams' A Streetcar Named Desire, and Stryon'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 gratulous 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 disdain 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, Mr. Garvick decided to devote the course to the study of British poetry from 1830 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: Deiser, Sister Carrie; Wharton, The House of Mirth; Stein, Three Lives; Cathr, 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 midterm 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.
McDonald Eng. 452 07TJ

DESCRIPTION: This course, intended as a survey of the literature of the twentieth century, will begin with the study of Ezra Pound, T.S. Eliot, and A.L. Richards. 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.


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 are vividly animated to 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.

Schoen Eng. 449 03MWF

DESCRIPTION: This course covers five or six of Milton's shorter poems in the first 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, in which they regularly record their responses to the Absurd-in drama, in life, etc.

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 course develop today, Mr. Schoen 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. Schoen'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, Mysteries and Interludes; Shakespeare: King Lear, Troilus and Cressida, Timon of Athens; Pirandello: Nakes 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; Shepperton: Rosencrantz and Guildenstern Are Dead. 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 have been highly recommended.
**Sniegowski**

*Engl. 482*

02Th5

**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. Sniegowski.

**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 is discussion is weighted most heavily.

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

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**Walton**

*Engl. 371*

Private Exp. in the Novel

01MF

seq. 243060

**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; Sterne, 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.

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**Collins**

*Engl. 460*

09MF

Eng. Novel to 1845

seq. 245560

**DESCRIPTION:** A study of the ways in which social experience is represented as personal myth by novels from Defoe to Doris Lessing. Lecture No. 1: Change.

**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.

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**Sniegowski**

*Engl. 567*

Ronnantic Poetry

07Th10

**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. Sniegowski.

**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 is discussion is weighted most heavily.

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

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**Robinson**

*Engl. 345*

02TT4

seq. 242861

**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 "genres" 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 anywhere from $3.00 to $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 consistence. 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.

DESCRIPTION: An introduction to literature, devoted to developing the student's ability to read literature with reasonably full understanding and sensibility, 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 such, 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.

DESCRIPTION: As the title implies, English 515 is a survey of current Linguistic theories. As such it should not be confused with English orammar 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.)


STUDENT WORK: There are 3 short papers, 3 hour 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 515 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.

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 feminism 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.

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 form 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.

DESCRIPTION: This 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.


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.

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.


STUDENT WORK: The course has a fair, yet extensive amount of readings. There is a midterm 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 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.

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
Bosco, 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, Fredrich von Schiller

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

COMMENT: This is a good introductory course. 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 class 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 add 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 help 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 lectures and discussions.

READINGS: Twelve Modern Plays (Dodsen, $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 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.

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.

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 add 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 lectures and discussions.

READINGS: Twelve Modern Plays (Dodsen, $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.

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

Hunt

Poetry

GP 241
09 MWF seq. 261061

DESCRIPTION: This course will deal with 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: Lewis Simpson's An Introduction to Poetry (2nd Edition); Perrine and Reid, 100 American Poems of the Twentieth Century; and a great many selected handouts 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. 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

Poetry

GP 241
1 MW seq. 261062

DESCRIPTION: Dr. Robbins 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-modern 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**

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<th>Course Code</th>
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<tr>
<td>GP 247</td>
<td>Fine Arts I</td>
<td>9 TT</td>
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**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 main ideas and then proceed 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**

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<td>GP 281</td>
<td>Gt Bks Sem I</td>
<td>Various Times</td>
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**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 democratic forum. The seminar sequence is required for GP students and opens to others only with special permission.

**READINGS:** Epic of Gilgamesh; Homer Odyssey; Plato, Apology, Crito and Phaedo, Republic; Sophocles, Oedipus Rex, Oedipus at Colonus, Antigon; Aristotle, Poetics, Ethics; Herodotus, Histories; Plutarch, 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 leader's remarks are essentially 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**

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<td>GP 341</td>
<td>Origins of Christianity</td>
<td>10 TT</td>
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**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. The readings have been chosen thematically from the Bible and 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**

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<tr>
<td>GP 341</td>
<td>Origins of Christianity</td>
<td>10 TT</td>
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**DESCRIPTION:** Judean and Near Eastern influences on the beginnings of the Christian Church are explored. Intelligently 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**

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<td>GP 343</td>
<td>Hist of Sci II</td>
<td>10 MWF</td>
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**DESCRIPTION:** This course is the first in a sequence of six seminars which focus on 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 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 The Philosophy of Science, and The Social Contract, if time permits at the end of the course. John Rawls, A Theory of Justice and Jacques Maritain's Man and the State may also be useful.

**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 in 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, thoughtful and erudite lecture style. The history of the time period covered is without a doubt fascinating, involving a radical change in methodology 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**

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<td>GP 345-443</td>
<td>Politics</td>
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**DESCRIPTION:** This is a required course 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 on discussion of the previous lectures and readings.


**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 overwhelming. Dr. Nicgorski is well versed in this important field and is open to all points of view and criticism. Outside of class, he makes himself available to student interests. The problem most often met is that the course is a 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.

**Kinsley**

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<td>GP 347</td>
<td>Fine Arts II</td>
<td>2 W4</td>
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**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 slack 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 Western philosophy and religion. Their study provides an interesting change of pace from the General Programs' major focus on Western thought.

READINGS: Khagavat 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 Japanease culture is sure to prove helpful in discussion the Eastern writings. Dr. Cronin's work provides an opportunity for the improvement of the thesaural art. Dr. Lyon shares with his students valuable insights drawn from a wealth of historical knowledge.

LaPorte

GP 445

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 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.

COMMENT: 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

Gt. Bks Sem V

various times

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, Toian Women; Plato, Phaedrus; Virgil, Aeneid; Gibbon, Decline and Fall of the Roman Empire; Shakespeare, Romeo and Juliet; Spenser, The Faerie Queene; Machiavelli, The Prince; Aquinas, Summa Theologiae; St. 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.
Francis

**Government**

**Kommers**

University major, and will be open to sophomores next semester. Dr. Kommers' enthusiasm for the subject matter, and to student interest in current problems in government. Questions are always welcomed, but at times they tend to take away from the formality 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**

American Government

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.

**Roos**

American Government

DESCRIPTION: American Government provides the student with a clear and accurate 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. Roos has not yet decided between either a set of paperbacks or a text entitled Patterns of Government by Beer and Ulam.

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: With the present crisis in Executive-Congressional relations this course becomes more relevant daily. 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.

**Kommers**

American Government

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 readings, and there are no prerequisites.


STUDENT WORK: One paper (15-30 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 government. Questions are always welcomed, but at times they tend to take away from the formality 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.
Psychology

Farrow
Psych. 356
Psychological Testing
04TT6

DESCRIPTION: This course is open to all students provided they have had the prerequisites of General Psychology and Experiential Psychology I (Statistics). This course is aimed at providing the student with a thorough survey of psychological testing theory as well as the practical applications of testing such as development, standardization, administration, scoring, and evaluation-interpretaion. Personality and I.Q. testing are particularly emphasized. The first half of the course emphasizes theory and principles of test construction with the latter half emphasizing the administration, evaluation, and interpretation of selected tests with韦希尔 Smart Scale, Children, Wechsler Adult Intelligence Scale, Reitan Test Battery for Brain Damage, and others.

READINGS: The text used was Principles of Educational and Psychological Testing by Brown. Dr. Farrow has stated that there is spottability that the third edition of Psychological Testing by Anastasi will be used in the future. Various handouts will also be distributed.

STUDENT WORK: Grades will be determined on the basis of a midterm exam, a final exam, and all evaluations on tests administered by the students, and on class performance. A test development project, consisting of an outline of the development of a test of any psychological construct that the student desires, is also required.

COMMENT: This course is recommended to all Psychology Majors, as well as other students, who desire to obtain a working knowledge of psychological testing or development through interpretation. The first half of the course tends to be dry due to the nature of the statistical concepts involved; however, Dr. Farrow is a very personable lecturer and tries to illuminate material that would otherwise be boring. The second half of the course involves a seminar-laboratory experience which enables the student to apply what he has learned and is quite interesting. Throughout this segment audio-visual materials are used. The text tends to be boring and cursory at times. The tests are taken primarily from the text and require a thorough knowledge of the material. The tests are difficult, but if one studies conscientiously he will do well. Dr. Farrow takes personal interest in his students and is readily available for consultation. The work load for this course is moderate. Overall, the students find the course interesting and valuable, particularly due to the small number of students in the class and the fact that the student gains practical experience in testing as well as the theory behind it.

Snyder
Psych 473BN
Comparative Psych
07TT9

DESCRIPTION: Prerequisites: General Psychology. This course will be basically a lecture course presenting a broad survey of animal behavior (sensory to social), its functional analysis by psychological experimental methods, and its basis and significance in physiology, genetics, evolution, and ecology. Topics to be covered are animals in research, the Pragelessness of humans, comparison of American and European psychological, ethological, and other approaches; example of psychological research, evolutionary concepts and principles, research techniques, ecology, biological clocks, sensory processes, perceptual organization and programming, the nervous system, innate behavior, learning and learning, reproductive behavior, social behavior, and aggression. The class will be limited to 30 students.


STUDENT WORK: There will be two exams plus a final (objective type). Since this is expected to be the student’s first course in this area, the professor does not plan on assigning any paper.

COMMENT: Dr. Snyder lectures in an informal, low-keyed style. He is not reluctant to talk about areas in which he has done research himself (when appropriate). He appears to have a more than passing interest in this area, and seemed enthusiastic about teaching it next semester. This is the first time this course has been offered.
Kertesz
Govt 425
1 TT 3
Peace Through Diplomacy
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 lecture 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 Hungary, in his foreign service as well as contacts with diplomats and international relations scholars worldwide. These experiences broadened the course and increase the students' 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 within 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-guerrilla 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; Richard Lowenthal, World Communism; The Disintegration 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.

Walsh
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.

Che-Mponda
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 Walsh 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
Peace Through Diplomacy
10 MWF
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.


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. In lieu of a term paper, 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 reading. 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
International Communism
3 M 6
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
Latin Am Pol
2TT4
seq. 274260

READINGS: The texts for Latin American Politics are: Denton and Lawrence, Latin American Politics: A Functional Approach; Tomasket, 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.

ADD.CLICKS: 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.
**DESCRIPTION:** Internship in Government is a three-credit pass-fail course which is given to the Chairman of the Political Science department. Internships are assigned by the chairman's office and are based on the student's personal background and career goals. The internship is designed to provide hands-on experience in a government setting, and the types of internships available vary depending on the student's interests and professional goals. The student will be placed in an office and will have a supervisor. Hours are determined between the student and the government. The only requirement is approval from the Chairman of the Political Science department. Once approved, the student will be given the necessary paperwork and will begin work. The student will have some flexibility in their work schedule, but they will be required to spend a minimum of 10 hours per week, and the number of hours will vary depending on the needs of the office. The student will be expected to complete a research report assigned. 

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

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**Bohan**

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<td>International Politics</td>
<td>01 MWF</td>
<td>seq. 931800</td>
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<td>Tondreau</td>
<td>Urban Studies Seminar</td>
<td>02 MWF</td>
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<td>Modern Pol Thought</td>
<td>02 TT 4</td>
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<td>POSC 499</td>
<td>Internship in Gov</td>
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**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.

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**Tondreau**

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<tr>
<td>POSC 325</td>
<td>Urban Studies Sem</td>
<td>02 MWF</td>
<td>seq. 932400</td>
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**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 workload is relatively light in comparison to other courses.

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**Henry**

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<tr>
<td>POSC 355</td>
<td>time undecided</td>
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**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. **READINGS:** There will be eight books required. They include *The Conduct of War 1789-1961* by J.F.C. Fuller, *Renaissance: The Birth of Modern Warfare* by A. Vagni, *History of Militarism* by E.M. Earle, *Makers of Modern Strategy.* **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 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 and informative. The workload is relatively light in comparison to other courses.

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**Bernard**

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<tr>
<td>Hist 320-520</td>
<td>Age of Louis XIV</td>
<td>02 MWF</td>
<td>seq. 282200</td>
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**DESCRIPTION:** Dr. Bernard's course will try to give a rounded view of life in the Golden Age of French history by relating it with society and culture as well as politics. The format will include lectures and slide sessions, assignments, 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 Wedgwood, *Political Testament of Richelieu* by Louis XIV by Wolf, *Frenchmen by Gouberti, Selected Plays of Molieres* by W. F. Church. The books should cost around $20 in total.
Ward
Hist 323-523
19th Century France
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 dates, places, etc., but rather the 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, Flandres' Madame Rovray, 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 thused for another. There is a mid-term and a final examination as well. Both quizzes and exams are straightforward 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. He attempts to activate the discussion both in between informative discussions on the readings and slide-illustrated talks. Prof. Ward puts 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 considered to attract and to hold the students' attention. Prof. Ward is readily available for consultation. This course comes highly recommended.

Flood
Hist 327
01 MWF
Germany 1648-1870
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 Gorman 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 liberal, 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 German supremacy in Central Europe, and the achievement of national unification.

READINGS: The two textbooks used in this course (both semesters) will be Koppel's P. Stint, Modern Germany and Hajo Holborn, A History of Modern Germany (two volumes). These texts will be supplemented by a series of often 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 Mr. 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 fur Europäische Geschichte, Mainz, Germany.

Kritzeck
Hist 336-536
The Crusades
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 for 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 illuminate 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. Instead, Professor Kritzeck will show that at a lead innate sense, the Crusades are 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 noteworthy. 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 his love for this topic and the zeal of his scholarship.

Moore
Hist 351
03 MWF
Ancient Greece
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- 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.

Shaw
Hist 339
01TT3
Old Mod China
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
03 MWF
Ancient Greece
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- 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
09 MWF
Repub Rome
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.


Smelser
Hist 360-560
British New World Empire
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: Cahen's Imperial Europe: 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 mandatory.

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 forward. 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 "optional 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 Sahlberg, The Awakening of American Nationalism by George Dangerfield, The Cultural Life of the New Nation by Russell B. Nye, The Jacksonian Era by Gilden Van Deusen 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-an interim 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 15 minutes, yet they are well-organized and the professor has no trouble housing 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 repugnancies of a male-oriented American society with which American women have had to deal through the course of American history. The course is open to all students regardless of major. Ms. Moore presents lectures twice each 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; Slow, Uncle Tom's Cabin; Tolstoy, Giants in the Earth; Wharton, The House of Mirth; The Women Movement; Robinson, The Power of Sexual Surrender; Piatti, 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 Progress, which is newly published, has 12 chapters, one for each chronological stage. By the end of the semester the student will have read six chapters and prepared for the examination, and should be familiar with the whole book. The readings for the two courses will be nearly identical, but the teaching method, which will be presented at a discussion group meeting in each class, will be quite different. The class is designed to give the student an idea of what it was behind the New Deal, and the events and personalities that affected its course 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 is divided among 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 are all 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 a special area of interest. Attention is always running 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 student has 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 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 course 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 is divided among 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.

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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 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. Mairler, R. Pares, T.S. Ashton, Dorothy George, E. Holt, E.P. Thompson, C.G. Robinson, P. Spear, and A. S. Tuberville have been used. At the time this view was taken, 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 also 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 15-15 pages.

COMMENT: The lectures are well organized and in depth. An abundance of material is given out at each class. Straight lectures 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 that should not avoid this course for this reason. Dr. Burns has a superlative knowledge of English history and a knowledge of Irish history 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-.
speech and drama

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 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 prerequisite 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.

Ballinger SPDR 257 Oral Interp 11 MWF seq. 972650

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.

Sommer SPDR 100 02 MWF 10TT12 seq. 970262 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. Improvisu 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 succeed. A midterm and final exam will be given. 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.

Adams SPDR 135 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 fundamental elements of the course is presented in a series of lectures with an occasional discussion or a movie. Mrs. Adams explains the history of the 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 ($13.50)

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 03 TT 5

DESCRIPTION: This course is an elective for all students, no prerequisite. It covers the nature of the theatre and its traditions under many circumstances. It's a learning experience as well as an experience of life.

READINGS: The Nature of the Theatre ($7.95), International Theatre Institute's Theatre ($4.95)
Donahoe  Hist 201  U.S. History to 1865  10 MWF  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: There 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  U.S. History to 1865  02 MWF  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  The World of Man  11 MWF  seq. 860461

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  Westward Movement  01 MWF  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 the History major. It is also considered an elective for the History major. It is also considered an elective for the History major.

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 through 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  Ancient History  09 MWF  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 men 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  Men and Ideas  03 MWF  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

COMMENT: 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  History of Russia  09TT11  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.

COMMENT: 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: 1789-1830 by Charles Breunig and The Age of Nationalism and Reform: 1850-1899 by Norman Rich are the two textbooks; Karl Marx by Isaiah Berlin, Max Weber and 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 40 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 tests are also good—they have enough information without getting too detailed yet they are not too general. For History majors, the course tends to lie 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
Medieval Culture
11 MWF
seq. 871060

DESCRIPTION: This course has no prerequisites and is open to sophomores, juniors and seniors. It is required for all Humanistic 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 item, there will probably be three or four books and will include Medieval Europe by Hollister (54.25), The Middle Ages by Strayer and Munro (95.95), 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
Baroque Art
09 MWF
seq. 872200

DESCRIPTION: This course will take a close look at the most influential artistic movement of the Age of Reason or Baroque Age 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 departements.

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.

language and

O’Brien-HUST 323
10 Th 12
seq. 871461

O’Brien-HUST 323
10 Tu 12
seq. 871462

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 literature from 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.

Hunt-COML 400
04MW6
seq. 434300

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 methods 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 supplement 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.

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COMMENT: Miss O’Brien, an enjoyable teacher, with the readings and the informal set-up of the class lend toward a definite learning atmosphere.
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 recapture much of western literature. The emphasis rests in the search through each poetic form—helpfully in bringing the way as to help the student in his search for historic or for this reason the student plays a large role in the structure of the course, which consists of approximately 10 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 analyzing the individual and the true nature of the work in the discussions which generally take up most of the time in the classroom.

READINGS: 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. Snadders; Magister Ludi, Hermann Hesse; Othello, Shakespeare; and Long Day's Journey Into Night, O'Neill; theme: Inferno, Dante; The Clouds, Aristophanes; Tragic History of Doctor Faustus, Marlowe; Faust I and II, Goethe; Ulysses, dramatique monologue, Tennyson; Doctor Faustus, Thomas Mann; Faust, Valery; period: 19th century—powma od Xolweridge, Wordsworth, Keats, and Shelley, and A Hero of Our Time. Lermontov: 20th century—poems of Eliot, Orwell, Pound, Stevens, Yeats, Cummins, Thomas, and Joyce; The 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 student may seem overwhelming, but Mr. Hunt is very understanding and is willing to give 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 minimum necessary. The course would be of value even to the non-literature student who wants to understand the works which have to form the roots of Western thought. There are no prerequisites.

READINGS: The text material by 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 on 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 its kind", attention is a needless consideration. The 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 work permits him not only to reveal his detailed knowledge of Greek literature, but to treat it in a way that is both interesting and educational. He is a master at 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 judgment. Young 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. 446400

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 the 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

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

DESCRIPTION: The literature of the various peoples in the Communist Block countries is 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 materials 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 during the first half of the course. Consists 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.

COMMENT: 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.

Klawitter  MLGR 400  Scientific German 11MWF  seq. 324000

DESCRIPTION: The prerequisite for this course is at least two semesters of basic German (MLGR 1100). The purpose 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 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 man 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.
Lanzinger

**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. *Columbus* by Thomas Mann; *Das Glaspräleseul* by Hermann Hesse; *Das Schloss* by Franz Kafka; and *Die Blechträume* 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 considers it 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:** “Gemutlichkeit” 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 being 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.

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Lazenby

**Class 450**

**Greek & Roman Myth**

**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.


**Student Work:** Sixty-page 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.

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Richardson

**Class 455**

**Classical Archaeology**

**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 Archeological 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. The text is *The Illustrated Guide to Classical Greece* by John H. translation. The book is 556 pages and is divided into two parts: Part I covers the prehistoric period, and Part II covers the Classical and Hellenistic periods.

**Student Work:** There are two assignments: a midterm examination and a final examination. The midterm examination is worth 30% of the final grade, and the final examination is worth 70%.

**Comment:** Dr. Richardson’s lectures and slides are very enjoyable, for he is extremely versatile 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.

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Renaldi

**MLSP 485**

**Latin American Theatre**

**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 Florencio Sanchez, Jose Clemente Corotisha, Javier Villaurrutia and others. Professor Renaldi and his students will undertake together an 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 are possible 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 worthwhile.

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Columbus

**Ling 517**

**Generative Grammar**

**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 Lilies 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 is not 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 of the basis 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. Dr. 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.
De la Torre
CLLA 363
09MWF
Description: The aim of this course is to define the comica vis of Plautus and Terence 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. Hritzu 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
09TT11
Survey of French Lit
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.

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- Madam 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 your 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.

Lalta
MLSP 304
11MWF
Adv. Comp and Syntax
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 three 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: Mrs. Lalta 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.
### Description

The course provides a qualified advanced student with the opportunity for independent study. This course is exactly what it implies: an 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 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

Sacred Heart Chapel Choir

07 Th Su 10

**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

Music History

11 MWF

**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.

**Isele **

Music 233

Theory 3

10 MWF

**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 andaural assignments to further perfect the fundamentals of musicianship and the basics of the musical language.

**Maloney **

Music 205

Polyphonic Chamber Choir

05 TT

**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.

**Isele **

Music 347

The Music of Bach

03 MWF

**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.

**Stevens **

Mus 104

Class Voice

**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:** Dictation of songs in Italian, French, German; oral quizzes on pronunciation, take-home examination after each language examination section is completed.

**McCray **

Mus 161

Theory

09 MWF

**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.


**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

Madrigal Singers

06TT8

**Description:** Audition required, performing ensemble for 1 credit per semester, singing and performing in concert works of the renaissance. Meets once a week, Madrigan 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

Collegiate Choir

07MW9

**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 as well as concerts. Mark based on attendance and hearing and knowledge of material covered.

**Comment:** Demanding much time, but excellent instruction.

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**Music 104 Sacred Heart Chapel Choir**

- **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.

**Music 241 Music History**

- **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.

**Music 233 Theory 3**

- **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.

**Music 205 Polyphonic Chamber Choir**

- **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.
Lawrence
Mus 271
10 MWF

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 readings: several standard textbooks. Recorded examples, required attendance.

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

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 readings.


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.

philosophy

STUDENT ADVISORS: Fred Antczak, 204 Farley, 6752; Thomas Filik, 7735.

Loux
Phil 201
02MWF
Intro to Phil
10MWF

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 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.

Mahoney
Phil 245
01 MWF
Existentialism
seq. 412263

DESCRIPTION: A survey of existentialist thinkers, with an emphasis on the thought of Kierkegaard, Nietzsche, Marcel and Sartre. The course will elaborate 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 logical tableau method will be introduced in conjunction with this. 2) Predicate Logic: A consideration of quantifiers and identities and their use in translating from natural to formal languages. Dr. Mahoney also hopes to introduce the student to the application of logic as the foundation of apriori disciplines.


REQUIREMENTS: Weekly assignments of problems. 2 exams and a final.

COMMENT: The course does not presuppose a logical or mathematical background. Dr. Mahoney 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 acutely 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 in logic.

Pahl
Phil 213
Intro to Sym Logic
09 MWF
seq. 411061

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 logical tableau method will be introduced in conjunction with this.

2) Predicate Logic: A consideration of quantifiers and identities and their use in translating from natural to formal languages. Dr. Pahl also hopes to introduce the student to the application of logic as the foundation of apriori disciplines.


REQUIREMENTS: Weekly assignments of problems. 2 exams and a final.

COMMENT: The course does not presuppose a logical or mathematical background. Dr. Pahl 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 acutely 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 in logic.
DESCRIPTION: This course attempts to give a knowledge of the fundamental principles of all reality. The study 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.


STUDENT WORK: 3 essay exams and a final.

COMMENT: Professor Bobik 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 difficult questions. This course is recommended to those who are interested in a solid introduction to ontology.

Brennan Phil 251 Metaphysics

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.

READING: Plato: Phaedo, and selections from The Republic. Aristotle: Metaphysics. Whitehead: Process and Reality. 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.

Evans Phil 275 Bas. Concepts Pol Phil

DESCRIPTION: This course begins with a reading of Antone de Saint-Exupery's The Little Prince and Josel 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: 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.


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.

Johnston Phil 271 Business Ethics

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.


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. The only 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.
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 friendly approach helps them. 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 TT1

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 supersensory being, etc., 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 disinterest 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
Plato and Aristotle
01 TT3

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.


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
T0TT12

DESCRIPTION: This course will be 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 "intelligent humanism," the philosophy of education; social and political philosophy; and the philosophy of History.

READINGS: Introduction To Philosophy: On the Use of Philosophy: Education of the Crossroads; The Range of Reason: Existence and the Existential; Approaches to God; Integral Humanism; Man and the State; Philosophy of History; Creation of Intuition in Art and Poetry.

STUDENT WORK: 1 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 the 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
His and Phil of Bio
10 TT12

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 basic goals are: 1) one enzyme hypothesis; 2) the computer and ethological models of animal communication and of the bioneural basis of language; 3) the explications 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.


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.

Weiner
Phil 386
Perc and Thinking
02 MWF

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 defended 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 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. Weiner 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. Weiner can be a very informative professor provided that students prepare sufficiently for class. Due to the nature of the course, Fr. Weiner 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
Aristotle
04 TT6

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: McKeen: 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 predominately. 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
Ethical Theory
3MW5

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
Interm Sym Log
11 MWF

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.
STUDENT WORK: There will be no exams. Written work will include a paper dealing mainly with philosophical problems, a background in Intro to Phil is eight to ten pages in length. The main written work will be philosophy required of each student. 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.


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, 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 18th c. Phil 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 behavioralism 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 IUSB 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 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.
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 mankind throughout history. The student gains 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 Government, and selections from Rousseau's Social Contract.

STUDENT WORK: Class will meet twice a week in lecture format and once per week in free discussion. One short paper will be required every 1-2 weeks and there will be a mid-term with a final.

COMMENT: Mr. Pomerleau is available and extremely helpful. His enthusiasm extends to both the subject and his students. The course requires a good deal of effort but the rewards are always commensurate with the work.

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.

Mr. 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 Frankfort's Before Philosophy, Aristotle's Ethics and Politics, Augustine's City of God, and Hobbe'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 concise papers; hence, they are not as easy as one might think. Two 1-½ 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, Mr. Niemeyer needs to supplement the course. 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.

DESCRIPTION: A comparative study of contemporary Catholic ideology and the political order of Catholic nations. 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 governments, or some introductory course to government or political systems is presumed. Themes will be introduced by students; he available to students who are confused or in need of assistance.

READINGS: Arnold, Latin America; Emanuel de Kadt, American Bureaucracy; Berger, Religion and Political Organization; Backstrom and Hirsch, Survey Research. The required books are: The American Political Science Research 1972, Maps and Documents, 1970; Backstrom and Hirsch, Survey Research; Louis Kohlmeier, The Triumph of Conservatism- American Bureauaucracy ($2.95); Peter Woll, American Bureauaucracy ($4.25); in addition there is a vast reserve of articles as well as an extensive suggested readings list.

STUDENT WORK: Grades are based on two exams asking specific question, 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.

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. 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 Valiher, Catholicism, Social Control and Modernization in Latin America; Emanuel de Kadt, Catholic Radicals in Brazil. Book on Spain, to be chosen later.
For a very good background in existential psychology take this course. 

**Nutting**

A. AcDonagh

Psyc 450 Community Psychology

**Sheehan**

Sheehan’s specialty, students should avail themselves of the opportunity to take this course. Besides, you may learn something about your own personality.

**McDonagh**

Psyc 481 I

Biofeedback

**Jameson**

Psyc 485

Pract in Early Childh

**Pangrac**

Psyc 481 E

Exceptional Child

**Scriver**

Psyc 366 Personality

**McDonagh**

Psyc 450 Community Psych

**Jameson**

Psyc 485 Pract in Early Childh

**Scriver**

Psyc 366 Personality

**Sheehan**

Psyc 450 Community Psych

**Scriver**

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**DESCRIPTION:**
- **Soc 320**: Sociology of Poverty
  - **DESCRIPTION**: There are no prerequisites, 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?

- **Soc 340**: Conflict Resolution
  - **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**: Studying Your Community by Warren; The Community, by Warren.

- **Soc 362**: Medical Sociology
  - **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 hospital and 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.

- **Soc 367**: Community Analysis
  - **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. This will be an inquiry into 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.
Dodge
Soc 406 Social Demography
09 MW3

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.

Kurtz
Soc 434-534 Social Psychology
02TT4 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. Kurtz usually prefers to decide structural aspects of the course with the students at the beginning of the semester.

READINGS: Prof. Kurtz has not yet finalized next semester's book list, but it usually includes one or two basic introductory texts and a number of smaller "Specially" 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 Kurtz'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. Kurtz 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. Kurtz are both highly recommended.

Scott
Soc 437 Black Man in Amer
02MW4 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 Sociology of Law
02MW4 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 a law career.
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 material. The class format is basically lecture, open to all students who have previously taken either Sociology 153 or Psychology 154.

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. (This as well as the readings are subject to change after a summer review.)

STUDENT WORK: There will be one oral final exam which is inclusive of course material. 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.

Brumm
Soc 209 (Psych 327)
01TT3
02TT4
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 material. The class format is basically lecture. It is open to all students who have previously taken either Sociology 153 or Psychology 154.

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 one 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.

Horning
Soc 340
MWF 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 futurist's conception 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 prerequisite 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
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 cultures 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 Goerg'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's 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 hardcover book alone (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

American 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.


**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 Nieuwenland 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.

**Pike**

Hist 387-587

U.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 ideological shaping of 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 course. The basic text for the course is by Frederico Gil, *Latin American-United States Relations*; Harold M. Blakeley, *Latin America*: 1800-1877; George Pendle, *History of Latin America*; C. Noel 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 consultation with the professor. Thus, a grant 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-term paper should analyze the books against the background of the lecture material, drawing attention to agreement and disagreement and presenting also the student's viewpoint and perspective.

**Shapiro**

Hist 390-590

Mexico 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.


**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 deserved reputation for being demanding, 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 lock 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.
Bairn
SPDR 373
02 TT 4
Tech Theatre Pract
seq. 974460

DESCRIPTION: This course deals with actual theatre technical work. The
"Team A" begins with scene design and will also cover stage lighting and the
"Team B" is a production team. The class will serve as crew in construction, painting,
and design for productions in the department on a rotating basis, giving each
"Team" member practical experience in each of the three areas. The class will
have a non-classroom atmosphere because of the work involved. Suggested
SPDR 122: 3 units, required to make sure each class member has basic technical
knowledge and experience.

READINGS: None from the instructor: no text.

STUDENT WORK: No tests as such, but rather practical assignments that
must be passed. The class will be the running crew for the shows, so that each
student will have to be out of the class meetings.

COMMENT: New course in the department. Mr. Bairn has a casual, informal style
and is readily available for consultation and contributes to the course. The class
is not heavy academically, but is artistically.

O'Connor
Theo 204
08 MWF
Church as Community
seq. 492161

DESCRIPTION: This course is an introduction to the study of the church as a
community of believers. It will examine the role of the church in the life of
the individual, the community, and the world. The course will be based on the
reading of primary sources and will emphasize the historical development of the
church.

READINGS: Selections from primary sources.

STUDENT WORK: Midterm and final examinations (oral, written, and essay)

COMMENT: This course is an excellent introduction to the study of church
communities and their role in society.

Hoffman
Theo 221
11 MWF
Christian Ethics
seq. 492460

DESCRIPTION: This course is an introduction to the study of Christian Ethics.
It will examine the major ethical issues and concepts that have been developed
within the Christian tradition. The course will be based on the reading of primary
sources and will emphasize the historical development of Christian Ethics.

READINGS: Selections from primary sources.

STUDENT WORK: Midterm and final examinations (oral and written)

COMMENT: This course is an excellent introduction to the study of Christian
Ethics and its historical development.

Mertenstorf
Theo 200
2 TT 4
God and Secular
seq. 491860

DESCRIPTION: This course is an introduction to the study of the relationship
between God and the secular world. It will examine the major religious
themes and concepts that have been developed within the Christian tradition.

READINGS: Selections from primary sources.

STUDENT WORK: A final examination and a paper

COMMENT: This course is an excellent introduction to the study of the relationship
between God and the secular world.

Amen
Theo 202
09 TT 11
01 TT 3
Myth and Religion
seq. 491961
seq. 491962

DESCRIPTION: This course introduces the student to the study of the
myth and its role in society. It will examine the major religious
themes and concepts that have been developed within the Christian tradition.

READINGS: Selections from primary sources.

STUDENT WORK: A final examination and a paper

COMMENT: This course is an excellent introduction to the study of the my
and its role in society.

Theology

STUDENT ADVISORS: James Backes, 339 Holy Cross, 3211; Theresa
Dellemano, 1009 Lawrence, 233-8766; James Schellman, 329 St.
Joe, 375; Thomas Wilhelm, 9 Lyons, 7832.

O'Connor
Theo 204
08 MWF
Church as Community
seq. 492161

DESCRIPTION: This course is a study of the history of the Church, 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 primary community of Jesus' followers will be taken
as a paradigm for the universal Church. Contemporary problems about Church
Christianity 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 paper 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
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
demanding, 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.
DESCRIPTION: An investigation of the meaning of ritual and worship in the life of man, especially within the western Christian tradition. The origins 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.

McNeill  Theo 227  Meaning of Ritual  seq. 492661
01 MWF
02 MWF

DESCRIPTION: The main purpose of the course is to learn different perspectives through working with older adults in the South Bend area. There is a strong 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 a multidisciplinary 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, roles 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.
Kapacinskas
American Religious Thought
03 MWF
DESCRIPTION: An historical survey of the principle developments in American religious thought from Puritanism to Neo-Orthodoxy.
READINGS: Selected readings from Edwards, Bushnell, James, Rauschenbach, and the Nieburns. Basic text: Theology in America Sydney Ahlstrom, editor.

Verweyen
Problem of God
8 MWF
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
Medical Ethics
11 MWF
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.

Rosenstock
Jewish Theology
02 TT 4
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, Neusner $2.95; The Source, James Michener $1.95; Basic Judaism, Milton Steinberg $1.65; The Chosen, Chaim Potok $4.95
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.

Sheedy
Hope and Despair
10 TT 12
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, Kirkegaard, Kafka, Weil, and perhaps Anne Frank and others.

Dunne
Religion and Mysticism
11 MWF
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.
DESCRIPTION: This is a "first" course in Religious Studies—a prerequisite for other RISt 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.

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.

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 Rist-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.

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.

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. 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.

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.
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 class allows for interaction between the professor and students. The emphasis of this course is directed toward 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.

The text for the course will be Using Accounting Information: An Introduction, Fertig, Istvan, and Motrice, 2nd ed. There will also be a supplemental book for the course—Business Game; Work Papers, Fertig, Istvan and Motrice.

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 Lullather—His style of teaching is very informal. 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. Lullather 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  
seq. 511261  
Basic Acct  
09TT11  
seq. 511262  
01TT3  
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 Motrice'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 $11.45.

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, 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. Thests 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 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  
08TTT0  
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 any 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 or 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

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, Mauz 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  
10th  
MWF  
seq. 51430C

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.

Milani  

**Acct 474**  
**Managerial Ctl**  
09 TT11  
seq. 514001  
10 TT12  
seq. 514002  

**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 Permanence: 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  
09 MWF  
seq. 514661  
10 MWF  
seq. 514662  
11 MWF  
seq. 514663  

**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 (3 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, inaddition to daily problem assignments, 10 research problems, 2-3 pages in length, are required. The daily problem assignments from the text are 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, but 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 present the course in a surprisingly interesting lecture format that makes the class period seem shorter than the material might suggest. R.I.T. has a lot to offer to the BA and non-BA major. No one who purses 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.

Brady  

**Acct 477**  
**Data Processing**  
10 MWF  
seq. 514761  
11 MWF  
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's, 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 Bohi'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**  
**Govt Acct**  
01 TT3  
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 on 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**  
**Edp Bus Applictn**  
09 TT11  
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 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. He is an expert in the use of 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.
Trubac

**Fin 361**

**Bus Cond Anal**

- 01TT3
- 02TT4

**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 Barret 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.

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Kent

**Fin 362**

**Money, Bk, Monet Pol**

- 10MWF
- 11MWF

**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 exams are straightforward; 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.

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Sim

**Fin 363**

**Gov Fin and Fiscal Pol**

- 01TT3

**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 text costs $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.

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Conway

**Fin 370**

**Invest Analysis**

- 09MWF
- 10MWF
- 11MWF

**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 Glendenin 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.

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Farragher

**Fin 371**

**Real Estate**

- 08MWF
- 09MWF
- 01MWF

**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.

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Farragher

**Fin 376**

**Fin Mgt**

- 10MWF

**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 lock course you've been looking for. The teacher is very interesting and 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 all the time. Although statistics is required, it is not used throughout the 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.

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Kent

**Fin 473**

**Mgmt Fin Insts**

- 09MWF

**DESCRIPTION:** This course, aptly described in the Bulletin of Information, is a "survey of the types of financial institutions, their importance to 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
reading: 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 oral report are weighted equally with the exams.

Comment: Prof. Kent is bound to commend 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 Cases in Fin Mgt
09 TT 11 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. The text is required and it is open only 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 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

Staff
Mark 231
Princ of Market
Various times

Description: This 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 the workings of banks, savings and loans, insurance companies, and the like.

Mayo
Mark 374 Marketing Research
10 TT 12
02 TT 04 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 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 Retailing
02 TT 4 seq. 542360

Description: This course is basic marketing. It is open to everyone 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 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 Distribution Pol
10 MWF seq. 543261
11 MWF seq. 543262

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...
The course emphasizes 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 techniques 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.


STUDENT WORK: Emphasis will be placed upon pragmatism. 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, which 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 2-4 and on Fridays at 1 p.m. The workload 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.

**Sexton**

Mgt 372

Manuf 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 (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

Union-Mgt Relati

seq. 522061

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

Legal Aspts of Bus

seq. 523061

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 Margin.

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.

**Starcevich**

Mgt 371

Organization Theory

seq. 521661

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 a major group project.

COMMENT: This required course is heavy in theory, and therefore can become tiresome. Its greatest merit is that it summarizes past and current philosophies of management and organization. Grading is generally fair but sometimes severe.

**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 second-semester journal articles in 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 and their application in business decision making is required. Also required are computer-oriented students who are 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.
Various types of trust funds and their tax liabilities are discussed. The format is one in which 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: This course is a mixture of class lectures and trips to local business establishments (both successful and unsuccessful). It gives the student practical experience in pinpointing 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 his own business.

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 pinpointing 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.

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 Dillavou 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.

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READINGS: Behavioral Decisions in Organizations, by Elbing.

STUDENT WORK: Two tests, a research project, a personnel 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.

 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.


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.

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STUDENT WORK: Two tests, a research project, a personnel log, and in class exercises. This work is not overbearing.

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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: Behavioral Decisions in Organizations, by Elbing.

STUDENT WORK: Two tests, a research project, a personnel log, and in class exercises. This work is not overbearing.

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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 devoted to the discussion of the basic concepts and principles of accounting. Prerequisites: Principles of Economics I.

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 he 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.


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  08 MWF

Cost Accounting
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 viewpoint. Different operations of the firm are discussed including cost accounting principles and multiple purpose systems for management control. Prerequisites: Accounting I and II.


BuEc 310  06TT8

Bus and Econ Stat
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.


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.

Henry  EE 451  Computer Simulation
11 MWF
seq. 783600

DESCRIPTION: The course has several prerequisites: 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.

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 can also include discussions on case studies. This course is a requirement for both Economic Business majors and Business Administration majors.


STUDENT WORK: There will probably be two essay exams and a 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.

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.

Engineering

Electrical
Graves.

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.


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 to 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

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. Assignments: 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.

COMMENT: The lectures generally tended to be somewhat boring although all 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 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 outside 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.

Singer

CE 213

01 MWF

Man and His Environment

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.


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 to 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.
Chemical and Metallurgical Engineering

**Fiore:**
- Course: Build Mat and Tech
- Section: 08TT9
- Code: MET 225
- Description: This course focuses on the location of the literature of chemical and metallurgical engineering. There is one lecture a week, with frequent guest lecturers from the engineering and science library staff. It is a completely open course; it is not required for anyone, not restricted to anyone, and there are no prerequisites.

**Smith:**
- Course: Lit of Chem Eng
- Section: seq. 751400
- Description: The purpose of this one credit course is to familiarize the student with the location of the literature of chemical and metallurgy. 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 textbook for this course. All necessary material is given in class.

**STUDENT WORK:**
- The final grade is based on a final exam and a term project consisting of a set of library problems designed to give actual experience in the use of the literature of chemical engineering.

**COMMENTS:**
- 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.

**Cullity:**
- Course: Mech Porp of Eng Mats
- Section: seq. 763000
- Description: This course is intended to provide the engineering student with an understanding of the relationships between the structure of materials and the response of materials to forces of loads. The course is roughly divided into two parts. The first part considers metallurgical fundamentals such as crystal system, dislocation theory, deformation mechanisms, etc. The second part consists of applications of these fundamentals to materials testing with an emphasis on how metallurgical variables affect the properties of materials. The grading policy follows a curve which is set up to give a distribution closely following the old University curve and is somewhat inflexible.
Tihen  Biol 405  Evolution

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.

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 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 lectures. These 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  General Ecology

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: 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  Developmental Cytology

DESCRIPTION: An analysis of development tracing intercellular and nucleocytoplasmic interactions during oogenesis and early embryogenesis. Also covered are: stereologic principles, 3-dimensional reconstruction of intracellular, ralionalle and research applications of correlated cytochemical reactions during cell cycles. Three one hour lectures and a three hour lab per week.


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 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 knowledgeable and friendly teachers anywhere. The personal knowledge gained through, is a function of how much the student teaches himself. Fr. Cassidy is present as a clarifier and explainer and his lectures are often rambbling. Personal conversation with Father is much more helpful. Students interested in this area should not pass up this course.
COMMENT: This is a fast-paced course with more than average reading load. Dr. Tweddell'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. Tweddell personally supervises all his labs. Although there are two lab sections, it is often necessary to make extra time in the last hour of the lab. The lab practicals are difficult and the material, which is 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 for tearing something apart and just drawing a picture of it. Overall, this class should not be missed.

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 biochemical 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 formal and informal problems, some problems, 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 is no excuse for not knowing the material.

Chemistry

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. Due to the format and selection of the text may change. Dr. Danehy has been teaching Organic Chemistry for many years and his competence and in-depth knowledge of the subject is reflected in his ability to convey the material effectively. 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 are 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 MTWF
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 no formal prerequisites, although previous exposure to introductory chemistry is suggested.

STUDENT WORK: Three lecture sessions and two three hour lab sessions 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 problems 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 text 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
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.

### Earth Sciences

**Curren Winkler**

**Chem 443**

**Inorg Chem**

09 MWF

**Rigert**

**EASC 351**

**Geostatistics**

seq. 653000

**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 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 Hruby.

**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.

### Mathematics

**Chapin**

**Math 205**

02 MWF

**Elem of Calc II**

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 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 performance 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 mathematical 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.

**Winkler**

**EASC 459**

**Natural Resources**

02 MWF

**seq. 654000**

**DESCRIPTION:** The course is designed to give the student an appreciation to 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.

**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 PL/I. 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 PL/I is used, one of the texts will be Elementary Computer Applications by Barrodale, Roberts, and Ehle ($5.95). One of the others is not known at this time. For Fortran, the Barrodale book will be used along with Computer Programming: Techniques, Analysis and Mathematics by Andree, Andrew, and Andrew.

**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 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 a grading factor in borderline cases.

**COMMENTS:** Students who experienced difficulty in Math 126 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 126 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  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: “to develop a natural and rigorous 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  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 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.

Smyth  Math 437  Topics in Geometry seq. 674000

DESCRIPTION: This course will be a 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  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 reals 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: A. N. W. Hodge and D. Pedoe’s “Introduction to Algebraic Geometry” and J. P. Serre’s “A 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 decided to give 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 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  Hon Anal I seq. 673500

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. 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 personable. 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 235 is your better choice.

Otter  Math 463  Probability seq. 674500

DESCRIPTION: This course 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.

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Dr. Ast wishes to communicate the ideas of tensors and linear algebra in this course. He intends to present the material in an informal way, making the course more accessible. The variable 'tensors' is necessary for the course. A previous course in linear algebra, 'Math 323,' is not entirely devoid of theory either. However, the emphasis is on applications, particularly in engineering and physics.

Benham
Math 465
Complex Analysis
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—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.

STUDENT WORK: There are some amazing results in complex analysis—function theory and its applications. The ability to evaluate certain real definite integrals that occur in probability and statistics is greatly stressed.

Dr. Benham doesn't want you to use which book he will use first semester, but he thinks he will probably know by registration time.

Dull
Math 221
Linear Alg
seq. 882260

DESCRIPTION: Linear Algebra is a sophomore math majors' course. The course 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.

Prullage
Math 281
Math Prob in Scienc
seq. 882661

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.

Jeglic
Math 302
Math for Elty Teacil
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 15 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  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  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 Principia 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."

Cóoney  Math 353  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: Dr. Smith supplies a lot of information and expects it to be learned. 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 give answers questions inside as well as outside class.

Tomasch  Physics 345  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 duality of light, and wave mechanics (use of Schroedinger'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 turned 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  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 of numerical techniques, and a lecture on computer programming (FORTRAN IV language).


STUDENT WORK: There are no exams, but two or three programs (to be done on the computer) are assigned each week. A final text 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 Keypunch Room in the Math Building, if the student 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.
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 is not 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 of their own, as well as research some 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 reputable 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 material, 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.

Bick
Bio 205 10 MWF
Wild America 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 is not 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.

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Bick
Bio 323 01TT
Prin of Ecology and Cons 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 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.

Brambel
Chem. 461 08 MWF
Anal Intermed Chem seq. 824860

DESCRIPTION: The only prerequisite is Chemistry 151. This course treats chemical equilibria. The lab consists mainly of separation techniques and titration 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.

Lichtman
Phys 101 01 MWF
Intro to Physics I 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.

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 3-10 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 explained. The subject matter may be very repetitive for those who have had previous Physics courses 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 Kloepfer