College of Arts and Letters

The College of Arts and Letters is the oldest, and traditionally the largest, of the four undergraduate colleges of the University of Notre Dame. It houses 17 departments and several programs through which students at both undergraduate and graduate levels pursue the study of the fine arts, the humanities and the social sciences.

Liberal Education. The College of Arts and Letters provides a contemporary version of a traditional liberal arts educational program. In the college, students have the opportunity to understand themselves as heirs of a rich intellectual and spiritual tradition and as members of a complex national and international society. The faculty of the college are committed to the life of the mind, to the critical and constructive engagement with the whole of human experience. On the basis of a firm yet broad foundation, graduates of the college are equipped for a lifetime of learning in an ever-changing world. The overall curriculum and the specific major programs encourage students to approach issues reflectively, to analyze them carefully and to express their reasoned conclusions with clarity.

The intellectual quest conducted in the College of Arts and Letters takes place in an explicitly Catholic environment. Here ultimate questions of the meaning and value of human life before God are welcome, and efforts to deal with such questions utilize the immense resources of the Catholic tradition. Inquiry and faith are seen not as opposing forces but as complementary elements of the fully human pursuit of truth.

Organization. The college’s administrative center, the Office for Undergraduate Studies, is located in 101 O’Shaughnessy Hall. Sophomores who have not yet declared a major and anyone with questions about college or University requirements should seek advising there. Staff members are also available to discuss academic progress, problems or career goals with all students. Pre-law and preprofessional advisors are also available in this office.

Because education is not limited to the classroom, the college also sponsors or helps to subsidize events which are intended to enrich the undergraduate experience and facilitate faculty-student interaction both on and off campus.

Curricula and Degrees. The College of Arts and Letters offers curricula leading to the degree of bachelor of fine arts in Art (Studio and Design) and of bachelor of arts in:
American Studies
Anthropology
Art:
  Studio
  Design
Art History
Classics:
  Classical Civilization
  Latin
  Greek
East Asian Languages and Literatures:
  Chinese
  Japanese
  Economics
English
Film, Television, and Theatre
German and Russian Languages and Literatures:
  German
  Russian
Government and International Studies
History
Mathematics (honors only)
Medieval Studies
Music
Philosophy
Philosophy/Theology (joint major)
Program of Liberal Studies
Psychology
Romance Languages and Literatures:
  Spanish
  French
  Italian
Sociology
Theology

The college also offers supplementary majors, but not standalone first or degree-yielding majors, in:
Arts and Letters Preprofessional Studies (ALPP)
African and African American Studies
Art History (24 hours)
Chinese (24 hours)
Computer Applications (CAPP)
Gender Studies
German (24 hours)
Greek (24 hours)
French (24 hours)
Italian (24 hours)
Japanese (24 hours)
Latin (24 hours)
Medieval Studies (24 hours)
Music (36 hours)
Philosophy (24 hours)
Russian (24 hours)
Spanish (24 hours)
Theology (25 hours)

Admission Policies. Admission to the College of Arts and Letters takes place at the end of the first year. The student body of the College of Arts and Letters thus comprises sophomores, juniors and seniors.

The prerequisite for admission of sophomores into the College of Arts and Letters is good standing at the end of the student’s first year.

The student must have completed at least 24 credit hours and must have satisfied all of the specified course requirements of the First Year of Studies Program: University Seminar; Composition; two semester courses in mathematics; two semester courses in natural science; one semester course chosen from history, social science, philosophy, theology, literature or fine arts; and two semester courses in physical education or in ROTC. (The University seminar will satisfy the relevant requirement in fine arts, literature, history, social science, philosophy or theology.)

Two semesters of physical education are also required. A student who does not meet all of these conditions is retained in the First Year of Studies until all of the conditions are met. The deficiencies must be removed at the Notre Dame Summer Session or in the student’s third semester at Notre Dame.

Description of General College Requirements.

Every student graduating from the College of Arts and Letters must have a minimum of 120 credit hours and must have fulfilled all University, college and major requirements. Unless special permission has been obtained from the Office for Undergraduate Studies, special studies and directed readings courses do not satisfy university or college requirements.

University Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Courses</th>
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<tbody>
<tr>
<td>Composition</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>Natural Science</td>
<td>2</td>
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<tr>
<td>*History</td>
<td>1</td>
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<tr>
<td>*Social Science</td>
<td>1</td>
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<tr>
<td>*Theology</td>
<td>2</td>
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<tr>
<td>*Philosophy</td>
<td>2</td>
</tr>
<tr>
<td>*Fine Arts or Literature</td>
<td>1</td>
</tr>
<tr>
<td>(Physical Education-two hours)</td>
<td>2</td>
</tr>
</tbody>
</table>

14 courses

* One of these requirements must be a University Seminar.

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Arts and Letters Requirements

Arts and Letters Core 2
Language 1-3
History/Social Science 1
*Literature and Fine Arts (whichever is not taken above) 1
Major 8-12

* In addition to the University requirement of one history and one social science course, the college requires a third course, which can be either history or social science.

+ The arts and letters student is required to complete one fine arts and one literature course.

University requirements are described on pages 18-19.

Course Load. The normal course load in the College of Arts and Letters is five courses. The maximum number of credit hours per semester is 17. Overloads for juniors and seniors are accepted only with the permission of the deans in the Office for Undergraduate Studies and only during the designated days of the enrollment period.

Writing Requirement. Students in arts and letters are required to complete one course in their major at the 300 or 400 level designated as a writing intensive course. This course may satisfy other distributional requirements within the major. Writing intensive courses require the student to work closely with a professor throughout the semester on a significant written project.

Activity and Experiential Learning Courses. Three elective credits of the required 120 hours can be derived/obtained from the following activity courses:

- Band (Marching and Concert)
- Orchestra
- Chorale
- Glee Club
- Liturgical Choir
- Folk Choir
- Music Lessons and Ensembles
- Ballet
- Debate
- Social Concerns Seminars

Exceptions will be made for music majors.

Registering for these courses will not affect a student’s overload status. These credits do not count toward a student’s 17 semester hours. If students complete more than three of these courses, these will appear on a student’s transcript, but the extra credits will be subtracted from the student’s total number of hours at the time the graduation check is made; hence, these will not count toward the 120 hours needed to graduate.

Pass-Fail. Juniors and seniors may take one non-major, non-required elective course each semester on a pass-fail grading basis. These declarations must be made during the enrollment period of each semester, and once made, these declarations are irreversible.

Arts and Letters Degree Credit. Students should not have both examination and degree credit for the same course. For example, if students have examination placement credit for German 101, then they should neither take nor receive credit for German 101 or 105. Similarly, students should take either Theology 100 or 200 and Philosophy 101 or 201, but not both. Economics 115 and 225 are considered to be equivalent courses, as are Economics 123 and 223. Students should take only one of each pair but not both. In cases where students have double credit for the same course (that is, both examination and degree credit), the examination credit will not be counted toward a student’s degree credit despite the fact that it will be included on the student’s transcript. A list of equivalent math and science courses can be found on page 151. The same rules about double credit apply to them also.

No courses in Logic will satisfy the University philosophy requirement for students in arts and letters. After matriculation into the college, it is the expectation that arts and letters students will complete any outstanding math or science requirements at Notre Dame.

ROTC. First-year students enrolled in any of the three ROTC programs are exempted from the University’s physical education requirement. Credits received for 100- and 200-level ROTC courses do not count toward a student’s 120 credit hours, despite the fact that they appear on the transcript. They will be manually subtracted from the student’s total number of hours appearing thereon. Credits received for 300- and 400-level courses will count as elective credit in the College of Arts and Letters.

Dual Degree. Programs leading to dual degrees (two undergraduate degrees, such as a bachelor of arts and a bachelor of business administration) are distinct from programs in which a student receives one degree with two majors (such as a bachelor of business administration with a major in finance and a major in government). Dual degree programs require the permission of the deans of both colleges. There are additional requirements which usually result in the need for a fifth year. Dual degree students in the college are required to take the Arts and Letters Core Course (CORE 211 and CORE 212). Dual degree programs require a minimum of 154 hours, but the total number of hours is dependent upon the specific program.

International Studies. In light of the expansion of Notre Dame’s international study programs, the provost’s office has asked that students be encouraged to participate in University programs whenever possible. Limited exceptions, however, will be made for students whose academic or programmatic needs cannot be met through existing Notre Dame programs, i.e., Chinese or Russian majors who wish to pursue language instruction in Beijing or St. Petersburg, or art history majors who may require a semester in Florence. These exceptions will be made on an individual basis after extensive consultation with both the students and their faculty advisors.
Student Awards and Prizes

COLLEGIATE AWARD IN MODERN AND CLASSICAL LANGUAGES
The Robert D. Nuner Modern and Classical Language Award — presented to the graduating senior in the College of Arts and Letters with a first or second major, in any classical or modern foreign language, who has earned the highest cumulative grade point average.

AMERICAN STUDIES
James E. Murphy Award for Excellence in Journalism — open to graduating American Studies majors or non-majors with an interdisciplinary minor in Journalism, Ethics and Democracy.
Paul Nerille Award for Journalism — awarded to a senior in American studies for excellence in journalism.
Hugh A. O’Donnell Award in American Studies — awarded to a senior in American studies for superior academic achievement.
Prof. James Withey Award — awarded to a senior in American studies for notable achievement in writing.

ANTHROPOLOGY
The Kenneth E. Moore Founding Chair Award — awarded to the outstanding senior in cultural anthropology.
The Rev. Raymond W. Murray, C.S.C., Award in Anthropology — awarded to the outstanding senior majoring in anthropology.

ART, ART HISTORY, AND DESIGN
Grief Art Awards — awarded to outstanding senior B.F.A. students to defray the cost of their thesis exhibitions.
Emil Jacoby Medals for Work in the Fine Arts — the department awards a gold medal and a silver medal for excellence in studio art to undergraduates pursuing a B.F.A.
Mahel L. Mountain Memorial Art Award — awarded for excellence in studio art.
The Radwan and Allan Riley Prize in Design — awarded to a senior design major for excellence in his or her respective field.
The Radwan and Allan Riley Prize in Studio Art — awarded to a senior studio art major for excellence in his or her respective field.
The Radwan and Allan Riley Prize in Art History and Criticism — awarded for the best essay in art history or criticism submitted by an undergraduate or graduate student.
Eugene M. Riley Prize in Photography — awarded to an undergraduate or graduate photography major for excellence in photography.
Judith A. Wrappe Memorial Award — awarded to an outstanding junior studio/design major. It is presented at the beginning of the student’s senior year of study.

CLASSICS
Departmental Award in Greek, Latin or Arabic — awarded when merited to a graduating senior for excellence in study of: Greek, Latin or Arabic.

EAST ASIAN LANGUAGES AND LITERATURES
Departmental Awards in Chinese and Japanese — awards given when merited to graduating seniors for excellence in Chinese and Japanese language studies.

ECONOMICS
The Weber Award — awarded to the senior economics major who has achieved the highest academic average.
The John Harold Sheehan Prize Essay Award — given to the senior Economics major who has written the best senior honors essay in economics.
The John Joyce Award on the American Worker — The award is given as merited to the best undergraduate short story or poem on the “American Worker,” by the Higgins Labor Research Center and the Economics Department. (There is also a graduate award for the best graduate essay).

ENGLISH
The Academy of American Poets Award — awarded to the undergraduate or graduate student submitting the best collection of original poetry.
The Ernest Sandeen Poetry Award — awarded to the best original poetry submitted by an undergraduate.
Eleanor Meehan Medal for Literary Merit — presented to the English major who submits the best original critical essay written for an English course.
The Richard T. Sullivan Award for Fiction Writing — awarded to the undergraduate who submits the best original fiction manuscript.

FILM, TELEVISION, AND THEATRE
Joseph P. O’Toole Jr. Award — The award was established by Joseph P. O’Toole Jr. (B.A., 1948) of San Jose, California, and goes to the outstanding graduating senior in film and television.
Catherine Hicks Award — This award was established by Catherine Hicks (B.A., 1974—Saint Mary’s of Los Angeles) and goes to the outstanding graduating senior in theatre.

GENDER STUDIES
The David and Shari Boehm Internship Awards — awarded for outstanding summer internships won by Gender Studies students.
Gender Studies Outstanding Essay Award — awarded to the best undergraduate essay.

GERMAN AND RUSSIAN LANGUAGES AND LITERATURES
The Rev. Lawrence G. Broeotl, C.S.C., Award — presented to the graduating senior with the best academic achievement in German.
Jeffrey Engelmeier Award — presented to the outstanding student of German whose leadership and contribution to the life of the department are especially outstanding.
The Russian Language and Literature Award — presented to the graduating senior with the best academic achievement in Russian.
Delta Phi Alpha German Honor Society Award — awarded to a graduating senior for outstanding achievement in the study of German language and literature.

GOVERNMENT
Paul Bartholomew Essay Prize — awarded to the senior major submitting the best senior honors essay in the fields of American politics or political theory.
The Stephen Kertesz Prize — awarded to a senior major submitting the best senior honors essay in the fields of international relations or comparative politics.

HISTORY
The Monsignor Francis A. O’Brien Prize — presented to the senior who has achieved distinction in the best essay in History.
The O’Hagen Award — awarded to the undergraduate who has submitted the best original essay on a phase of Irish history.
The O’Connell Award — an annual award for the best sophomore or junior essay in History.

LATIN AMERICAN STUDIES
John J. Kennedy Prize for Latin American Studies — awarded to the senior who has written an outstanding essay on Latin America. (Occasionally there is a runner-up award).

MEDIEVAL STUDIES
Michel Prize in Medieval Studies — given to graduating senior who has written the best essay on a medieval subject.

MUSIC
Department of Music Senior Award — awarded to the outstanding senior in the music department.

PHILOSOPHY
The Dockweiler Medal for Philosophy — presented to the senior submitting the best essay on a philosophical subject.
The John A. Oesterle Award in Philosophy — awards given when merited to graduating philosophy majors for excellence in philosophy.
PROGRAM OF LIBERAL STUDIES
The Edward J. Cronin Award — awarded annually to a student in the Program of Liberal Studies for excellence in writing in regular coursework.
The Willis D. Nantling Award — given to the senior major who has contributed most to the education of fellow students.
The Otto A. Bird Award — awarded to the senior in the Program of Liberal Studies who has written the best senior essay.

PSYCHOLOGY
Senior Recognition Award in Psychology — given in recognition of outstanding achievement in research, academic performance and student-life activities, while pursuing a major course of study in psychology.
The John F. Santos Award for Distinctive Achievement in Psychology — to a senior psychology major in recognition of outstanding achievement in research, academic performance and student-life activities.

ROMANCE LANGUAGES AND LITERATURES
Walter Langford Awards for Excellence in Spanish Literature and Excellence in French Literature — two awards — to the graduating senior majors in French and Spanish literature whose work was deemed most outstanding by the Romance languages and literatures faculty.
The Joseph Italo Bosco Senior Award — awarded to a graduating senior for excellence in Italian studies.

SOCIOLOGY
The Margaret Eisch Memorial Prize in Sociology — awarded to the outstanding graduating senior majoring in sociology.
The Sociology Major Essay Award — presented to the senior sociology major who has written the best essay.

THEOLOGY
The Gertrude Austin Marti Award in Theology — presented to a graduating senior who has evidenced qualities of personal character and academic achievement in theological studies.
The Rev. Joseph H. Cavanaugh, C.S.C., Award — awarded to the senior who has evidenced high qualities of personal character and academic achievement, particularly in theological studies.

SERVICE AWARDS
AMERICAN STUDIES
J. Semni Meyer Award — awarded to a senior in American studies for outstanding service to the academic community.

ECONOMICS
Lawrence J. Lewis Award — awarded to the senior in the Department of Economics who has best distinguished himself or herself in community service.

GOVERNMENT
George Brinkley Service Award — awarded to the student who best exemplifies the government department’s ideal of public service through service to the department, the University, or the wider community.

MUSIC
The Daniel H. Pektke Memorial Award — presented to two underclassmen in the Notre Dame Glee Club in recognition of musical leadership, exemplary personal character and overall contribution to the success of the group.
Outstanding Band Member — for loyalty, dedication and leadership.
Gerald J. Smith Memorial Award — awarded for citizenship and loyalty to band.
Outstanding Marching Band Award — awarded for dedication, ability and leadership during marching band season.
The Kobak Memorial Scholarship — for outstanding instrument achievement for band.
Robert F. O’Brien Award — for outstanding service and dedication to the band.
Thomas J. Kirschner Band Treasurer Prize — annual award to the elected band treasurer.
Band Vice President Prize — annual award to the elected vice president of the band.

Terry Baum Secretary Prize — awarded for the secretary of the band presented by the University of Notre Dame.
Halland President’s Prize — annual award for the outgoing president of the band.
Social Chairperson Award — plaque given annually to the social chairperson in appreciation for dedication and service to the Notre Dame Bands.

ROMANCE LANGUAGES AND LITERATURES
William Richardson Award in Hispanic Culture for an African American Student — given to a graduating African American student who has shown an unusually strong interest in Hispanic Culture through his or her active participation in campus and/or community projects or activities.
José Tito Sigüenza Award for Service to Hispanic Youth — awarded to the senior who has studied Spanish at Notre Dame and contributed outstanding service to Hispanic youth.
Carlos Aballí Award in Hispanic Cultural Awareness — given to a graduating Hispanic student who has taken Spanish at Notre Dame and has been active in promoting Hispanic cultural awareness at Notre Dame.
The Mara Fox Award for Service to the Hispanic Community — awarded to a graduating senior who has performed outstanding service to benefiting the Hispanic community.
Special Arts and Letters Requirements

Language Requirement. Students in arts and letters are required to reach intermediate proficiency in a foreign language, but “intermediate proficiency” is defined differently in each of the languages, depending on the complexity of the language itself and the intensity of the course. Students with some background in the language they elect will be placed by examination: the CEEB Achievement Test, AP and SAT II tests, or the departmental placement examinations given during first-year orientation and prior to spring preregistration. Depending upon the outcome of these examinations, students may receive up to six credits in a given language. If for some reason a student receives more than six hours of credit, which appears on the transcript, they will be manually subtracted from the total number of degree credits. Regardless of the scores on these exams, it is impossible for a student to test out of the language requirement in the College of Arts and Letters. Everyone must take at least one course at the appropriate level which deals with texts in the original language. For the specific details of a given language offering or program, check with the relevant department.

Core Course. All sophomores in the College of Arts and Letters enroll in the two-semester core course — Ideas, Values, Images. Through a careful selection of readings and problems, the course introduces the new liberal arts students to the disciplines and subject matter normally encountered in the college’s various departments. A special effort is made to recognize the questions of value which underlie the various topics studied in the course.

The course is normally taught in semester sections of 18, and the students stay together for the entire academic year. Authors of some of the books being read, special contributions by the fine arts departments of the college, and audiovisual materials supplement the ongoing class discussions.

With the introduction of a core course into the curriculum for the academic year 1979-80, the college acknowledged the increasingly urgent question of the nature and purpose of liberal education and attempted to provide its students with some productive ways to think about that question.

For descriptions of the University and other colleges’ requirements, see pages 18-19.

Arts and Letters Programs

The programs offered by the College of Arts and Letters include majors, supplementary majors, and minors, which may be either departmental or interdisciplinary. The latter includes what were formerly called concentration and area study programs. Every student in the college must complete one major sequence. Supplementary majors and minors are optional and may be taken to supplement or enhance a student’s major but do not lead to graduation in and of themselves.

Majors

A major sequence is a carefully chosen combination of courses from an individual department or program that stand alone in qualifying students for an undergraduate degree. They usually consist of between eight and 12 courses. In contrast to the University and college requirements that provide students with broad exposure to a variety of the liberal arts and sciences, the major affords the student an opportunity to gain more specialized knowledge of a particular field or discipline.

The major in liberal arts programs is normally chosen during the sophomore year and is completed during the junior and senior years. Each spring before preregistration, the college holds a series of programs and meetings to inform the students about the various majors so that they may make intelligent choices. Students pursue their majors under the direction of the departmental or program chair and its advising staff.
Self-Designed Majors. A new program for a special self-designed major was approved by the college council during the 1994-95 year. This is a special program for self-designed majors that will be conducted on a limited, experimental basis. While it is not the intent to predetermine the kind and nature of majors to be proposed, it is the expectation that they will involve substantive integration of the subject matter in ways that cannot be undertaken within any existing major, minor, area studies or concentration program.

The Process:

1. Interested students, in consultation with three faculty sponsors from at least two departments, should present a detailed written proposal of their major (which has been signed by their faculty sponsors) to the Undergraduate Studies Advisory Committee no later than Friday before the midsemester break of each semester. One of the faculty sponsors should be identified as the chair of the supervising committee.

2. Approval of the special major will be granted by the dean, on the recommendation of the Undergraduate Studies Advisory Committee. The committee will review the proposals and communicate their recommendations to the students before the preregistration period begins. As it deliberates, the committee may ask for additional information from the student, faculty sponsors and other colleagues in related areas to assist in further refining and rewriting the original proposal. It is the expectation that the on-campus portions of the major will rely heavily on existing courses.

3. Special majors must culminate in a capstone essay or where appropriate, other work, which will be evaluated by more than one faculty member. (In most cases, it is assumed that the faculty evaluators will be the faculty sponsors). A detailed proposal of the capstone project must be submitted to the faculty sponsors by November 1 of the senior year. It is expected that a capstone essay will consist of between 30 and 50 pages (7,500-15,000 words).

4. Changes in an individual program need the approval of the chair of the supervising committee and the dean. If students discover midstream that they are unable to complete the special major, it may be “dropped,” but they must then complete one of the traditional departmental majors. Retroactive proposals will not be considered. Thus, these programs should be well under way by the end of the junior year.

5. Administration of special majors will take place through the Office of Undergraduate Studies in a manner similar to that of the ALPP program: i.e., students will pick up their PINS in 101 O’Shaughnessy.

6. The college council will periodically review the special major program.

Minors

Minors are five course sequences that can either be departmental or interdisciplinary. The college has three categories of minors: Departmental, Interdisciplinary (formerly Concentrations) and Area Studies.

Departmental:
- African and African American Studies
- Anthropology
- Art History
- Classics
- East Asian Languages and Literature: Chinese, Japanese, German, Italian, Music, Russian, Theology

For details, see the departmental descriptions in the section “Programs of Study.”

Interdisciplinary (formerly called Concentrations):
- Catholic Social Tradition
- Education, Schooling, and Society
- Gender Studies
- Hesburgh Program in Public Service
- Journalism, Ethics, and Democracy
- Medieval Studies
- Peace Studies
- Philosophy and Literature
- Philosophy, Politics, and Economics (PPE)
- Religion and Literature
- Science, Technology, and Values

Area Studies:
- African
- Asian
- European
- Irish
- Latin American
- Mediterranean/Middle East
- Russian and Eastern European

Electives

In addition to the University and college requirements and the major, the balance of a student’s usual five-course-per-semester program consists of elective courses, which can be drawn from the offerings of any department or college that are open to non-majors who have met the necessary prerequisites.
American Studies

Chair:
Benedict F. Giamo

Professors:
Thomas J. Schlereth (on leave academic year 2001-02); F. Richard Ciccone (adjunct); H. Ronald Weber (emeritus); Robert P. Schmuhl (on leave spring 2002); Thomas J. Stritch (emeritus)

Associate Professors:
Elizabeth Christman (emerita); Walton Collins (adjunct); Jack Colwell (adjunct fall semester only); Benedict F. Giamo; John J. Powers (adjunct spring semester only)

Assistant Professor:
Susan Ohmer

Visiting Welch Chair Professor:
Alex Kotlowitz (fall semester only)

Visiting Professor:
Heidi Ardizzone; Joel C. Hodson

Programs of Study

Course Descriptions. The following course descriptions give the number and title of each course. Lecture hours per week, laboratory and/or tutorial hours per week and credits each semester are in parentheses. The instructor’s name is also included.

BEGINNING COURSES

250. Victorian America: Transformations in Everyday Life, 1876-1915
(3-0-3) Schlereth
An introductory American Studies course designed to interpret and integrate the cultural and social ideas, institutions, and artifacts of average Americans in the period 1876-1915. Within this Victorian era, the course will explore the changes and continuities in domestic life and housing arrangements, common foodways of eating and drinking, working places and patterns of recreational and leisure pursuits.

251. Visual America
(3-0-3) Schlereth
An introductory course, offered as a sequel to Arts and Material Culture; Journal- and Architecture, painting, sculpture—played in American cultural history, 1640-1940. In addition to surveying major high style trends, attention is given to selected regional, folk, and vernacular artistic traditions. Basically a lecture-format course in which the student prepares two short papers, researches and assembles a 15-page visual portfolio, and takes two exams, a mid-term and a final.

254. The Technological American
(3-0-3) Ohmer
In this course we will explore the impact new technologies have had on our domestic and economic lives. We also will discuss how new technologies have changed the way we communicate and the kinds of leisure entertainment we enjoy. Though technology is often celebrated for the promise of liberation, we will see how new inventions have also raised fears of alienation and loss of control.

256. American Conditions: Poverty and Affluence in the United States, 1930-1990
(3-0-3) Giamo
To advance our inquiry, we will take an interdisciplinary perspective on the relationship between poverty and affluence in American culture and society. What is the nature of reality—the meaning and significance—concerning each realm of social existence? In addressing that question, we will explore the social conditions, values, and attitudes associated with each dimension, especially in relationship to the broader American experience. Historical, socioeconomic, and political approaches will be considered. In addition, we will focus on cultural perceptions of poverty and affluence, as seen through literature, photography, and film.

258. American Art: History, Identity, Culture
(3-0-3) Schlereth
Introductory and historical overview of the role that several arts—architecture, painting, sculpture—played in American cultural history, 1640-1940. In addition to surveying major high style trends, attention is given to selected regional, folk, and vernacular artistic traditions. Basically a lecture-format course in which the student prepares two short papers, researches and assembles a 15-page visual portfolio, and takes two exams, a midterm and a final.

264. American Social Experience: Traditions of Protest
(3-0-3) Ardizzone
This interdisciplinary survey of civil rights and social protest movements in the United States examines suffrage inclusion, abolitionism and Black civil rights movements, labor organizing, and women’s rights in the nineteenth and twentieth centuries, as well as several contemporary protest movements. These movements certainly question selected American ideologies, but they also draw on American values and practices. We will use history, film, fiction, journalism, and autobiographies to trace a tradition of protest which both depends on and offers challenges to a democratic society.

282. American Political Life
(3-0-3) Schmuhl
An introductory and interdisciplinary examination of American political culture, particularly contemporary political thought and behavior. Although we will trace the development of our political culture from the nation’s beginning to the present, a principal concern of the class will be the involvement of the mass media in recent political history. In short, we will attempt to come to terms with questions about the role and influence of mass communications in modern politics.

INTERMEDIATE COURSES

301. Fundamentals of Journalism
(3-0-3) Ciccone
What is news? What are the most effective ways of presenting news to the public? What ethical decisions are involved in gathering and reporting news? These are a few of the questions addressed in “Fundamentals of Journalism.”
AMERICAN STUDIES

311. Television in American Culture
(3-0-3) Ohmer
This course examines the formation of commercial broadcast television in the United States, focusing on the industrial, economic, technological and social forces that have shaped the images we see. We will look at how American television developed in the competitive business climate of the 1920s and 1930s, and how advertiser-supported networks came to dominate. We then analyze the role of television in America’s social and political life: its links to suburbia and consumerism, its impact on the political movements of the 1960s, and the ways it has represented America’s changing ideas of race, gender and ethnicity.

330. Culture and Society in the Great Depression
(3-0-3) Giamo
This course explores the culture and society of one of the most turbulent periods in American history. The economic collapse and ensuing national crisis altered the political, social, and symbolic landscape of the country. We will examine the historical context and social activism of this period (1929-1941), including the conditions and responses of those affected by various hardships. Also, we will be concerned with the cultural expression of Depression America as depicted in literature, film, the art of social realism, and various documentary formats.

337. Race and Ethnicity in American Television
(3-0-3) Ohmer
This course examines the formation of commercial broadcast television in the United States, focusing on the industrial, economic, technological and social forces that have shaped the images we see. We will look at how American television developed in the competitive business climate of the 1920s and 1930s, and how advertiser-supported networks came to dominate. We then analyze the role of television in America’s social and political life: its links to suburbia and consumerism, its impact on the political movements of the 1960s, and the ways it has represented America’s changing ideas of race, gender and ethnicity.

340. Witnessing the Sixties
(3-0-3) Giamo
The purpose of this interdisciplinary course is two-fold: to examine the social context and cultural change of the sixties, on the one hand, and on the other to explore the various journalistic representations of events, movements, and transformation. We will focus on the manner in which each writer witnessed the sixties and explore fresh styles of writing, such as the new journalism popularized by Tom Wolfe. Major topics for consideration include the counterculture and the movement—a combination of civil rights and anti-war protest.

350. The Craft of Journalism
(3-0-3) Schmuhl
This class will focus on how print and broadcast journalists work—how they think and act as well as the dilemmas they face in delivering news, analysis, and commentary. Several sessions will be devoted to presentations by visiting correspondents, editors, and producers, explaining their approaches to specific stories and circumstances. In addition, students will discuss the issues and questions raised in a few books.

351. Visual America
(3-0-3) Schlereth
Offered as a sequel to American Art (AMST 258). The course has two objectives: First, to introduce students to the various methods scholars have developed to use visual evidence in cultural history research; and second, to provide students with a content course in United States history, one where they receive an overview of the various roles that the art forms noted above have played in nineteenth and twentieth century American life. Iconographic analysis—the uncovering of past and present, conflicting and paradoxical layers of cultural meanings within an image or assemblage of images—will be an important part of the course.

354. America Abroad: U.S. Media in a Global Context
(3-0-3) Ohmer
This course investigates the strategies companies adopt when fashioning media for overseas markets. The course will begin during the 1940s, when America moved aggressively outward after the isolationism of the 1930s. We will examine how U.S. media companies tried to export American values to Latin America during the war and to Japan after its surrender. The impact of satellites during the 1960s will also be noted. In discussing the 1970s and 1980s, we will examine international responses to American television news, game shows and dramas. In looking at media today we will analyze international co-productions that use American stars and studios but are intended to reach a wider audience.

357. The Arts in America
(3-0-3) Schlereth
Introductory and historical overview of the role that several arts—architecture, painting, sculpture, photography, and the decorative arts—played in American cultural history, 1640-1940. In addition to surveying major high style trends, attention will also be given to selected regional, folk, vernacular, and popular artistic traditions. Basically a lecture-format course in which the student prepares one research essay and takes two exams, a midterm and a final.
360. News in American Life
(3-0-3) Ciccone
This course seeks to promote an understanding of modern media by examining the goals and motivations of newsmakers, the power of instant information, the future of news delivery and an examination of how the traditional principles of fairness, privacy and ethics are treated. Students will read several books and newspaper articles dealing with the history and the business of the media, and will use daily newspapers throughout the course.

380. The Presidency in American Culture
(3-0-3) Ohmer
This course examines the interactions among journalists, media companies, and Presidents in the United States since the Great Depression. Throughout the term we will emphasize several general principles or trends. We will explore how new forms of technology have triggered changes in political practice, a trend that becomes clear when we analyze the role the Internet has taken in this year’s campaign. During the semester we will look at representations of Presidents and the Presidency that are embodied in films and television programs.

412. Comparative Cultural Studies
(3-0-3) Giamo
The purpose of this seminar is to introduce students to comparative dimensions of American Studies. International perspectives will be explored and approaches to compare American culture with another national culture will be encouraged. Intranational comparative topics will also be welcome (example: Asian-American studies). Concepts, methods, and materials related to comparative studies will be examined. Students will work on selecting appropriate comparative topics, organizing information and ideas, developing themes, and designing an interdisciplinary framework for their projects.

422. Confronting Homelessness in American Culture and Society
(3-0-3) Giamo
The purpose of this seminar is to examine the conditions of extreme poverty and homelessness within the broader context of American culture and society. In order to confront the nature of these conditions, this seminar will draw upon insights from history, literature, documentary film and photography, and the social sciences. We will focus on the degree of permanence and change in our approach to both traditional and modern forms of the social problem. There will be an experiential component to the seminar as well.

425. Religion and Women’s Rights
(3-0-3) Ardizzone
This course focuses on religious aspects of the women’s rights movement and women’s movements within religious communities. Focusing primarily on the Protestant, Catholic and Jewish traditions, we will examine how women have understood the relationship between their religious beliefs and their interest in expanding women’s roles. From this beginning, we will explore several historical and contemporary examples of the influence of religion on the women’s rights movement and, by the 20th century, the influence of the women’s movement in American religion.

427. Jack Kerouac and the Beats
(3-0-3) Giamo
This seminar will reexamine Kerouac and his prose in relation to Beat subculture and the larger context of post-World War II American society. Although the work of other Beat writers, such as William S. Burroughs, Allen Ginsberg, and Gary Snyder will be considered, the primary focus will be on Kerouac. Moreover, the seminar will question the cultural codification of Kerouac as “King of the Beats” and advance the notion that he was a prose artist on a spiritual quest. Or, as Ginsberg aptly put it—a “American lonely prose Trumpeter of drunken Buddha Sacred Heart.”

429. Race and Ethnicity in U.S. Media
(3-0-3) Ohmer
This course analyzes how racial and ethnic differences have been addressed in a variety of media contexts from the 1950s through today, including narrative films, talk shows, situation comedies, music videos and news. We will look at how film and television both shape and are shaped by social change and struggle, and how discourses on race and ethnicity intersect with issues of class, gender and national identity.

430. American Spaces
(3-0-3) Schlereth
A comparative survey of the multiple histories of several natural and human-made environments created in America from the New England common to the Los Angeles freeway. Using specific cases studies, the course will analyze sites such as the Mesa Verde pueblo, Rockefeller Center, the Southern plantation, the Midwest Main Street, the Prairie style residence, the Brooklyn Bridge, New Harmony (Indiana), U.S. Route 40, the American college campus, Pullman (Illinois), the skyscraper, Spring Grove Cemetery (Cincinnati), the Victorian suburb, Grand Central Station, Golden Gate Park, Coney Island, Yosemite National Park, Chautauqua (New York), and the 1939 New York World’s Fair.

436. Writing and Editing
(3-0-3) Powers
Basic nonfiction writing skills: the processes involved in the role of writer and the role of editor. This course requires a previous writing course above the freshman level or some genuine news experience. Students will study the processes involved in the role of the writer and that of the editor. Writing assignments will involve techniques of contemporary journalism but will be more complex than basic news stories. Writing will culminate in a lengthy, in-depth article. Students will also practice copy editing and they will examine the relationship of the editor to the assignment of an idea and to the finished product. The teacher of this course is the retired executive editor of the South Bend Tribune.

437. Online America
(3-0-3) Ohmer
This seminar offers students the opportunity to explore one of the newest and most challenging forces that are reshaping American culture today: the Internet. The class will explore several issues together before focusing on individual student projects. We will read about the history of this wired medium and compare its development to that of more established technologies. Then we will examine how the Net is affecting communication and information processing in journalism, politics and corporate life, to see how this new medium changes the ways we relate to each other and learn about our social environment.

440. Persuasion, Commentary, Criticism
(3-0-3) Collins
This course will consider the roles of persuasion, commentary and criticism in contemporary American culture, and will explore the techniques of these forms of expression. Following introductory sessions dealing with principles and concerns, students will prepare and discuss their own writing assignments—including opinion columns, editorials and book or performance reviews.

441. Literary Journalism
(3-0-3) Collins
This writing course is open by application to a few students who have shown unusual promise in other journalism courses and/or have demonstrated superior writing skills in student publications or media internships. Literary journalism is a demanding form of communication that combines fictional techniques with scrupulous adherence to fact. Students will be responsible for two to three major pieces of writing and will work closely with one another and the instructor, who is the editor emeritus of Notre Dame magazine and an experienced freelance writer.
450. Writing for Publication
(3-0-3) Collins
This course is designed to improve and extend student skills in writing non-fiction articles, with emphasis on writing for magazines. It will touch on freelancing, researching markets, understanding audience, finding salable topics, writing query letters, and working with editors. Students will be expected to write several short articles and one major one, and they will be responsible for developing a marketing plan for the long article. The instructor of this course is the editor emeritus of Notre Dame magazine.

460. Politics, Policy, and the Media
(3-0-3) Schmuhl
The seminar will also explore how popular communications affect the policy process and political life as well as the formation of public opinion. Although the majority of the seminar’s time will be devoted to analyzing contemporary, practical manifestations of the policy, politics, press relationships, we will also consider theoretical principles that serve as the foundation for the interplay between our democratic/republican system and our economy. Politics, Policy, and the Media will also consider theoretical principles that serve as the foundation for the interplay between our democratic/republican system and our economy.

480. American Architecture
(3-0-3) Schlereth
A course designed to examine the social factors, technological innovation and artistic impulses that have produced the American built environment, 1740-1940. Comparing several building types—the private residence, the workplace, and the public building—the seminar will explore structures and spaces as material culture evidence of American technological, artistic, and social history.

484. Material America: Creating, Collecting, Consuming
(3-0-3) Schlereth
A seminar exploring how historians, archaeologists, art historians, folklorists, geographers, and cultural anthropologists use material culture as important evidence in interpreting the American historical and contemporary experience. Research fieldwork in area museums and historical agencies such as the Snite Museum, the Northern Indiana Center For History, National Studebaker Museum, and Copshaholm/Oliver Mansion will be part of the seminar.

487. Building America: Architecture, Economics, Politics
(3-0-3) Schlereth
A seminar designed to examine the social and economic factors, energy and land use policies, demographic urban/suburban trends, technological innovations and artistic impulses that have produced the American built environment, 1640-1940. Comparing several building types—the private residence, the workplace, and the public building—the seminar will explore structures and spaces as material culture evidence of American domestic, real estate, political and cultural history.

498. Special Studies: Reading and Research
(0-9-3) Giamo
Special Studies offers students the opportunity to pursue an independent, semester-long reading or research project under the direction of a faculty member. The subject matter of Special Studies must not be duplicated in the regular curriculum.

AMERICAN STUDIES INTERNSHIPS

All American Studies Internships provide opportunities for practical work experiences under the supervision of a professional. Students will spend nine to twelve unpaid, supervised hours per week on the job, the hours to be arranged between the student and the “employer.” Intern candidates should so arrange their academic schedule as to allow large chunks of time for internship work, such as entire days or entire mornings.

496A. Publishing Internship
(0-9-3) Collins
Apprentice training with Notre Dame magazine. Satisfactory/unsatisfactory credit only.

496B. Community Service Internship
(0-9-3) Collins
Apprentice training with community social service organizations. Satisfactory/unsatisfactory credit only.

496C. Historical Research Internship
(0-9-3) Schlereth
Apprentice training in archives or museums or historical preservation with local organizations. Satisfactory/unsatisfactory credit only.

496D. News Internship
(0-9-3) Schmuhl
Apprentice training with newspapers. Satisfactory/unsatisfactory credit only.

Anthropology

Chair:
James J. McKenna
Edmund P. Joyce Professor of Anthropology
Roberto A. DaMatta (on leave spring 2002)

Professors:
Leo A. Despres (emeritus); James J. McKenna; Carl W. O’Neill (emeritus); Irwin Press (emeritus)

Associate Professors:
Thomas E. Bogenschutz (concurrent); Douglas E. Bradley (concurrent); Meredith S. Chesson; Gregory J. Downey; Satsuki Kawano; Karen E. Richman; Victoria D.L. Sanford; Mark R. Schurr; Cecilia Van Holten; Tammy Windfelder (visiting)

Program of Studies. The undergraduate program in anthropology is designed to help students move toward a number of possible career choices while simultaneously offering an intellectual core of understanding about human life essential to a liberal education. As a broad field of study, anthropology is basic in that it addresses fundamental questions relating to the meaning of human nature. It is comprehensive in that it deals with human life in virtually every aspect of activity ranging across the political, artistic, social, religious, psychological and economic spheres. Anthropology offers its students a well-rounded view of what it means to be human. It does this through time comparisons, examining human adaptation from remote past to the present moment and group comparisons, examining the rich array of cultural diversities from their simplest to most complex forms. It is through the comparative perspective that students of anthropology achieve a depth of appreciation for things human that is the hallmark of the field.

Anthropology provides an excellent background for careers demanding expertise in understanding human relations, motivations and activities; for example, law, business, education, public service and medicine. Should a student aspire to a career in anthropology, the undergraduate major constitutes an important step in preparing for entrance to a graduate program.

In addition to the major, other programmatic options are available. Some students will find it advantageous to take, in addition to anthropology, a major or supplementary major in another discipline. Still other students may elect to minor in anthropology. The requirements for these options are described below. Students are welcome to come to the departmental office in 611 Flanner for further information.
Major Programs:

1. **The Major.** There are no prerequisites to the major. The major requires 27 hours, six of which must be in the sequence of fundamentals, either ANTH 326 (Fundamentals of Linguistic Anthropology) or ANTH 328 (Fundamentals of Social and Cultural Anthropology), and either ANTH 327 (Fundamentals of Archaeology) or ANTH 329 (Fundamentals of Human Evolution). ANTH 430 (Development of Anthropological Theory) and ANTH 495 (Advanced Seminar) are also required of all students in the major sequence. It is recommended that students take the fundamentals, ANTH 326 or 328 and ANTH 327 or 329, by the end of their junior year, whereas ANTH 430 is usually taken as a junior or senior. ANTH 495 is designed as a senior capstone seminar. The remaining 15 hours must be apportioned among various subareas as follows: Approaches and Methods (six hours); Evolutionary Perspectives and Cultural Adaptation (three hours); Area Studies (three hours); and Topics in Anthropology (three hours). Courses taken for pass-fail credit will not satisfy requirements for the major.

2. **The Major with Senior Thesis.** Students may elect to complete a senior thesis (see ANTH 499) for six credits in addition to the requirements for the major.

3. **The Minor in Anthropology.** The minor requires 15 credit hours. There are no prerequisites. Students must take either ANTH 326 or 328 and either ANTH 327 or 329 and are free to elect the remaining nine hours from among the 300- and 400-level courses in the department. Courses taken for pass-fail credit will not satisfy requirements for the minor.

4. **Anthropology and the Preprofessional Program.** Preprofessional students will find anthropology to be a highly relevant major. For example, the unique ANTH 454 (Cultural Aspects of Clinical Medicine) offers majors the opportunity for clinical experience through internship in a local hospital emergency room as patient-family liaisons.

### Subareas

**Courses and Major Subareas of the Department.** The department offers courses in four major subareas in addition to the fundamentals (ANTH 326, 327, 328, and 329), theory (ANTH 430), and capstone seminar (ANTH 495). See “The Major” on this page. Minimum required hours in each subarea are indicated in parentheses.

**Approaches and Methods (six hours)**

- 305. Introduction to Human Ethology (3-0-3)  Staff
- 310. Health, Healing, and Culture
- 322. Black Music, World Market
- 326. Fundamentals of Linguistic Anthropology
- 327. Fundamentals of Archaeology
- 382. The Anthropology of Gender
- 386. Religion, Myth and Magic
- 403. Anthropology of Art
- 405. Biological Anthropology
- 407. Human Osteology
- 408. Native North American Art
- 420. Person, Self, and Body
- 451. Anthropology of Reproduction
- 465. Gender and Power in Asian Cultures
- 470. Engendering Archaeology
- 472. Theory and Method in Archaeology
- 473. The Archaeology of Death
- 475. Archaeological Materials Analysis: Lithic Technology
- 484. Museum Anthropology: An Introduction
- 486. Mother-Baby Behavioral Sleep Laboratory

**Evolutionary Perspectives and Adaptation (three hours)**

- 305. Introduction to Human Ethology
- 336. Human Diversity
- 340. Ancient Cities and States
- 389. Prehistory of Eastern North America
- 390. World Prehistory and Archaeology
- 391. Prehistory of Western North America
- 392. Native American Art
- 408. Native North American Art
- 420. Person, Self, and Body
- 435. The Brazilian Experience
- 436. Society and Culture Through Films
- 440. Native Americans in Fact and Fiction
- 451. Anthropology of Reproduction
- 454. Cultural Aspects of Clinical Medicine
- 463. Gender and Power in Asian Cultures

**Area Studies (three hours)**

- 322. Black Music, World Market
- 340. Ancient Cities and States
- 353. Societies and Cultures of South Asia
- 354. Japanese Society
- 359. Peoples of Africa
- 361. Societies and Cultures of Latin America
- 365. The Contemporary Middle East
- 368. Native Peoples of North America
- 370. Caribbean Diasporas
- 389. Prehistory of Eastern North America
- 390. World Prehistory and Archaeology
- 391. Prehistory of Western North America
- 408. Native North American Art
- 414. Transnational Societies and Cultures
- 421. Religious Life in Asian Cultures
- 423. Tribe, Religion, Nation in Africa
- 435. The Brazilian Experience

**Topics in Anthropology (three hours)**

- 382. The Anthropology of Gender
- 386. Religion, Myth, and Magic
- 414. Transnational Societies and Cultures
- 420. Person, Self, and Body
- 421. Religious Life in Asian Cultures
- 423. Tribe, Religion, Nation in Africa
- 425. Religion and Politics in Latin America
- 431. Race, Ethnicity and Power
- 432. Anthropology of War and Peace
- 435. The Brazilian Experience
- 436. Society and Culture Through Films
- 440. Native Americans in Fact and Fiction
- 451. Anthropology of Reproduction

**Course Descriptions.** The following course descriptions give the number and title of each course. Lecture hours per week, laboratory and/or tutorial hours per week and credit hours per semester are enclosed within parentheses. The names of the instructors normally responsible for courses are indicated.

Courses in which graduate students may enroll and for which graduate credit may be obtained are indicated with an asterisk (*) before the course number. Special requirements are made of graduate students who enroll in these courses.

109. **Introduction to Anthropology**

(3-0-3)  Staff

This course deals with the nature of anthropology as a broad and diverse area of study. The anthropological study of humankind will be approached from the perspectives of physical anthropology; prehistory and archaeology; linguistic anthropology and sociocultural anthropology. The diversity of humankind will be explored in all its aspects from times past to the present.
This course explores the cultural and evolutionary origins of language, non-verbal communication, in- variety of anthropology texts, this seminar course aims to develop writing skills among first-year students while exposing them to some central problems and issues within anthropology. Adopting an approach which reflects the four-field character of anthropology, the seminar will encourage students to explore topics such as: (1) anthropology as a way of know- ing; (2) anthropology as an encounter with and ef- fort to explain human diversity; (3) anthropology as a discipline which uniquely contributes to our understanding of the symbolic dimensions of human behavior and communication; (4) anthropology as a discipline which uniquely contributes to our understanding of human strategies for subsistence and sur- vival; (5) anthropology as a discipline which reflects the four-field character of anthropolo- gy, the seminar will encourage students to explore topics such as: (1) anthropology as a way of knowing; (2) anthropology as an encounter with and effort to explain human diversity; (3) anthropology as a discipline which uniquely contributes to our understanding of the symbolic dimensions of human behavior and communication; (4) anthropology as a discipline which uniquely contributes to our understanding of human strategies for subsistence and survival; (5) anthropology as a discipline which reflects the four-field character of anthropology.

310. Health, Healing, and Culture
(3-0-3) Nordstrom, Van Hollen
Disease has been a constant companion of humanity, shaped by the culture and through human impact on the environment. All societies have responded by creating medical systems to cope with poor health. After introducing the student to the discipline of medical anthropology, the course focuses on the interaction between disease and culture and on the characteristics and functions of diverse medical systems.

322. Black Music, World Market
(3-0-3) Downey
Slavery and the coerced migration of Africans to the New World left a multitude of popular musical styles, the result both of seemingly inexhaustible musical creativity and of exchange among Black peoples (and others) on both sides of the Atlantic. This course is an examination of the diversity of Black popular musics on a global scale.

326. Fundamentals of Linguistic Anthropology
(3-0-3) Blum, Gaffney
An inquiry into the origins of language, the nature of meaning, the power of language and how language systems are acquired and variously function in culture and society.

327. Fundamentals of Archaeology
(3-0-3) Chesson
This course is an introduction to the methods, goals, and theoretical concepts of archaeology, with a primary focus on that practiced in the Middle East, North America, and Europe. Case studies of survey, excavation, and analytical techniques will focus on recent or ongoing investigations of archaeological sites in North America, Central America, Europe, Africa, and the Middle East.

328. Fundamentals of Social and Cultural Anthropology
(3-0-3) Gaffney, Kawano, Nordstrom, Richman, Van Hollen
This course addresses the question of how and why cultures differ, the relationship between environment and culture and how humans use culture to solve common problems while creating unique behavioral systems. Students examine the cultural nature of language, personality, religion, economics, politics, family and kinship, play and even deviant behavior.

329. Fundamentals of Human Evolution
(3-0-3) Bellis, McKenna, Schutt, Sheridan
This course deals with human evolution in both biological and cultural terms. Topics covered will include primate behavior, the mechanisms of evolution, the fossil record and the characteristics of prehistoric cultures.

336. Human Diversity
(3-0-3) Sheridan
Issues concerning the nature of human diversity (race, intelligence, sex, gender, etc.) are a continuing source of social and scientific debate. This course is designed to present the issues and methods used by physical anthropologists to study both the biological basis of human differences, as well as the ongoing process of human adaptation and evolution in response to climate, nutrition and disease.

340. Ancient Cities and States
(3-0-3) Chesson
Ancient civilizations are interesting not only for their often spectacular remains but also for what they can tell us about our own urban society. This course looks at the archaeology of ancient cities and states, with a special emphasis on those of the eastern Mediterranean and the Near East. It also explores theories about why ancient civilizations rose and fell.

353. Societies and Cultures of South Asia
(3-0-3) Van Hollen
This course provides a broad introduction to societies and cultures of South Asia (including India, Pakistan, Bangladesh, Sri Lanka, Nepal, Bhutan, and the Maldives). Emphasis will be on the Indian subcontinent. Central themes and topics of the course include religious pluralism and communalism; linguistic pluralism and ethnonationalism; the ideologies and practices of caste, class, and gender; colonialism and postcolonial development projects; healing and the construction of the body; aesthetic traditions (film, dance, music, art); and experiences of the South Asian Diaspora (particularly in North America).
354. Japanese Society (3-0-3) Kawaro
This course presents a survey of the social structures and forms of expression that make up the complex society of contemporary Japan. Drawing on a range of sources, including anthropological writings, history, reporting, film, and fiction, the course will explore the basic institutions that underlie Japanese life, including family, work settings, religious traditions, urban and rural dynamics, political and economic order, gender relations, youth, and popular culture, as well as an inquiry into recent controversies reflecting changing attitudes toward Japan’s national identity.

359. Peoples of Africa (3-0-3) Bells
This course is designed to provide an introduction to the societies of Sub-Saharan Africa. It examines cultures in present-day Africa as well as in the past in order to lend an understanding to the developmental processes which led to their modern forms. The importance of the relation between a culture and its physical environment is stressed.

361. Societies and Cultures of Latin America (3-0-3) Downey
This course introduces students to the diverse cultures and societies of Latin America. Through historical, ethnographic and literary study, it explores relations of power, ideology and resistance from the colonial conquest to the present, including economic dependency, underdevelopment and development, political institutions, the churches, the military, social movements, religious expressions, and ethnic and class relations. Contemporary issues of globalization, violence and migration will preoccupy our discussion of Central and South America and the Caribbean today.

365. The Contemporary Middle East (3-0-3) Gaffney
Survey the Islamic civilization, the most important cultural influence in the Middle East, as context for discussion of the life of Middle Eastern peoples. Topics explored include the foundations of Islam, Muslim ethics, Sunni-Shi'a split, religious pilgrimage, ethnicity, ecological adaptations, religious brotherhoods and sisterhoods, Sufism and concepts of the state.

370. Caribbean Diasporas (3-0-3) Richman
Prerequisite: ANTH 109 or 328.
The movement of money and raw materials as well as the displacement of people have long structured the Caribbean experience. This course explores the transnational orientations and the multidimensional consequences of movement from the Caribbean as it affects sites in Miami, London, Paris or Brooklyn as well as Havana, Jamaica, Haiti or Belize. Reading works of ethnography, fiction and history, questions about the construction and reconstruction of family bonds, community identity, religion, political power and economic relations will be treated in the domestic and the global context.

382. Anthropology of Gender (3-0-3) Richman
This course introduces students to the main issues and debates characterizing the anthropology of gender. Through cross-cultural studies, students explore the manifold ways in which gender is constructed in human societies. The class contrasts and compares the representation of women and men in different kinds of societies and in different political-economic contexts. Students explore the construction of gender in different contexts and also how anthropologists, through various paradigms, have attempted to understand changing roles, sexual asymmetry and stratification.

386. Religion, Myth, and Magic (3-0-3) Gaffney, Richman
The study of religious beliefs and practices in tribal and peasant societies emphasizing myths, ritual, symbolism and magic as ways of explaining man’s place in the universe. Concepts of purity and pollution, the sacred and the profane, and types of ritual specialists and their relation to social structure will also be examined.

389. Prehistory of Eastern North America (3-0-3) Schurr
This course traces the development of a Native American culture from its earliest beginnings in North America to the time of European contact. The Native American tribes had no written histories, so archaeology is the best (and perhaps only) way to learn about the prehistory of the American Indian. The course shows how archaeology has sought to learn such things as when the American Indians first entered North America, who the Moundbuilders were, how the Native Americans invented agriculture, how they developed sophisticated societies and why historic American Indian tribes were so diverse.

390. World Prehistory and Archaeology (3-0-3) Schurr
This course is an introduction to archaeology and to world prehistory. It will provide students with a basic understanding of what archaeology is, how it is done and what it has produced. Fundamental principles of archaeological theory and practice will be illustrated by examples from throughout the world in order to introduce important themes such as the origins of food production, the rise of civilization (and its decline), the peopling of the New World, and the evolution of human thought. The course covers cultural evolution from the invention of the first stone tools through the rise of ancient civilizations such as those of the Mayan, Incas, Egyptians and the Near East.

391. Prehistory of Western North America (3-0-3) Mack
Archaeological data and cultural life of prehistoric Western North America over the last 20,000 years will be covered. This course emphasizes origins and cultural development from an early pioneer stage to the later, sophisticated, diverse cultures of Native Americans and focuses on material cultures, environmental relationships and technology to explore cultural change, land-use patterns, economics and political complexity.

403. Anthropology of Art (3-0-3) Bells
Prerequisite: ANTH 109, 328 or 329, or art major.
This course will examine art as a functional part of culture from an anthropological point of view. Attention is given to evolution of art as part of human culture and to evolution of the study of art by anthropologists. Open to graduate students.

405. Biological Anthropology (3-1-4) Sheridan
Prerequisite: ANTH 329.
Biological anthropology is one of the four major fields of anthropology (i.e., cultural, biological, archeology and linguistics). It includes areas such as research pertaining to human evolution and to epidemiological and nutritional studies both now and in the remote past. There are also fields of applied physical anthropology in fields such as the forensic sciences and genetics. This course is designed as a survey of some of these endeavors that will help the undergraduate student understand the range of work possible in biological anthropology.

406. Primate Behavior (3-0-3) Sheridan, McKenna
Prerequisite: ANTH 329.
This course will explore the similarities and differences in behavior among members of the order of Primates. Investigations of the form, function and adaptations of our closest living relatives are essential to the study of human evolution. Understanding the behavior of the primates provides a model for investigating the biological and cultural adaptations of early humans. Aspects of primate social interaction — mother/infant bonds, male/female interactions, dominance hierarchies, communication, reproductive strategies, and aberrant behaviors — will be explored in light of their relationship to human origins.

407. Human Osteology (3-1-4) Sheridan
Prerequisite: ANTH 329.
This is a lab-intensive course that explores the methods used in physical anthropology for studying individual human skeletal remains, as well as those employed to establish biocultural connections at the population level. Forensic techniques utilized in individual identification will be developed in the first third of the course.
408. Native North American Art
(3-0-3) Mack
Prerequisite: ANTH 326 or 328 or ARHI 169.
Contact with Western Europeans and their art traditions beginning about A.D. 1600 and thereafter with the art traditions of Africans, Asians and South Americans modified form, technique and context of Native North American art. However, traditional form, technique and context continued throughout the centuries since 1600. The perception of this art also changed. The collections of Native North American art curated at the Snite Museum of Art exemplify the changing content, technique and context of this art. This course will allow students to work with our collections under direct supervision.

414. Transnational Societies and Cultures
(3-0-3) Richman
Prerequisite: ANTH 109, 326, or 328.
This course analyzes how cultural identities and behaviors are formed in the context of global systems. Through specific case studies, students will explore how different social groups construct their cultures in interaction with other cultures and how, in so doing, these groups are both responding to and shaping global agendas. This course will expose students to different theories of globalization and discuss why the study of regional, national and international linkages has become a critical component of contemporary anthropological research.

420. Person, Self, and Body
(3-0-3) Blum
Prerequisite: ANTH 109, 326 or 328.
How is the private self different from the public person, and how do these contrasts vary in different societies? How is the body valued, situated, and contested? What are the sources of conflict within a person, between persons, and with the material world? How is identity constructed from these components? This course will examine contemporary and classical theoretical works as well as ethnographic accounts of persons, selves, and bodies to address these questions. For juniors and seniors only.

*421. Religious Life in Asian Cultures
(3-0-3) Kawano
Prerequisite: ANTH 109, 326 or 328.
This course examines diverse religious expressions and lives of contemporary Asian peoples from an anthropological perspective. This course explores topics such as ritual, ancestor worship, shamanism, spirit possession, divination, and festivals in changing Asian societies. Ethnographic examples will be taken from a variety of Asian societies, such as Japan, Korea, China, Malaysia, and India.

*423. Tribe, Religion, Nation in Africa
(3-0-3) Gaffney
Prerequisite: ANTH 109, 326, or 328.
This course will examine the key theoretical issues in this difficult process of the formation of large, culturally heterogeneous and complex social groupings from many smaller and more homogeneous ethnic groups. Special attention will be given to the influence of religion in this process, both conceptually and institutionally. The role of Christianity and Islam as well as the influence of traditional African religions and the many efforts at their revival will be considered as major forces in the establishment and advancement of some shared notions of the ideologies of peoplehood, nationhood and the growing awareness of the need for transnational movements. Open to graduate students.

425. Religion and Politics in Latin America
(3-0-3) Begonschild
Prerequisite: ANTH 326 or 328.
This course will examine the role of religious discourse—sacred and secular—in the construction, maintenance and defense of cultural identities in complex societies. Readings will be drawn from a variety of inspirational, critical and analytical texts to stimulate discussion and debate on the broad interface between religion and politics. Particular emphasis will be placed on the rise of Protestantism in Latin America and on broader international relationships between religious ideologies and political power. Students will address issues of cultural imperialis and autonomy, relativism, secularization and relationships between church and state in cross-national perspective.

430. Development of Anthropological Theory
(3-0-3) Blum, DaMatta, Sanford
Prerequisite: ANTH 326 or 328.
The material to be covered in this course includes the seminal contributions to American and European anthropological thought as these emerged in approximate chronological order. Ideas about the place of human beings in nature, the uniqueness of the human condition and the evolution of all nature dominated the intellectual ferment that gave rise to anthropology. This initial stage was followed by varied reactions to and revisions of the evolutionary scheme, including controversy over the culture concept and the inception of theoretical schools such as functionalism, historicism, materialism and structuralism, as well as the advancement of systematic field research, the primary tool in anthropological study. Anthropology majors only.

431. Race, Ethnicity, and Power
(3-0-3)
Prerequisite: ANTH 109, 326, or 328.
This course analyzes how cultural identities and behaviors are formed in the context of global systems. Through specific case studies, students will explore how different social groups construct their cultures in interaction with other cultures and how, in so doing, these groups are both responding to and shaping global agendas. This course will expose students to different theories of globalization and discuss why the study of regional, national and international linkages has become a critical component of contemporary anthropological research.

432. Anthropology of War and Peace
(3-0-3) Mahmood, Nordstrom
Prerequisite: ANTH 109, 326, or 328.
This class will explore the human capacity for war and peace. Anthropology provides a unique perspective on violence and conflict resolution as anthropologists often go to the front lines to document the experience of war and peacebuilding firsthand. The course will explore examples of the many forms of war in the world today, from tribal conflicts through guerrilla warfare to conventional and nuclear war. It will also study societies without war and populations with innovative ideas about peace.

*435. The Brazilian Experience
(3-0-3) DaMatta
Prerequisite: ANTH 109, 326, or 328.
In this course we will discuss Brazil as a society and as a culture, taking as our main frame of reference for discussion its daily routines, its basic values and its ritual system. Thus, we will see how popular music, carnival festivity, civic ceremonies, religious beliefs and folklore shape the life of this social space called Brazil. Open to graduate students.

436. Society and Culture Through Films
(3-0-3) DaMatta
Prerequisite: ANTH 109, 326, or 328 or SOC 102.
This course will deal with a variety of social issues as they are perceived, conceived, represented and understood by movies. The focus of this course will not be on cinema history, cinema structure or moviemaking processes but on how important human problems such as cultural diversity, race relations, the crafting of national identity and national heroes, urban life, class conflict, family structure, war, and values such as success, love, happiness, fairness, misfortune, destiny, honesty, faith and the like are depicted and treated by movies.

440. Native Americans in Fact and Fiction
(3-0-3) Mack
Prerequisite: ANTH 109, 326, or 328.
This course focuses on our images of Native Americans and how these images may have been shaped by popular and scientific writing and film. Using an anthropological perspective, students read fiction and factual accounts of Native Americans and their cultures, both past and present, allowing them to build a more accurate image of Native Americans. The course uses books and film to broaden the understanding of Indian stereotypes, and students will compare them to ethnographic studies which reveal much more realistically the diversity of Native American beliefs, lifestyles and material culture.
451. Anthropology of Reproduction  
(3-0-3) Van Hollen  
Prerequisite: ANTH 510 or 528.  
This course examines how societies throughout the globe view and manage reproductive processes. The emphasis will be primarily, though not exclusively, on women’s reproductive health throughout the life cycle, including puberty, pregnancy, family planning, childbirth, and menopause. This course provides a global perspective on reproduction by both examining reproduction cross-culturally and looking at reproduction in the context of globalization. A key question to be debated throughout the course will be: to what extent is the biomedicalization of reproductive health occurring in a uniform way across the globe?

452. Evolutionary Medicine  
(3-0-3) McKenna  
Prerequisite: ANTH 205, 305, 329, 394 or 458.  
This course will reconceptualize a variety of human diseases, syndromes and disorders from the standpoint of evolution, in the modern cultural context. The evolution of infectious diseases, menopause, women’s reproductive cancers, allergy, pediatric topics (colic, physiologic jaundice, sleep problems, SIDS), breastfeeding, obstetrics, geriatric medicine, structural and genetic abnormalities, psychiatric disorders, psychological health, eating disorders, nutrition, obesity, myopia, emotional disorders, touch therapy and massage will be examined in the context of this exciting and emerging new field.

454. Cultural Aspects of Clinical Medicine  
(3-1-4) Wolosin  
Permission required.  
The course examines popular medical concepts and expectations patients bring with them to the clinical or hospital setting, as well as the attitudes, organization and goals of clinical medical care. The interface between these sets of concepts and expectations is examined with regard to health care management and outcome of treatment. Students divide their time between classroom and service as patient-family liaisons in an area emergency room. Enrollment is by consent of instructor only and limited to anthropology and premedical majors. Student access to a car is necessary. Open only to juniors and seniors.

458. Infancy: Evolution, History, and Development  
(3-0-3) McKenna  
Prerequisite: Senior majors and minors only.  
This course explores aspects of infant biology and socio-emotional development in relationship to Western child care practices and parenting. Western pediatric approaches to infancy and parenting are evaluated in light of Western cultural history and cross-cultural, human evolutionary and developmental data. A variety of mammals are included as a comparative background to explore the relationships between infant physiology, mental and physical health and contemporary infant caregiving concepts.

463. Gender and Power in Asian Cultures  
(3-0-3) Kawano  
Prerequisite: ANTH 109, 326 or 328.  
This course examines diverse gender roles and relations in contemporary Asian societies from an anthropological perspective. The class studies the representations of women and men in different Asian societies and in different political, social, and economic contexts, and their affect on kinship, family, work, religion, and the state. Ethnographic studies will cover Japan, Korea, China, Malaysia, Indonesia, and India, with a special emphasis on contemporary Japan.

468. Household Archaeology  
(3-0-3) Chesson  
Prerequisite: ANTH 327, 329, 340, 389 or 390.  
This course explores the theoretical and methodological challenges faced by archaeologists excavating ancient households, one of the most common contexts encountered in archaeological excavations throughout the world. Students will explore topics which include the social, economic, political and physical characteristics of households, the relationship between households and communities, and the contribution of household archaeology to architectural, artificial, and social analyses of ancient communities.

470. Engendering Archaeology  
(3-0-3) Chesson  
Prerequisite: ANTH 327, 329, 340, 389 or 390.  
This course will consider the historical and theoretical foundations of creating an engendered past, the methodological and practical aspects of “doing” engendered archaeology, and the intersection between political feminism, archaeological knowledge production, and the politics of an engendered archaeology.

472. Theory and Method in Archaeology  
(3-0-3) Bellis  
Prerequisite: ANTH 327, 329 or 488.  
Archaeology is not a discipline but a methodological approach to an understanding of the human condition which relies on an analysis of the material culture remains of a society. Many different disciplines (e.g., anthropology, history, theology, classics and art history) use the method, and the course may be found useful for individuals from any of these disciplines who may have an interest in archaeological problems in their own field of study. The practice of archaeological research will be covered, from the various methods of identifying sites in the field, to excavation procedures, to analysis of material in the laboratory.

*473. The Archaeology of Death  
(3-0-3) Schurr  
Prerequisite: ANTH 327 or 329.  
Our species is unique because it is the only species that deliberately buries its dead. Mortuary analysis (the study of burials patterns) is a powerful approach that archaeologists use for the study of prehistoric social organization and ideology. This course explores the significance of prehistoric human mortuary behavior, from the first evidence of deliberate burial by Neanderthals as an indicator of the evolution of symbolic thought, to the analysis of the sometimes spectacular burial patterns found in the complex societies such as ancient Egypt and Megalithic Europe. Open to graduate students.

474. Environmental Archaeology  
(3-0-3) Schurr  
Prerequisite: ANTH 309, 327, 329, 389, or 390.  
This course explores the relationships between past societies and the ecosystems they inhabited and constructed. It will show how archaeologists investigate the relations between past societies and their environments using concepts from settlement archaeology, human geography, and paleoecology (the study of ancient ecosystems).

475. Archaeological Materials Analysis: Lithic Technology  
(3-1-4) Kuijt  
Prerequisite: ANTH 109, 327, 329, 389, or 390.  
The course will cover laboratory procedures and techniques used in the analysis of a range of excavated chipped stone artifacts from prehistoric contexts. Major lecture topics will include procurement and production of stone tools, typology, degradation analysis, style, ethnicity, and experimental technology. Students will gain familiarity with these topics in a laboratory context by participating in flintknapping practice and working intensively with several archaeological collections.

477. The Forager/Farmer Transition  
(3-0-3) Kuijt  
Prerequisite: ANTH 109, 327, 329, 389, or 390.  
The course explores the transition from hunting and gathering ways of life to agricultural societies and systems of food production in the Old and New Worlds. This course examines the origins of food production in diverse areas as a long-term social, conceptual and economic process.

484. Museum Anthropology: An Introduction  
(3-0-3) Mack  
Prerequisite: ANTH 326, 327, or 328.  
An introduction to the history, philosophy, and professional practices of museums. It includes an examination of the ethical and practical issues of museum work through readings, discussions, and hands-on experience. Emphasis is on the role of anthropologists in museums and the exhibition of non-Western European art.
486. Mother-Baby Behavioral Sleep Laboratory
(1-2-3) McKenna
Prerequisites: ANTH 205, 305 or 394. Permission required.
This course examines the sleeping arrangements of infants and children, nighttime nurturing patterns by parents, and the cultural values and ideologies that underlie them. The focus will center largely on American and European societies. Research will be conducted in a sleep laboratory on the sleep behavior of mothers, fathers and children from the local community.

495. Advanced Seminar
(3-0-3) Various
Prerequisite: ANTH 430.
This course will provide an opportunity for students to apply theoretical knowledge and critical thinking skills that they have acquired in their anthropology courses, especially ANTH 430, which is a prerequisite. The course is designed to be a capstone requirement to the anthropology major. A research paper will be completed by the end of the course. This course may be used as the first semester of the two semester senior thesis sequence.

496. Directed Readings in Biological Anthropology
(V-V-V) Bellis, Chesson, Kuijt, Mack, Schurr
Prerequisites: Junior or senior standing, dean’s list, consent of instructor.
Intensive independent readings on a special problem area in biological anthropology about which the student will be expected to produce a detailed annotated bibliography and write a scholarly paper.

497. Directed Readings in Archaeology
(V-V-V) Bellis, Chesson, Kuijt, Mack, Schurr
Prerequisites: Junior or senior standing, dean’s list, consent of instructor.
Intensive independent research on a special problem area in archaeology about which the student will be expected to produce a detailed annotated bibliography and write a scholarly paper.

498. Directed Research in Biological Anthropology
(V-V-V) McKenna, Sheridan
Prerequisites: Junior or senior standing, dean’s list, consent of instructor. ANTH 497B.
Intensive independent research on a special problem area in biological anthropology about which the student will be expected to produce a detailed annotated bibliography and write a scholarly paper.

499. Directed Research in Sociocultural Anthropology
(V-V-V) Blum, DaMatta, Downey, Gaffney, Kawano, Nordstrom, Richman, Sanford, Van Hollen
Prerequisites: Junior or senior standing, dean’s list, consent of instructor.
Intensive independent research on a special problem area in sociocultural anthropology about which the student will be expected to produce a detailed annotated bibliography and write a scholarly paper.

499A. Directed Research in Archaeology
(V-V-V) Bellis, Chesson, Kuijt, Mack, Schurr
Prerequisites: Junior or senior standing, dean’s list, consent of instructor.
Intensive independent research on a special problem area in archaeology about which the student will be expected to produce a detailed annotated bibliography and write a scholarly paper.

499B. Directed Research in Biological Anthropology
(V-V-V) McKenna, Sheridan
Prerequisites: Junior or senior standing, dean’s list, consent of instructor. ANTH 497B.
Intensive independent research on a special problem area in biological anthropology about which the student will be expected to produce a detailed annotated bibliography and write a scholarly paper.

499C. Directed Research in Sociocultural Anthropology
(V-V-V) Blum, DaMatta, Downey, Gaffney, Kawano, Nordstrom, Richman, Sanford, Van Hollen
Prerequisites: Junior or senior standing, dean’s list, consent of instructor.
Intensive independent research on a special problem area in sociocultural anthropology about which the student will be expected to produce a detailed annotated bibliography and write a scholarly paper.

499D. Directed Research in Bioarchaeology
(V-V-V) Schurr, Sheridan
Prerequisites: Junior or senior standing, dean’s list, consent of instructor.
Intensive independent research on a special problem area in biological anthropology and/or archaeology about which the student will be expected to produce a detailed annotated bibliography and write a scholarly paper.

499E. Directed Research Sleep Lab
(V-V-V) McKenna
Prerequisites: Junior or senior standing, dean’s list, consent of instructor.
Intensive independent research at the Mother-Baby Behavioral Sleep Laboratory about which the student will be expected to produce a detailed annotated bibliography and write a scholarly paper.

ANTHROPOLOGY

498A. Directed Research in Archaeology
(V-V-V) Bellis, Chesson, Kuijt, Mack, Schurr
Prerequisites: Junior or senior standing, dean’s list, consent of instructor.
Intensive independent research on a special problem area in archaeology about which the student will be expected to produce a detailed annotated bibliography and write a scholarly paper.

498B. Directed Research in Biological Anthropology
(V-V-V) McKenna, Sheridan
Prerequisites: Junior or senior standing, dean’s list, consent of instructor. ANTH 497B.
Intensive independent research on a special problem area in biological anthropology about which the student will be expected to produce a detailed annotated bibliography and write a scholarly paper.

498C. Directed Research in Sociocultural Anthropology
(V-V-V) Blum, DaMatta, Downey, Gaffney, Kawano, Nordstrom, Richman, Sanford, Van Hollen
Prerequisites: Junior or senior standing, dean’s list, consent of instructor.
Intensive independent research on a special problem area in sociocultural anthropology about which the student will be expected to produce a detailed annotated bibliography and write a scholarly paper.

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(V-V-V) Schurr, Sheridan
Prerequisites: Junior or senior standing, dean’s list, consent of instructor.
Intensive independent research on a special problem area in biological anthropology and/or archaeology about which the student will be expected to produce a detailed annotated bibliography and write a scholarly paper.

498E. Directed Research Sleep Lab
(V-V-V) McKenna
Prerequisites: Junior or senior standing, dean’s list, consent of instructor.
Intensive independent research at the Mother-Baby Behavioral Sleep Laboratory about which the student will be expected to produce a detailed annotated bibliography and write a scholarly paper.
Art, Art History, and Design

Chair: Rev. Austin L. Collins, C.S.C.

Professors: Frederick S. Beckman (emeritus); Douglas Kinsey (emeritus); William J. Kremer; Dean A. Porter; Charles M. Rosenberg

Associate Professors: Charles E. Barber; Robert R. Coleman; Rev. Austin I. Collins, C.S.C.; Jean A. Dibble; Paul A. Down (on leave 2001-02); Rev. James F. Flanigan, C.S.C.; Richard L. Gray; Martina A. Lopez; Kathleen A. Pyne (on leave 2001-02); Robin F. Rhodes; Maria C. Tomasula

Assistant Professors: John K. Carasso; Meredith Gill; Robert Haywood (on leave 2001-02); Rev. Martin Lam Nguyen, C.S.C.; Robert P. Sedlack

Associate Professional Specialist: John F. Sherman

Assistant Professional Specialist: Derek L. Chalfant

Visiting Associate Professors: Karen Hayes-Thurman

Concurrent Assistant Professors: Douglas E. Bradley; Dennis A. Doordan; Stephen R. Moriarty

The Department. The Department of Art, Art History, and Design at the University of Notre Dame, as part of the College of Arts and Letters, is dedicated to the liberal education of the whole person. The art and design student, guided by an active faculty, can expect to become critically aware of the rich artistic past and challenged to become a thoughtful maker of contemporary visual expression. The art history student, under the tutelage of an expert faculty, will achieve a broad and evaluative knowledge of the art of the Western world. An active lecture and visiting artist series and the extensive collections of the Snite Museum of Art strengthen and broaden the work in the classroom and studio. The South Bend and Chicago area provide additional cultural activities and experiences.

The department has 14 visual art and design and seven art history faculty. The student may pursue one of three degrees at the undergraduate level: the bachelor of arts (B.A.) in studio art and design or a B.A. in art history, or the bachelor of fine arts (B.F.A.) in studio art and design. Studio concentrations are offered in ceramics, design, painting, photography, printmaking and sculpture. The size of the department enables the serious student to receive a solid foundation and, through personal contact with the faculty, to develop a creative individual direction in a discipline. The department is further enriched by an active graduate program offering the M.F.A. degree in studio art and design and the M.A. degree in art history.

The art history classrooms, slide library and faculty offices are housed on the first floor of O’Shaughnessy Hall near the central department office. Riley Hall houses all the visual arts activities in well-equipped studios that are always available for student use; faculty studios and the Isis Gallery are also in Riley Hall. Skilled technical staff and support facilities are available as appropriate for each medium that is offered.

THE STUDIO ART AND DESIGN MAJOR

Bachelor of Arts Degree in Studio Art and Design

The Bachelor of Arts degree program in art and design is defined as a general liberal arts degree. The B.A. degree is ideal for the student who desires a liberal education with a strong emphasis in art. Students enrolling in the B.A. degree program are required to complete a five-course core curriculum during their first three semesters. These courses are: Drawing I, 2-D Foundations, 3-D Foundations, Art Traditions I and Art Traditions II. Students are not required to select a major concentration for the B.A. degree, but some focus of study is encouraged.

The B.A. degree consists of 36 hours in art and design, of which 27 are in studio and nine in art history.

Bachelor of Fine Arts Degree in Studio Art and Design

The bachelor of fine arts degree program in art and design is intended for the student who wishes to pursue a professional career in the visual arts. The program is organized into a four-year sequence of study that provides a solid understanding of art and art history. The student has an opportunity to explore a variety of curricular options and then chooses an intensive and professional major concentration. In addition to a primary concentration, B.F.A. students are encouraged to select a secondary area of interest to broaden their thinking and to enrich their creative study. B.F.A. candidates share a close working relationship with the department’s faculty who are active professional artists and designers. Intensive studio work is complemented by an academic education with strong art history and liberal arts component. The B.F.A. degree consists of 66 credit hours in art, of which 54 are in studio and 12 in art history.

B.F.A. Freshman and Sophomore Years

Students beginning in the program are required to complete a seven-course studio core curriculum during their first two years. Five of these courses are mandated: Drawing I, Figure Drawing, 2-D Foundations, 3-D Foundations and Photography I. The remaining two studio courses are optional, based on the student’s interest. This intensive curriculum establishes a base for the studio practices and principles for all visual art expression. At the end of the fourth semester, students who have earned a minimum 3.25 grade point average in their studio core courses will be accepted as candidates for the B.F.A. degree. Students who do not qualify are eligible for the B.A. degree. B.F.A. candidates are waived from the second History/Social Science requirement and the University Fine Arts requirement.

B.F.A. Junior and Senior Years

Students accepted into the B.F.A. program begin a two-year primary concentration in one of the following studio areas: ceramics, design, painting, photography, printmaking or sculpture. The concentration requires 15 hours of study in a major concentration area during the last four semesters. Teaching in the major is highly individualized and stresses the creative development and preparation of the student for the professional world. In addition to pursuing a concentration, all B.F.A. majors must enroll in the B.F.A. Seminar and the Senior Thesis Course. The culmination of the B.F.A. degree is the completion of a senior thesis. This two-semester senior project, directed by a faculty member, will be exhibited and approved by the faculty as a requirement for graduation.

STUDIO ART AND DESIGN CONCENTRATIONS

Ceramics Concentration

Ceramics is a concentration emphasizing clay as the primary vehicle for expression. Pottery, vessel making and sculpture may be addressed through a variety of processes to include hand-building, throwing and casting. As students develop technical skill with the medium, they will create and explore forms and ideas of their own choosing. Beyond clay, students will be encouraged to study and utilize other sculptural media as well as become familiar with contemporary and historical source material which will inform their own direction in ceramics.

Design Concentration

The design program offers courses in graphic design, product design and digital design. These three disciplines can overlap, creating a unique design educational offering.

Graphic Design is concerned with issues in visual communication through an understanding of the use of symbols, typography and images. Courses concentrate on the conceptual development and craft involved in the design of various types of communication projects. The graphic designer has a profound influence on the visual style of today’s society. Everything published in every medium, from print to video, is the potential domain of the designer. It is therefore a concern of the program to be sensitive to the designer’s ethical role in society. Design need not only concern itself with commerce but can also serve society by playing a key role in the positive communication of ideas.

Graphic Design
**Product Design** strives to give society the best products within the context of a specific industry. The product designer is concerned with human needs as well as with the function and appearance of the product. In this sense, the contemporary designer influences the aesthetic and human conscience of industry. The introductory studio courses emphasize a pragmatic/technical problem-solving methodology. The design student learns skills in visual sensitivity and gains experience with a variety of materials, methods of construction, mechanisms and surfaces that are currently available to designers for manufactured objects. Upper-level design studios stress the importance of conveying reason, justification and content to design. The program aims to address cultural, social and technological concerns through progressive and communicative solutions. Emphasis is placed on design interaction throughout the art and design studios. Students are encouraged to establish a meaningful theme throughout their work.

**Digital Design** is an introduction to the technology that has redefined the design field. Understanding this technology and its non-linear-based form is imperative in today’s design education. Digital imagemaking focuses on various ways of assembling image, from video capture, scanners, computer programming and graphic software. Upper-level classes explore the presentation of information by nontraditional methods such as the Internet, hypermedia, CD-ROM and information kiosks.

By combining the advantages of this technology with a foundation in graphic and/or product design, the student will establish a sensitivity and thorough working platform from which to enter the world of the professional designer.

The design faculty at Notre Dame are professionals in their fields. Their diverse experiences, as well as their commitment to quality design education, complement an atmosphere for creative learning and problem solving. The faculty’s range of qualifications extend internationally to include Eastern and Western Europe, into the corporate realm as design managers, design and manufacturing entrepreneurs, professional design consultants and experts in digital design technologies. These credentials present the students with a rich complement of educational resources plus a professional base in which to network, both nationally and internationally.

**Painting Concentration**

Painting is a traditional visual expression of human experience that combines the direct manipulation of materials with an illusion of the world in space. Paintings can report what the eye sees as well as what the eye might see; it is fact and fantasy. A painting can also stimulate and delight the consciousness with formulations of colored pastes on a flat surface. The concentration in painting exposes students to the varied traditions of the medium and encourages them to explore their own capacity to create. Emphasis is placed on discovering the student’s individual values and developing techniques that elucidate and clarify those values.

**Photography Concentration**

Photographs mediate our experiences with the physical world experiences that take place at the intersection between art, culture and our own individual perceptions. The concentration in photography is designed to inform students of photographic traditions while engaging them in issues of contemporary art practice. The photography program seeks to facilitate growth and development of the art student through a full range of courses dealing with technical, historical, critical and aesthetic concerns. The goal of the program is to enable students to be conversant with these issues and to recognize the power of photography as a uniquely flexible medium for both personal and cultural expression.

**Printmaking Concentration**

The printmaking concentration emphasizes a manner of thinking and making images that printmaking techniques allow and encourage. As students become familiar with the various techniques and technologies of lithography, intaglio, relief and silkscreen, they learn methods of developing images and ideas. Experimentation and exploration of mixed print media images are encouraged. The courses are designed to progressively develop skill, creativity, personal imagery and knowledge of relevant current issues. Advanced students are encouraged to work on a professional level by creating a cohesive body of work and by striving toward exhibiting that work.

**Sculpture Concentration**

The goal of the sculpture program is to offer students a solid understanding of sculptural materials, tools and techniques which will enable them to expand their ideas into skillful and thoughtful individual expression. The emphasis is on finding a personal direction. Students learn basic welding techniques using oxygen and acetylene, and arc and heliarc welding. Students learn the use of hand and power tools as well as techniques of joining, laminating, fabricating and carving.

**Course Descriptions.** The following course descriptions give the number and title of each course. Lecture hours per week, studio hours per week and credits each semester are in parentheses. "V" indicates variable.

### Art Studio Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Open To</th>
</tr>
</thead>
<tbody>
<tr>
<td>121S-122S</td>
<td>Basic Drawing</td>
<td>(0-6-3)</td>
<td>Open to all students.</td>
</tr>
<tr>
<td>135S-134S</td>
<td>Basic Painting</td>
<td>(0-6-3)</td>
<td>Open to all students.</td>
</tr>
<tr>
<td>209S-210S</td>
<td>Ceramics I</td>
<td>(0-6-3)</td>
<td>Open to all students.</td>
</tr>
<tr>
<td>241S-242S</td>
<td>Wood Sculpture</td>
<td>(0-6-3)</td>
<td>Open to all students.</td>
</tr>
<tr>
<td>243S-443S</td>
<td>Metal Foundry</td>
<td>(0-6-3)</td>
<td>Open to all students.</td>
</tr>
<tr>
<td>2455-2465S</td>
<td>Metal Sculpture</td>
<td>(0-6-3)</td>
<td>Open to all students.</td>
</tr>
</tbody>
</table>
285S. Photography I  
(0-6-3)  
Open to all students.  
This course is an introduction to the tools, materials and processes of black-and-white photography. Lectures and demonstrations expose student to both traditional and contemporary practices in photography. Critiques of ongoing work encourage students to begin discovering and developing their individual strengths and interests in the medium.

287S-288S. Relief and Collography  
(0-6-3) (0-6-3)  
Open to all students.  
This course investigates various relief methods of printmaking, including linocut, woodcut and collograph. Emphasis is on experimentation and combining media.

289S. Silkscreen I  
(0-6-3)  
Open to all students.  
This course is an introduction to stencil processes and printing. Hand-drawn and photographic stencil-making techniques are explored. Monoprinting and discovery of unique aspects of serigraphy are encouraged. Emphasis is on exploration of color and development of student’s ideas and methodologies.

291S-292S. Etching I  
(0-6-3)  
Open to all students.  
This basic studio class introduces techniques of etching. Students learn basic plate making and printing techniques while learning to incorporate their own drawing skills and points of view. Historical and contemporary prints are reviewed.

293S. Lithography  
(0-6-3)  
Open to all students.  
This course is an introduction to planographic print techniques including drawing, painting, and photographic transfer on stone and metal plate. Basic black-and-white and color printing techniques are practiced. Contemporary and historical prints are reviewed. Emphasis is on development of the student’s own ideas and methodology.

294S. Photolithography  
(0-6-3)  
Photolithography is a method of printmaking utilizing a metal plate that is photosensitive. Hand-drawn and computer-generated images as well as traditional photographs are used to create prints that reflect an individual’s creativity. Emphasis is placed on the student developing his or her own vision and its expression.

297S. Artists’ Books and Papermaking  
(0-6-3)  
Open to all students.  
This introductory course explores the making of artists’ books and papermaking. Students learn basic bookbinding techniques for books and printing techniques for stationery and posters. They also learn how to make handmade papers. Part of the focus is on historical books as well as on what contemporary artists are doing with books.

309S-310S. Ceramics II  
(0-6-3) (0-6-3)  
Prerequisite: Ceramics I.  
This course explores advanced processes in clay for pottery and sculpture as well as techniques of glazing.

328S. Figure Drawing  
(0-6-3) (0-6-3)  
Open to all students.  
The emphasis is on drawing in all its aspects: materials, methods, techniques, composition, design and personal expression. The human figure is the subject matter. While anatomy is studied, the course is not an anatomy class. Male and female models, clothed and nude, are used.

333S-334S. Painting II  
(0-6-3) (0-6-3)  
Prerequisite: Painting I.  
This course is devoted to painting from models. The emphasis is on observing nature and incorporating figures into a composition.

349S-350S. Advanced Sculpture  
(0-6-3) (0-6-3)  
Prerequisite: 3-D Foundations, Wood Sculpture or Metal Sculpture.  
This sculpture course allows students to work in or a combination of the following media: clay, metal, wood, plaster, resins or concrete. Students are encouraged to develop an individual direction.

366S-367S. Photography II  
(3-3-3) (0-6-3)  
Prerequisite: Photography I.  
This course extends and develops the skills and concepts initiated in Photography I. Students are also introduced to a variety of photographic possibilities outside traditional black-and-white printing. Techniques explored include darkroom manipulations, photo-constructions, Polaroid transfers, installations and non-silver processes. Projects encourage students to continue defining their own areas of interest and to locate their own concerns within the broad range of photographic issues.

375S. Color Photography  
(3-3-3)  
Prerequisite: Photography I.  
This course is an introduction to the tools, materials and processes used in color photography. The assignments explore the use of color prints, slides and Polaroid materials, emphasizing the development of personal imagery. Slide lectures, demonstrations and critiques help students to refine their technical and creative skills in the medium.

377S. Documentary Photography  
(0-6-3)  
Prerequisite: Photography I.  
Through individual projects, readings and slide lectures, students explore the history and implications of the documentary tradition. Major styles, practitioners and techniques are discussed. Special attention is paid to issues of truth and realism including the impact of digital imaging on the medium. Students produce several creative projects.
400S. B.F.A. Seminar
(0-6-3)
B.F.A. Majors Only.
Required of all B.F.A. studio and design majors. B.A. students who have had four studio courses beyond the core program are also eligible.
This course is designed to broaden the context of the student’s chosen major in the department by introducing the student to alternative and integrated points of view from all areas of study that are represented by the studio and design field. This course will help junior B.F.A. majors to orient toward their chosen direction and project for the B.F.A. senior thesis year. Critical writing and directed readings will be assigned throughout the semester. Slide lectures, visiting artist interviews, gallery visits, student presentations, portfolio preparation and graduate school application procedures will supplement the course.

409S-410S. Ceramics Studio
(0-6-V) (0-6-V)
Prerequisites: Ceramics I and II.
This advanced course is for students pursuing an individual direction in ceramics. Emphasis is on individual concepts and techniques.

433S. Painting Studio
(0-6-V)
Permission required.
This course is devoted to defining personal painting directions (oil/acrylic). Students gain experience in criticism and in exhibition techniques.

449S-450S. Sculpture Studio
(0-6-V) (0-6-V)
Prerequisites: 3-D Foundations, Wood Sculpture or Sculpture Studio.
This advanced sculpture course offers serious students an opportunity to pursue a sculptural direction and to carry that direction to a professional level of competence. It also develops the student’s awareness of definitions and criticism of sculpture. The work may be done in any three-dimensional medium.

476S. Advanced Photography
(0-6-3)
Prerequisite: Color Photography or Photography II.
This is an advanced photography course that allows students to explore their own areas of interest while learning about a broad range of contemporary photographic issues. Students may work in any photo medium (black-and-white, color, digital, etc.) they choose. Emphasis is on creating a portfolio of images.

480S. Digital Photography
(3-3-3)
Permission required.
This course explores the use of computers for creative imagemaking. Students are introduced to the practices and procedures of digital imaging with an emphasis on exploring their own personal work.

485S. Studio Photography
(0-6-3)
Prerequisites: Photography I and Photography II or Color Photography I.
This course introduces the student to the fundamentals of studio photography. Included are lighting skills and the basics of large-format cameras. The course serves as an introduction to both commercial illustration and methods for personal work with the view camera.

491S-492S. Printmaking Studio—Etching
(0-6-V) (0-6-V)
Permission required.
This course offers advanced experience in printmaking. The emphasis is on developing personal imagery and techniques.

493S-494S. Printmaking Studio—Lithography
(0-6-V) (0-6-V)
Permission required.
This course offers advanced experience in mixed print media printmaking. The emphasis is on developing personal imagery and techniques.

495S. Topics in Photography
(0-6-3)
Permission required.
This is a topics course for advanced photography students. Students are engaged in critical issues involving contemporary studio practice through slide lectures, discussions, visiting artist interviews, gallery visits and student presentations. Directed readings and critical writings will be assigned during the semester. Students will concurrently develop a creative project.

498. Special Studies
(0-V-V)
Permission required.
Independent study in art studio: directed readings, research or creative projects. Open to qualified seniors with permission of the instructor.

499S. B.F.A. Thesis
(0-6-3)
Prerequisite: B.F.A. candidacy.
The B.F.A. Thesis is defined by an independent thesis project, continuing for two semesters during the senior year. The B.F.A. Thesis is a personal visual statement that is the culmination of a student’s collective development within the department. The B.F.A. Thesis can be the extension of an ongoing body of work or a defining project. The thesis project is supported by a written statement defining the project, which is due at the end of the first semester. The thesis project culminates in the second senior semester with a B.F.A. Thesis Exhibition. The B.F.A. Thesis student signs up with a faculty member working in the student’s area of interest, who serves as an advisor for the thesis project.
### 317S. Product Design II — Materials and Processes
(0-6-3)
**Prerequisite:** Visual Dialogue, Introduction to Product Design.
This course exposes Art and Art Design students to common low- and high-production manufacturing processes. Students use these methods to execute their own original designs. Students are introduced to plastic thermoforming, injection molding, sheet and profile extrusion, blow-molding, rotational molding, reaction-injection molding, and open mold laminating. Metal processes include roll forming, foundry sand casting, die casting, extrusion, stamping, anodizing and plating.

### 318S. Product Design III
(0-6-3)
**Prerequisite:** Product Design II.
This Design Research Studio challenges the advanced student with problems requiring a combination of skills. Investigation leads to an identification of needs. Final proposals will demonstrate concern for human factors, knowledge of material and process and a sensitivity of form. Presentations typically include project documentation, conceptual information, control drawings, renderings, and finished presentation models. National and regional industry-sponsored projects are employed on occasion.

### 330S. Furniture I
(0-6-3)
Open to all students.
In this course, students gain an understanding of the design and construction of furniture. Lectures and demonstrations expose students to the history of furniture, basic woodworking techniques, and the use of woodworking tools and equipment. Students construct full-scale furniture of their original design.

### 415S. Graphic Design II
(0-6-3)
**Prerequisite:** Graphic Design I.
This advanced course in Visual Communication is for students interested in the layout and production of advertising campaigns, corporate identity and packaging.

### 416S. Graphic Design III
(0-6-3)
**Prerequisite:** Graphic Design II.
This advanced course in Visual Communication is for students interested in the layout and production of advertising campaigns, corporate identity and packaging.

### 417S. I.D. Research Project
(0-6-3)
**Prerequisite:** Product Design II.
This advanced-level studio is directed toward the product design student who is preparing to enter either graduate school or professional practice. Fulfillment of this studio requires the completion of one research and design project. In addition, portfolios and resumes are prepared. Emphasis is placed on knowledge, analytical skills, logic, creativity and excellence in visualization.

### 418S. Product Design V
(0-6-3)
**Prerequisite:** Product Design IV.
This advanced-level studio is directed toward the product design student who is preparing to enter either graduate school or professional practice. Fulfillment of this studio requires the completion of one research and design project. In addition, portfolios and resumes are prepared. Emphasis is placed on knowledge, analytical skills, logic, creativity, excellence in visualization and modeling skills, as well as on oral presentation skills.

### 430S. Furniture Design Studio
(0-6-3)
Open to all students.
This course offers advanced students an opportunity to develop a personal direction, using wood as a material of expression.

### 481S-482S. Multimedia Design
(0-6-3) (0-6-3)
Permission required.
This advanced digital imagemaking course gives the studio or design major the opportunity to pursue research and development in an advanced area of technology. In some semesters, a topic is announced as a focus for the course, such as PostScript programming or hypermedia design.

### 490. Design Internship
(V-V-V) Down
Permission required.
This course provides an opportunity for the design student to earn credit at an approved design office.

### 498. Special Studies
(0-V-V) (0-V-V)
Permission required. Independent study in design.

### 499S. B.F.A. Thesis
(0-6-3)
**Prerequisite:** B.F.A. candidacy.
The B.F.A. Thesis is defined by an independent thesis project, continuing for two semesters during the senior year. The B.F.A. Thesis is a personal visual statement that is the culmination of a student's collective development within the department. The B.F.A. Thesis can be the extension of an ongoing body of work or a defining project. The thesis project is supported by a written statement defining the project, due at the end of the first senior semester, and is represented in the second senior semester with a B.F.A. Thesis Exhibition. The B.F.A. Thesis student will sign up with a faculty member, working in the student's area of interest, to serve as an advisor for the thesis project course.

### The Art History Major

The bachelor of arts degree program in art history is a 30-credit-hour major. An art history major should strive to achieve a broad knowledge of the development of the art of the Western world. Majors are required to take Art Traditions I and II (six credit hours) and the Art History Methods seminar (three credit hours). In addition, the department offers courses in four areas of Western art: ancient, medieval, Renaissance and baroque, and modern (19th and 20th centuries). An art history major must take at least one course in each of these areas (12 credit hours). The remaining nine credit hours can be taken in any period. The sequence in which the area and elective courses are taken is left to the discretion of the individual student. The Art History Methods seminar should be taken in the senior year. Majors are also encouraged to take six elective hours of studio or design courses.

All 400-level art history courses include an intensive writing component for art history majors. In addition, all majors are required to write a research paper in the context of their fulfillment of the required course in art history methods (ARHI 496).

Students with a first major in another department can complete a second major in art history by taking Art Traditions I and II, the Art History Methods seminar, one course in each of the four departmental areas, and one optional art history course (24 credit hours total).

Students wishing to minor in art history can do so by taking five art history courses, typically Art Traditions I and II and three additional 400-level courses (15 credit hours total).

Courses taken for the second major or the minor cannot be counted in more than one University program, with the exception of undergraduate majors in studio art or design.

### Course Descriptions

The following course descriptions give the number and title of each course. Lecture hours per week, laboratory and/or tutorial hours per week, and credits each semester are in parentheses. "V" indicates variable. Prerequisites, if any, are also given. Most of the following courses are offered at least once over a three-year period. Be sure to consult the course elective booklet published by the department each semester for particular offerings.

### 180. Fine Arts University Seminar: Topics in Art History
(3-0-3)
University seminars will address a variety of topics in the history of art depending on the interests of the professor. Topics which have been treated in the past in the context of this course are visual narrative and biography, the art of Andy Warhol and the language of art. These courses require several short papers as well as a final written exercise appropriate to the material.
230. Survey of Medieval Art  
(3-0-3)  
Open to all students.  
This course will provide an introduction to the visual arts of the period c. A.D. 300 to c. A.D. 1300. In the course of the semester, we shall devote much time to considering the possibility of a history of Medieval art, as the objects and practices of the Middle Ages will be shown to make our assumptions about the nature of art history problematic. Working from individual objects and texts we will construct a series of narratives that will attend to the varieties of artistic practices available to the Middle Ages. From these, it will be shown that art was a vital, complex, faceted, and formative element in the societies and cultures, both secular and sacred, that shaped this period.

231. Survey of Early Christian and Byzantine Art  
(3-0-3)  
Open to all students.  
This course will provide an introduction to the visual arts of the period c. A.D. 300 to c. A.D. 1600. We will begin by examining the complex relations between Early Christian iconography and its Late Antique context. We will then consider the birth and history of the icon, the development of an imperial art, the theological implications of art, and the question of colonialism and cultural exchange in a Medieval context.

251. Art Traditions I  
(3-1-4)  
Open to all students. Required — Major/Minor.  
A chronological survey of Western art from prehistoric times to the end of the 15th century. This course is team-taught by three faculty members in three, five-week sections. The course is designed to introduce students to fundamental issues in the history of art, to acquaint them with certain key monuments (e.g. the Parthenon, Chartes Cathedral, Ghiberti’s Gates of Paradise) and to equip them to speak intelligently about art. There is no assumption of any prior knowledge about art.

252. Art Traditions II  
(3-1-4)  
Open to all students. Required — Major/Minor.  
This course is a discussion of major themes in the later history of Western art from the High Renaissance to contemporary culture. These themes are considered in their historical context and will include constructions of power and art, gender identities in art, the emergence of the avant-garde, and conflicts between secular and religious spheres of culture. The course is team-taught by three faculty members in three, five-week sections. It is designed as an introduction to art history which will acquaint students with certain key monuments (e.g., St. Peter’s, Impressionist painting, Pop Art) and will equip them to speak intelligently about art. There is no assumption of any prior knowledge about art.

269. Understanding Museums  
(3-0-3)  
Open to all students.  
This course is designed to present the museum as a resource from the past, present, and future for learning and enjoyment. It introduces the student to the issues that challenge art museums in general and The Snite Museum of Art in particular. It provides the tools that make a museum visit more meaningful and immediate.

311: Pre-Columbian Art: The Olmec and Their Legacy: 1500 B.C.–A.D. 1500  
(3-0-3)  
Open to all students.  
The Olmec civilization was the mother culture of Mesoamerica, and beginning in 1500 B.C. it forged the template of pre-Columbian cultural development for the next 3,000 years. This course will introduce the student to the Mesoamerican worldview by tracing the origins of Mexican art, religion and culture from the development of the Olmec civilization up to Aztec times. Each week’s classes will consist of a thorough examination of the iconography and function of art objects through slide lectures, as well as hands on, in-depth study of individual pieces of sculpture. Special emphasis will be placed upon the essential unity of religious concepts as iconography evolved over this 3,000-year time span. This will be an object-oriented course. Students will be called upon to reason logically, voice opinions, and make aesthetic judgments. A good visual memory is helpful.

321. Survey of Greek Art and Architecture  
(3-0-3)  
Open to all students.  
This course analyzes and traces the development of Greek architecture, painting, and sculpture in the historical period from the eighth through second century B.C., with some consideration of prehistoric Greek forebears of the Mycenaean Age. Particular emphasis is placed upon monumental art, its historical and cultural contexts, and how it reflects religious concepts as iconography evolved over this 3,000-year time span. This will be an object-oriented course. Students will be called upon to reason logically, voice opinions, and make aesthetic judgments. A good visual memory is helpful.

324. Etruscan and Roman Art and Architecture  
(3-0-3)  
Open to all students.  
This course will investigate the art produced in western Europe in the period between the seventh and 11th centuries. Often characterized as a Dark Age, this period in fact demonstrates a fertile, fluid and inventive response to the legacy ofLate Antiquity Christianity. The course will focus on the production and reception of illuminated manuscripts, using facsimiles of these works as a basis for teaching. Students will become familiar with artistic conventions and historical methods for the examination of such works and will be invited to contemplate the interplay of word and image that these books propose. Categories of material discussed include: insular art, the Carolingian scriptoria, Ottonian imperial image making, Anglo-Saxon art, Spanish apocalypses, and Italian exultets.

331. Late Antique and Early Christian Art  
(3-0-3)  
Open to all students.  
Art in late antiquity has traditionally been characterized as an art in decline, but this judgment is relative, relying on standards formulated for art of other periods. Challenging this assumption, we will examine the distinct and powerful transformations within the visual culture of the period between the third and the eighth centuries A.D. This period witnesses the mutation of the institutions of the Roman Empire into those of the Christian Byzantine Empire. The fundamental change in religious identity that was the basis for this development had a direct impact upon the visual material that survives from this period, such that the eighth century witnesses extensive and elaborate debates about the status and value of religious art in Jewish, Moslem, Byzantine and Carolingian society. This course will examine the underlying conditions that made images so central to cultural identity at this period.

332. Early Medieval Art  
(3-0-3)  
Open to all students.  
This course will investigate the art produced in western Europe in the period between the seventh and 11th centuries. Often characterized as a Dark Age, this period in fact demonstrates a fertile, fluid and inventive response to the legacy ofLate Antiquity Christianity. The course will focus on the production and reception of illuminated manuscripts, using facsimiles of these works as a basis for teaching. Students will become familiar with artistic conventions and historical methods for the examination of such works and will be invited to contemplate the interplay of word and image that these books propose. Categories of material discussed include: insular art, the Carolingian scriptoria, Ottonian imperial image making, Anglo-Saxon art, Spanish apocalypses, and Italian exultets.

333. Byzantine Art  
(3-0-3)  
Open to all students.  
Byzantine art has often been opposed to the traditions of Western naturalism and, as such, has been an undervalued or little known adjunct to the story of Medieval art. To develop a more sophisticated understanding of this material, we will examine the art produced in Byzantium in the period from the ninth to the twelfth century, a period that marks the high point of Byzantine artistic production and influence. Stress will be placed upon the function of this art within the broader setting of this society. Art theory, the notions of empire and holiness, the burdens of the past and the realities of contemporary praxis will be brought to bear upon our various analyses of material from all media. How art historians can write the history of this rich culture will be a central issue of this course.
334. Romanesque Art
(3-0-3)
Open to all students.
This course will examine the place of art in an expanding culture. The 11th and 12th centuries witnessed the economic and military expansion of the societies of Western Europe. This growth produced a complex and rich art that can be broadly labeled as Romanesque. The course will investigate this phenomenon (or rather these phenomena) through three actual and metaphorical journeys: the pilgrimage to Santiago de Compostela, a journey to the ruins of ancient Rome, and a visit to the Palestine of the Crusades. These journeys, in many ways typical of this period, will provide the means of examining how the art of this period responds to the various new demands of an increasing knowledge provoked by travel.

335. Gothic Art in France
(3-0-3)
Open to all students.
This course will examine the art produced in France in the 13th and 14th centuries. Alongside the more traditional discussions of court culture and of the development of Gothic architecture, this class will use the power, class, gender, spirituality, identity, and learning. The first half of this course will treat such institutions as Saint-Denis, Chartres, and the Sainte-Chapelle as complex cultural phenomena that weave together a variety of visual media into strong political and spiritual messages. The second half of the course will examine devotional practices and their importance in defining responses to the arts available at this period.

342. Survey of Italian Renaissance Art
(3-0-3)
Open to all students.
This course will examine the painting, sculpture and architecture produced in Italy from the very end of the 12th through the beginning of the 16th century, from Giotto’s Franciscan spirituality to Michelangelo’s heroic vision of man and God. A wide variety of questions will be considered in the context of this chronological survey, including changing conventions of representation, the social function of art, and the impact of the Renaissance ideology of individual achievement on the production of art and the role of the artist.

346. Survey of Italian Baroque Art: From Caravaggio to Tiepolo
(3-0-3)
Open to all students.
This course surveys Italian painting, sculpture, and architecture of the 17th and 18th centuries, a period which also witnessed the foundation and suppression of the Jesuit Order, the Counter-Reformation, absolute monarchy, and democratic nations. Thus, the course begins with the “new Rome” of Pope Sixtus V, which attracted pilgrims and artists from all over Europe, and ends with the early years of Enlightenment. From Northern Italy came Caravaggio and the Carracci, artists who were responsible for creating a new style based upon High Renaissance principles and a new kind of naturalism derived from the study of life. There was Bernini, whose architectural and sculptural monuments almost single-handedly gave Rome its Baroque character. Other artists and architects of this era under discussion include such diverse personalities as Borromini, Guarini, Algardi, Artemisia Gentileschi, and the great ceiling painters Pietro da Cortona, Baciccio, Pozzo, and Tiepolo.

347. Survey of European Baroque Art
(3-0-3)
Open to all students.
This course will examine the art of Europe during the 17th century. The first third of the semester will be devoted to the world of Counter-Reformation Italy and the work of individual artists such as Caravaggio and Gian Lorenzo Bernini. The second third of the term will focus on Spanish painting, particularly the work of Francisco Zurbarán and Diego Velázquez. The final section of the course will consider painting in the Low Countries, looking at the art of Rubens, Rembrandt, Vermeer and others. Among the issues to be addressed are art and spirituality, shifting modes of patronage, art and politics, and definitions of gender.

365. History of Photography
(3-0-3)
Open to all students.
This course deals with the development and use of photography as an artistic medium from the time of its invention in the mid-19th century to the present. Besides viewing slides, the student will be able to view a large number of original photographs from the Snite Museum of Art.

367. Twentieth-Century Art II: 1955 to present
(3-0-3)
Open to all students.
This introductory course is subtitled “Techno-Capitalism and the Art of Accommodation.” The post-World War II era, particularly in the United States, is marked by the greatest expansion of corporate and consumer capitalism in history. Massive wars are fought to defend capitalist ideology. (A case in point is the tragic Vietnam War.) How has art figured into these social transformations? Has art portrayed these conditions or easily accommodated itself to overpowering economic, political, and legalistic techno-capitalist regimes? These questions arise throughout this course, which concentrates on selective artistic events in the United States and Europe during the second half of the 20th century. Movements considered include pop art, minimalism, op art, arte povera, postminimalism, earth art, conceptual art, photo-realism, video and performance art, and other recent picture/theory approaches to art making. This course focuses on recent developments in painting and sculpture. It also examines associated theories of art criticism.

370. Modeling Sanctity: The Saint in Image and Text
(3-0-3)
Open to all students.
This course examines the lives and legacy of selected saints with a view to defining the ideal qualities and criteria by which sanctity is made known.

Incorporating visual as well as textual materials, hagiographies, theological writings and written testimonies, this course will consider the varieties of evidence that testify to sanctity. An important part of this course will be a discussion of how different kinds of evidence must be evaluated according to their medium and audience — for example, how visual portraits (whether portrait, narrative cycle or manuscript representations) can be compared to written ones and differentiated from textual sources not only in iconographic terms but as unique and forceful forms of knowledge in their own right.

The saints we will focus on during the semester (concentrating on the period extending from late medieval times through the 17th century) include, most prominently, Saints Augustine, Bernard, Dominic, Francis, and Therese of Avila. Each member of the class will choose a saint other than those studied as a case study and the subject of the student’s independent research.
371. Art of the Mexican Ballgame  
(3-0-3)  
Open to all students.  
The ritual ballgame was an athletic event that formed one of the major religious expressions of Mexican culture from 1500 B.C. to A.D. 1521. The ceramic, stone and wood sculptures used to depict players, to protect them, to hit the ball, and to mark the position of the ball in the ball court reflect the basic themes of Mesoamerican existence: the concern with the promotion of life and fertility, the necessity of human sacrifice to maintain order in the universe, and the duality expressed in the tension between these two forces. Ballgame sculptures remain among the finest art objects produced by the Mesoamerican cultures. This course will introduce the student to the Mesoamerican worldview by tracing the origins of ballgame art from the Olmec civilization — the mother culture of Mesoamerica that forged the template of pre-Columbian cultural development — down to Aztec times. Each week’s classes will consist of a thorough examination of the iconography and function of art objects through slide lectures, as well as hands on, in-depth study of individual pieces of sculpture from the collections of the Snite Museum of Art. Special emphasis will be placed upon the essential objects to the anthropological point of view. Students will observe some of the changes in art which have occurred in the last 150 years. Students’ final projects will include a visual presentation of a particular change in content, context or technique, which they have determined through research and direct examination of selected pieces from our collections. The course is limited to 15 students and will be held in the Snite Museum.

403. Anthropology of Art  
(3-0-3)  
Open to all students.  
This course is an examination of art as a functional part of culture from the anthropological point of view. Attention will be given to both the evolution of art as part of human culture and to the evolution of the study of art by anthropologists.

408. Native North American Art  
(3-0-3)  
Art department majors only.  
Native North American art existed for thousands of years and continues to be created today. Its original context was most often sacred (both public and private) and political. Contact with Western Europeans and their art traditions beginning about A.D. 1600 and thereafter, along with the art traditions of Africans, Asians, and South Americans, modified form, technique, and context of Native North American art. This course will allow students to work with the collections of Native North Americans curated at the Snite Museum. Students will observe some of the changes in art which have occurred in the last 150 years. Students’ final projects will include a visual presentation of a particular change in content, context or technique, which they have determined through research and direct examination of selected pieces from our collections. The course is limited to 15 students and will be held in the Snite Museum.

421. Classical Greek Art  
(3-0-3)  
Open to all students.  
This course analyzes and traces the development of Greek architecture, painting and sculpture from the beginning of the fifth century B.C. through the death of Alexander the Great in 323 B.C. Particular emphasis is placed upon the monumental arts, their historical and cultural contexts, and how they reflect changing attitudes toward the gods, human achievement, and the relationship between the divine and the human. Begin with Giotto’s Scrovegni Chapel in Padua, we will examine the arts in Italy in the 1300s, concluding with Brunelleschi’s revolutionary design for the dome of Florence Cathedral of 1436. We will consider the regional traditions of Rome and the city-states, including Siena, Venice, Florence and Pisa and as expressed in narrative fresco programs, altarpieces, sculpture and architecture. Among our subjects are the royal tombs in Naples and Milan, the evolution of the equestrian monument, St. Mark’s in Venice, the character of Gothic expression in Italy, and the impact of the Black Death.

441. Trecento: Giotto to the Duomo  
(3-0-3)  
Open to all students.  
Beginning with Giotto’s Scrovegni Chapel in Padua, we will examine the arts in Italy in the 1300s, concluding with Brunelleschi’s revolutionary design for the dome of Florence Cathedral of 1436. We will consider the regional traditions of Rome and the city-states, including Siena, Venice, Florence and Pisa and as expressed in narrative fresco programs, altarpieces, sculpture and architecture. Among our subjects are the royal tombs in Naples and Milan, the evolution of the equestrian monument, St. Mark’s in Venice, the character of Gothic expression in Italy, and the impact of the Black Death.

422. Hellenistic Art  
(3-0-3)  
Open to all students.  
This course examines the complex artistic production of the Greek world in the three centuries following the death of Alexander the Great in 323 B.C. and the division of his immense empire into separately administered kingdoms. The relationship of Hellenistic art and culture to their Classical forebears, the development of an artistic and cultural huyền in the Hellenistic world, and the Hellenization of Republican Rome will all be considered.

423. Greek Architecture  
(3-0-3)  
Open to all students.  
This course traces the development of painting in northern Europe (France, Germany, Flanders, and Holland) from approximately 1300 to 1560. Special attention is given to the art of Jan van Eyck, Heironymus Bosch, Albrecht Dürer, and Pieter Bruegel. In tracing the evolution of manuscript and oil painting and the graphic media, students become conscious of the special wedding of nature, art, and spirit that defines the achievement of the northern Renaissance.
444. Italian High Renaissance and Mannerist Art  
(3-0-3)  
Leonardo, Michelangelo, Bramante and Raphael provide the basis for a study of one of the most impressive periods of artistic activity in Italy — the High Renaissance in Rome and Florence. The course also investigates the origins of Mannerism in the expressive achievements of such notable figures as Jacopo Pontormo, Rosso Fiorentino and the succeeding generation of late-Renaissance maniera artists who helped to formulate a new courtly style.

446. Seminar: Venetian and Northern Italian Art  
(3-0-3)  
This course focuses on significant artistic developments of the 16th century in Venice, with brief excursions into Lombardy and Piedmont. Giorgione, Titian and Palladio, the forerunners of the High Renaissance style in Venice, and subsequent artists such as Tintoretto and Veronese are examined. An investigation of the art produced in important provincial and urban centers such as Brescia, Cremona, Milan, Parma, Verona and Venice also provide insight into the unique traditions of the local schools and their patronage.

447. Italian Baroque Art  
(3-0-3)  
The focus of this course is on Roman art of the 17th century. The evolution of the style and content of painting, sculpture and architecture in the Baroque Italy is considered in light of the social, political and religious climate of the period. Among the artists considered are Caravaggio, the Bolognese Carracci and their followers, Guercino, Artemisia Gentileschi, Bernini and Borromini.

448. Northern Baroque Painting  
(3-0-3)  
Open to all students. Epitomized by the self-conscious art of Rembrandt, Northern Baroque painting and printmaking not only became a domestic commodity sold in a more modern-looking marketplace, it also continued to serve its traditional political, moral and spiritual functions. This course will concentrate on paintings and prints produced in Flanders, Spain, and the Dutch Republics during the 17th century, an era of extraordinary invention. The work of artists such as Rubens, van Dyck, Velázquez, Zurbarán, Leyser, Hals, and Rembrandt will be considered in the context of a number of interrelated themes, including the business of art, the status of the artist, art in service of the state, the rise of genre, gender stereotypes, allegory, and art, religion, and spirituality.

449. Seminar in 18th-Century European Art  
(3-0-3)  
Open to all students. Profound and universal inquiry into all aspects of knowledge marked the history of the century of the Enlightenment and the Grand Tour. The rise of the collective idea of nature, the study and instrumentalities of the antique, the foundations of religion, the state, morality and reason, the relationship of the arts to the state, the philosophy of aesthetic were all critically analyzed and questioned.

This course investigates various stylistic trends in 18th-century art in Italy, France and England with a focus on the institutionalization of art through the academies. Discussion also centers on classical art theory and its relationship to the academies in light of the social, political and religious climate of the period. We will also consider the aesthetic, art historical and social consequences of the writings of Kant, Burke and Winckelmann. The course begins with the late baroque paintings of Carle Maratti and his followers and then moves to subsequent stylistic trends as neoclassicism, Egyptian revival, and the rococo. Attention is also given to the vedeute painters and to such diverse personalities as Piranesi, Mengs, Kauffmann, Tiepolo, Watteau and Chardin.

451. American Art  
(3-0-3)  
This course examines American painting, architecture and sculpture from Puritan culture to the end of World War I. The approach is to examine the development of American art under the impact of social and philosophical forces in each historical era. The course explores the way in which artists and architects give expression to the tensions and sensibilities of each period. Among the major themes of the course are the problem of America’s self-definition, the impact of religious and scientific thought on American culture, Americans’ changing attitudes toward European art, and the American contribution to modernism.

452. British Art  
(3-0-3)  
This course is a general survey of the development of British painting from 1560 to 1900. In this context, the relationship between English 17th-century and early 18th-century and American colonial painting are considered, alongside a discussion of uniquely British traditions.

453. Nineteenth-Century European Art  
(3-0-3)  
Open to all students. This survey of 19th-century painting treats the major figures of the period within the context of the social, political, and intellectual ferment that shaped the culture. Among the artists included are Jacques-Louis David, Eugène Delacroix, Francisco Goya, Jean-Auguste-Dominique Ingres, Caspar David Friedrich, Joseph Mallard William Turner, John Constable, Gustave Courbet, Camille Corot, Jean-François Millet, Edouard Manet, Claude Monet, Pierre-Auguste Renoir, and Edgar-Hilaire Degas. Some of the major themes addressed are the relationships between tradition and innovation, between the artist and the public, and between the artist and nature. These topics are set against the dynamic forces of change released with the French revolution and the urban and industrial revolutions.

463. History of Design: Form, Values, and Technology  
(3-0-3)  
Open to all students. This course will provide a historical perspective on the development of industrial, product and graphic design in the 19th and 20th centuries. More than the aesthetic styling of products, design mediates the intersection of technology and cultural values in the modern era. The role of the modern designer as both a facilitator and a critic of industrial technology will be examined.

471. Topics in Greek and/or Roman Art  
(3-0-3)  
Topics course on special areas of Greek and/or Roman art.

472. Topics in Byzantine Art  
(3-0-3)  
Topics course on special areas of Byzantine Art.  

473. Topics in Renaissance Art  
(3-0-3)  
Topics course on special areas of Renaissance art.

474. Topics in Baroque Art  
(3-0-3)  
Topics course on special areas of Baroque art.

475. Topics in American Art  
(3-0-3)  
Topics course on special areas of American art.

476. Topics in British Art  
(3-0-3)  
Topics course on special areas of British art.

477. Topics in Modern European Art  
(3-0-3)  
Topics course on special areas of 19th-century and 20th-century European art.

478. Topics in Contemporary Art  
(3-0-3)  
Topics course on special areas of Contemporary art.
481. Seminar in Greek and/or Roman Art*  
(3-0-3)  
Permission required.  
Seminar on specific subjects in Greek and/or Roman art.

482. Seminar in Medieval Art*  
(3-0-3)  
Permission required.  
Seminar on specific subjects in Medieval art.

483. Seminar in Renaissance Art*  
(3-0-3)  
Permission required.  
Seminar on specific subjects in Renaissance art.

484. Seminar in Baroque Art*  
(3-0-3)  
Permission required.  
Seminar on specific subjects in Baroque art.

485. Seminar in American Art*  
(3-0-3)  
Permission required.  
Seminar on specific subjects in American art.

486. Seminar in British Art*  
(3-0-3)  
Permission required.  
Seminar on specific subjects in British art.

487. Seminar in Modern European Art*  
(3-0-3)  
Permission required.  
Seminar on specific subjects in 19th-century and 20th-century European art.

488. Seminar in Contemporary Art*  
(3-0-3)  
Permission required.  
Seminar on specific subjects in Contemporary art.

490. Art History Methods  
(3-0-3)  
Required of all art history majors. Permission required.  
This seminar is a survey of the historiography of art history, with special attention paid to the various types of methodology which have been applied to the analysis of art. Special attention is given to 19th-century and 20th-century art historical methods, including connoisseurship, biography, iconology, psychoanalysis, and semantic and feminist approaches.

498. Special Studies  
(V-V-V)  
Permission required.  
Independent study in art history under the direction of an individual faculty member.

* In seminars, the particular area of concentration will be determined each time the course is offered. Students will be expected to research a topic, present their findings to the seminar, and submit a paper summarizing their conclusions.

Classics

Chair:  
W. Martin Bloomer

Professor:  
Daniel J. Sheerin

Associate Professor:  
Joseph P. Amar (Classics: Arabic); W. Martin Bloomer; Elizabeth Forbis Mazurek; J. William Hunt (emeritus); Brian A. Krostenko; David J. Ladouceur

Assistant Professor:  
Asma Afsaruddin (Classics: Arabic); Rev. Leonard N. Banas, C.S.C. (emeritus); Li Guo (Classics: Arabic); Chris McLaren; Peter T.G. McQuillan (Classics: Irish); Catherine M. Schlegel; Peter J. Smith; Robert A. Vaeca

Concurrent Associate Professors:  
Blake Leyele; David O’Connor; Robin Rhodes

Concurrent Assistant Professor:  
Tadeusz R. Mazurek

Visiting Assistant Professor:  
Eamonn Ó’Ciardha (Classics: Irish)

The department.  
The Department of Classics offers programs of courses in the languages, literatures, archaeology, history, and civilization of the ancient world. Cooperation with other departments of the college makes available to Classics students additional courses in the art, philosophy, political theory and religions of antiquity. The department also provides the administrative home for the programs in the languages and cultures of the Middle East and in Irish literature and culture.

Majors in Classics

Classics majors encounter at their sources the potential cultures of Greece and Rome, cultures that continue to exercise a profound influence on Euro-American civilization. Classical training imparts enhanced skills in close reading and analysis of literary and rhetorical forms, as well as repeated experience of the integration of literature, history, and ancillary studies. Thus, a major in classics provides the archetypal humanistic education and an ideal preparation for entry into any of the professions which require mastery of language, close analysis of documents and integration of multiplex details.

The lower-level courses equip the student with rudimentary knowledge of languages and with a conception of ancient history and culture. Advanced courses in Latin and Greek literature and the limited-enrollment courses in Ancient Civilization provide opportunities for more focused and detailed study and are conducted in a seminar format with emphasis on research and writing.

In addition to the other University requirements, students majoring in classics will, under normal circumstances, complete at least 10 courses in one of three areas of concentration: Greek, Latin or Classical Civilization.

Greek major  
5 courses in Greek language/literature:  
103 and above 15  
2 courses in Latin 6  
2 courses in classics or related subjects approved by the department 6  
Greek History 3  
----------  
30

Latin major  
5 courses in Latin language/literature:  
103 and above 15  
2 courses in Greek 6  
2 courses in Classics or related subjects approved by the department 6  
Roman History 3  
----------  
30

Classical Civilization major  
Supplementary majors in Greek are exempt from the Latin requirement. Supplementary majors in Latin are exempt from the Greek requirement. Supplementary majors in Classical Civilization are exempt from the Latin or Greek requirement but are expected to take an additional course in classics. All other requirements are the same as those for the primary major.

Greek Literature and Culture  
(or approved equivalent) 3  
Greek & Roman Mythology 3  
2 additional courses in Classics or related subjects approved by the department 6  
Greek History 3  
Roman History 3  
3 courses in Greek or Latin 9  
----------  
30

Minors in Classics

Minors provide students majoring in other areas with structure and certification for a variety of approaches to the study of Greek and Latin language, literature, and civilization.
Latin minor

The Latin minor provides a solid grounding in the philological and literary study of Latin texts of the classical period, or, for those who prefer, of Christian Latin literature. It consists ordinarily of five courses (15 hours) in Latin: (1) Intermediate Latin or its equivalent. This can be fulfilled by successful completion of Intermediate Latin or by advanced placement; (2) Latin Literature and Stylistics; (3-5) three courses to be chosen from Latin courses at the 300/400 level. Students interested in later Latin texts are directed to the joint offerings of the department and the Medieval Institute.

Greek minor

The minor in Greek provides a solid grounding in the philological and literary study of Greek texts of the classical and Hellenistic periods. It consists ordinarily of five courses (15 hours) in Greek: (1) Intermediate Greek, or equivalent; (2) Greek Literature and Stylistics; (3-5) three courses to be chosen, with departmental approval, from Greek courses at the 300/400 level.

Classical Civilization minor

This minor provides a broadly based orientation to the history and civilization of the classical world. The three specifically required courses supply the needed framework of study of history and religious thought. Requirements for the minor: (1) Greek History; (2) Roman History; (3) Greek and Roman Mythology; (4-5) two courses chosen either from CLAS courses, whether offered by the department or cross-listed courses offered by other programs, or from Greek or Latin language courses above the introductory level.

Classical Literature (in Translation) minor

The minor in Classical Literature in translation is designed to provide a broad experience of Greek and Latin literature studied in English translation. Requirements for the minor: (1) Greek Literature and Culture; (2) Roman Literature and Culture; (3) Classical Mythology; (4-5) two electives chosen, subject to departmental approval, either from CLAS courses (whether offered by the department or cross-listed courses offered by other programs) or from Greek or Latin language courses above the introductory level.

Course Descriptions. The following course descriptions give the number, title and a brief characterization of each course. Lecture or class hours per week, laboratory or tutorial hours per week and credits each semester are in parentheses. Not all of these courses are offered every year.

NOTE: All literature courses at the 300 level or above, whether in translation or in the original, will satisfy the arts and letters elective option in literature.

<table>
<thead>
<tr>
<th>GREEK</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>101-102. Beginning Greek I and II</strong> (3-0-3) (3-0-3) Mazurek, Vacca For beginning language students. The course aims at developing a reading knowledge of Attic prose. Plato and Xenophon are the primary authors.</td>
</tr>
<tr>
<td><strong>103. Intermediate Greek</strong> (3-0-3) Vacca Prerequisite: 102 or the equivalent. Practice in reading Greek literature. Selections from Homer, Greek tragedy and philosophy.</td>
</tr>
<tr>
<td><strong>325. Greek Literature and Stylistics</strong> (3-0-3) McLaren Provides an introduction to the advanced study of Greek literary texts through close reading of selected texts combined with practice in Greek composition.</td>
</tr>
<tr>
<td><strong>410. Greek Historians</strong> (3-0-3) Ladouceur Readings in Herodotus and Thucydides. Close literary and historiographical analysis of texts.</td>
</tr>
<tr>
<td><strong>485. Hellenistic Literature</strong> (3-0-3) Staff Readings from the works of the tragedians, Plutarch. Analysis of the development of fiction after the classical period.</td>
</tr>
<tr>
<td><strong>460. Greek Comedy</strong> (3-0-3) Vacca Reading and analysis of selected comic plays of Aristophanes. The role of the comic theatre in the Athenian community.</td>
</tr>
<tr>
<td><strong>465. Tragedy</strong> (3-0-3) Schlegel Texts selected from Aeschylus, Sophocles and Euripides. Tragedy as a dramatic genre and as a view of life. Introduction to scholarship in this subject.</td>
</tr>
<tr>
<td><strong>467. Advanced Greek: Plato</strong> (3-0-3) Vacca This course will consider Plato’s rejection of his own Athenian culture and efforts to establish the philosophical life as a comprehensive personal alternative. Texts from Plato’s middle period, particularly Gorgias and Republic, will be central.</td>
</tr>
<tr>
<td><strong>470. Greek Orators</strong> (3-0-3) Ladouceur Historical and cultural examination of the speeches of Lysias and Demosthenes. Discussions of Artic Law, stylistic analysis and compositional exercises.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LATIN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>101-102. Beginning Latin I and II</strong> (3-0-3) (3-0-3) Mazurek, Vacca An introductory course for students beginning their study of Latin.</td>
</tr>
<tr>
<td><strong>103. Intermediate Latin</strong> (3-0-3) Staff Prerequisite: 102 or the equivalent. For students with two semesters of college-level Latin or the equivalent, this course aims both to consolidate knowledge of Latin vocabulary and syntax and to introduce students to Latin literatures through readings of more extensive selections.</td>
</tr>
<tr>
<td><strong>103A. Intermediate Latin: Accelerated</strong> (3-0-3) Staff For students with two semesters of college-level Latin or the equivalent, this course aims both to consolidate knowledge of Latin vocabulary and syntax and to introduce students to Latin literatures through readings of more extensive selections. Latin 103A is an accelerated intermediate language course. This course has the same prerequisites as Latin 103 but prepares the student for upper level course work.</td>
</tr>
<tr>
<td><strong>118. Intensive Latin I and II</strong> (5-0-5) Ladouceur This course is intended for students who wish to learn a full year of Latin in one semester. Successful completion of the course leads students to Latin 103, after which they will have satisfied the college language requirement.</td>
</tr>
<tr>
<td><strong>325. Latin Literature and Stylistics</strong> (3-0-3) Mazurek Provides an introduction to the advanced study of Latin literary texts through close reading of selected texts combined with practice in Latin composition.</td>
</tr>
<tr>
<td><strong>345. Roman Imperial Rhetoric</strong> (3-0-3) Bloomer In Roman Imperial Rhetoric, we will study the ancient system of communication and persuasion. These practices and theories continue to be of the greatest importance because they have set the terms of debates about the relation of power and language and about the nature of civic and civil communication and community. Students of ancient rhetoric include St. Paul, Augustine, Nietzsche, Jefferson and Marx. Find out what they knew.</td>
</tr>
</tbody>
</table>
CLASSICS

CLASSICS COURSES IN ENGLISH

No prerequisites.

121. Ancient Greece and Rome
(3-0-3) Mazurek
An introduction to the major historical and cultural periods of ancient Greek and Roman civilization through close reading of texts central to the Classical Greek and Latin literary traditions. Topics to be considered include: concepts of the divine; heroism and virtue; concepts of gender; democracy, empire, and civic identity. The course aims to deepen students’ appreciation for the Classical roots of their own social, intellectual, and religious lives.

180J. Literature University Seminar
(3-0-3) Staff
Introduces first-year students to the study of classical literature on a comparative basis, with readings from Greco-Roman, Irish and Arabic literature.

207. Egyptian Civilization
(3-0-3) Ladouceur
An introduction to the history and culture of pharaonic Egypt, with particular attention to the history of Egyptian religion, literature, art and architecture.

300. Greek Literature and Culture
(3-0-3) Staff
Survey of masterpieces of Greek literature, history and philosophy, designed as classical background for humanities students. Readings from Homer, Aeschylus, Sophocles, Euripides, Thucydides, Plato and Aristotle.

301. Roman Literature and Culture
(3-0-3) Staff
Survey of masterpieces of Latin literature, history and philosophy designed as classical background for humanities students. Readings from Catullus, Lucretius, Cicero, Virgil, Ovid, Tacitus and Juvenal.

305. Greek History
(3-0-3) Vacca
Ancient Greek history from the Bronze Age to the Roman conquest and the appearance of Christianity. Emphasizes social and cultural developments as well as political history.

306. Roman History
(3-0-3) Staff
Introduction to the history of the Roman Empire, from the founding of Rome in the eighth century B.C. to the collapse of the western empire in the fifth century A.D. Special topics include the political careers of Cicero, Julius Caesar and Augustus, social issues such as warfare and slavery, and the legacy of Roman historical writing.

307. Introduction to Egyptology
(3-0-3) Ladouceur
A methods-oriented course that provides an introduction to the discipline of Egyptology; areas covered include the history of Egyptology, interpretation of archeological evidence, the reading of hieroglyphic texts, the establishment of chronology, and the use of comparative social science models. Prior enrollment in Egyptian Civilization is not required but strongly advised.

308. Roman Law and Governance
(3-0-3) Mazurek
Students will study all branches of Roman government, with special emphasis on the judiciary and the development of Roman law from the XII Tables to Justinian’s Digest. Students will gain a thorough understanding of the bureaucratic operation of the ancient Roman state.

326. Medieval Latin Literature in Translation
(3-0-3) Sheerin
A survey of works of Medieval Latin literature from the sixth through the 13th century read in English translation.

330. Hieroglyphs and History
(3-0-3) Ladouceur
This course focuses on Egyptian hieroglyphs both as a means to reconstruct Egyptian history and culture as well as a reflection of that culture. The student will be taught to translate and interpret primary sources, especially on monuments and archaeological finds.

335. History of Ancient Medicine
(3-0-3) Ladouceur
This course will trace the development of ancient medicine from the neolithic period down to the second century after Christ. The emphasis will be on three cultures, Egyptian, Greek, and Roman. How historians use the three main categories of evidence (written documents, human remains and artistic representations) will be clearly illustrated.

355. Women in Antiquity
(3-0-3) Mazurek
An examination of women’s roles in ancient Greek and Roman society. A comparison of mythological and literary images of women with everyday lives of Greek and Roman women. Origins of Western attitudes toward women.

365. Portraits of Heroic Women from Classical and Early Christian Literature
(3-0-3) Sheerin
Figures to be studied include Helen of Troy and Mary of Egypt, Hypatia and Lyuisatra, Clytemnsetra and Alcestis; particular attention will be given to the fragmentary self-portraits left by Sappho and Vibia Perpetua.

366. Classical Love Literature
(3-0-3) Sheerin
A survey of the Greco-Roman literature of love: amatory poetry, drama, romance and theoretical treatments of love and friendship. Both pagan and Christian texts will be explored.

367. Love and Friendship in Antiquity
(3-0-3) Sheerin
A survey of amatory poetry, drama, romance and theoretical treatments of love and friendship in Antiquity. Both pagan and Christian texts will be explored.

370. Roman Poetry
(3-0-3) Staff
An introduction to Roman poetry from the work of Horace to the satires of Juvenal. Readings from Horace, Lucretius, Cicero, Vergil, Ovid, Suetonius, Tacitus and Juvenal.

377. Women in Antiquity
(3-0-3) Mazurek
An examination of women’s roles in ancient Greek and Roman society. A comparison of mythological and literary images of women with everyday lives of Greek and Roman women. Origins of Western attitudes toward women.

380. Greek History
(3-0-3) Vacca
Ancient Greek history from the Bronze Age to the Roman conquest and the appearance of Christianity. Emphasizes social and cultural developments as well as political history.

390. Roman History
(3-0-3) Staff
Introduction to the history of the Roman Empire, from the founding of Rome in the eighth century B.C. to the collapse of the western empire in the fifth century A.D. Special topics include the political careers of Cicero, Julius Caesar and Augustus, social issues such as warfare and slavery, and the legacy of Roman historical writing.

400. Latin Lyric Poetry
(3-0-3) Schlegel
Extensive readings in the lyrics of Catullus and Horace.

410. Roman Historians
(3-0-3) Staff
A survey of Roman historical writings from the fall of the Republic to the early Principate. Readings in Sallust, Caesar, Livy and Tacitus.

415. Roman Satire
(3-0-3) Schlegel
A study of satire as a mockery of Roman society and its anomalies. Readings in Lucilius, Horace and Juvenal.

420. Roman Epic: Virgil
(3-0-3) Staff
An introduction to the poetry of Virgil, covering selections from the Georgics and the Aeneid.

465. St. Augustine’s Confessions
(3-0-3) Sheerin
This course provides an introduction to St. Augustine’s Confessions, through reading of extensive selections from the Latin text, a careful reading of the entire work in English translation, and the application of a variety of critical approaches, old and new.

475. Medieval Latin
(3-0-3) Sheerin
An introduction to Medieval Latin, its philology and literary history and to the instrumenta for study and research in the field.

498. Special Studies in Latin Literature
(3-0-3) Staff
Permission of department required.

350. Age of Cicero
(3-0-3) Staff
Readings in historical and literary texts of the late Republic; to include works by Sallust and Lucretius, as well as the letters of Cicero and Caesar’s Civil War.

355. Age of Augustus
(3-0-3) Mazurek

365. Later Latin Literature
(3-0-3) Sheerin
An introduction to the Latin fathers, with attention given to the development of Christian Latin idiom, the emergence of new literary genres and the Christianization of classical genres.

400. Latin Lyric Poetry
(3-0-3) Schlegel
Extensive readings in the lyrics of Catullus and Horace.

410. Roman Historians
(3-0-3) Staff
A survey of Roman historical writings from the fall of the Republic to the early Principate. Readings in Sallust, Caesar, Livy and Tacitus.

415. Roman Satire
(3-0-3) Schlegel
A study of satire as a mockery of Roman society and its anomalies. Readings in Lucilius, Horace and Juvenal.

420. Roman Epic: Virgil
(3-0-3) Staff
An introduction to the poetry of Virgil, covering selections from the Georgics and the Aeneid.

465. St. Augustine’s Confessions
(3-0-3) Sheerin
This course provides an introduction to St. Augustine’s Confessions, through reading of extensive selections from the Latin text, a careful reading of the entire work in English translation, and the application of a variety of critical approaches, old and new.

475. Medieval Latin
(3-0-3) Sheerin
An introduction to Medieval Latin, its philology and literary history and to the instrumenta for study and research in the field.

498. Special Studies in Latin Literature
(3-0-3) Staff
Permission of department required.
### 450. Greek and Roman Mythology
(3-0-3) McLaren
The major mythical tales and figures from the classical world which have influenced world literature. Study of the Olympic and vegetation cults. Homer and Hesiod, national and local myth, Syncretism, Mysteries.

### 455. Classical Epic
(3-0-3) Vacca
A study of the epic literature of classical antiquity in English translation, this course will give students a solid grasp of the texts of the classical epics and the cultural contexts in which they were set.

### 460. Greek Tragedy (in translation)
(3-0-3) McLaren
Origins and functions of tragedy. Readings from Aeschylus, Sophocles, Euripides.

### 470. Roman Satire
(3-0-3) Mazurek
A study of the origins, forms and influence of Roman Satire. Readings from the works of Lucilius, Horace, Persius, Petronius, Juvenal, Lucian, Swift and Pope.

### 498. Special Studies
(V-V-V)

#### PROGRAM IN IRISH

The program in Irish offers language courses at the beginning (two semesters) and intermediate (one semester) levels. Irish is the Celtic language often called “Gaelic.” It is one of the languages of the so-called “Celtic fringe” of northwest Europe and is related, most closely, to Scottish Gaelic and, more distantly, to Welsh and Breton (northwest France). These are all fully-fledged modern languages in their own right, but they offer something fascinatingly “different” in the Western European context. Irish is the oldest attested written European language outside the classical languages and, as such, offers a window on a kind of civilization long passed away in most of Western Europe. The emphasis of these courses is, however, very much a modern one: They teach the contemporary language as spoken in the “Gaeltachtaí” (Irish-speaking areas) of Ireland today. The initial emphasis is on basic listening, speaking and writing. At least one class per week is conducted in the Language Resource Center to enable students to work on pronunciation and communicative skills. Students are also introduced to various aspects of Irish language and culture through the reading of simple texts in the original language.

Interested students should also consult the listings in this Bulletin under Irish studies, English government and international studies, history, and medieval studies for complementary courses in Irish studies. Graduate students should consult the Graduate School Bulletin for information on the appropriate 500-level “Studies in the Irish Language” courses.

#### Course Descriptions

The following course descriptions give the number, the title and a brief characterization of each course. Lecture or class hours per week, laboratory or tutorial hours per week and credits each semester are in parentheses. Not all of these courses are offered every year.

### 101-102. Beginning Irish I and II
(3-0-3) (3-0-3) Staff
The first two courses in Irish; see preceding for description of program.

### 103. Intermediate Irish
(3-0-3) McQuillan
Prerequisite: 102 or the equivalent. Continuation of the study of the Irish language through the intermediate stage.

### 201. The Irish in Their Own Words
(3-0-3) McQuillan
This course is designed as an introduction to the literature of Medieval Ireland. Particular emphasis will be placed on the prose saga texts like the *Trian Bó Cuailnge* or *Cattle Raid of Cooley*, which features the legendary hero Cú Chulainn; also the various texts in both prose and poetry of the Fenian cycle of *Fionn Mac Cumhaill* (Finn McCool). The manner in which such texts shed light on the nature of medieval Irish society will be examined. There will be regular reading and writing assignments, and students will be expected to take part in class discussion.

#### PROGRAM IN SEMITIC LANGUAGES

Courses in Arabic, Syriac and Hebrew offer instruction in the languages, literatures and cultures of the Middle East. The study of these languages is necessary for an understanding of Semitic culture and as background for the development of Judaism, Christianity, Islam and Middle Eastern contacts with the Classical world, with Africa, Europe and America.

In recent years, the West has become increasingly aware of the Arabic-speaking East. Courses in Arabic language and literature are a prerequisite for an understanding of the rise of Islam, the literature it produced and subsequent developments among Arabic-speaking Moslems and Christians. Courses in Syriac taught at the graduate level are available to qualified undergraduates by permission.

### Course Descriptions

The following course descriptions give the number, the title and a brief characterization of each course. Lecture or class hours per week, laboratory or tutorial hours per week and credits each semester are in parentheses. Not all of these courses are offered every year.

#### Arabic Major

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>101-102. Beginning Arabic I and II</td>
<td>12</td>
</tr>
<tr>
<td>2 literature courses in Classics taught by the Arabic faculty</td>
<td>6</td>
</tr>
<tr>
<td>2 courses in Middle East history</td>
<td>6</td>
</tr>
<tr>
<td>1 course in Islam</td>
<td>3</td>
</tr>
<tr>
<td>1 elective, subject to departmental approval</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

**Mediterranean/Middle East Area Studies Minor**

This is a broad-based program that includes all aspects of the ancient and modern cultures that surround the Mediterranean. Courses from three regions apply. In Europe, this includes the study of Classical Greece and Rome as well as modern Italy, France, Spain and Portugal in Europe. Courses on the Middle East are related to the study of Semitic peoples and their cultures, languages, religions and politics. In North Africa, Arab and Francophone history and civilization are the focus.

Students are required to fulfill a sequence of 12 credits (four courses distributed over the area). In addition, they are required to write a major research essay under the direction of one of the advisors for three credits.

### Arabic

#### 101-102. Beginning Arabic I and II
(3-0-3) Staff
An introduction to modern standard Arabic. Principles of basic grammar, syntax and vocabulary.

#### 103. Intermediate Arabic
(3-0-3) Staff
A continuation of Arabic I and II with emphasis on writing and speaking for self-expression.

#### 104. Continuing Arabic
(3-0-3) Guo
Continues the study of Arabic beyond the intermediate level and introduces students to modern journalistic texts.

#### 410. Advanced Arabic I
(3-0-3) Staff
Commences study of formal Arabic literary texts with additional emphasis on classroom discussion in Arabic.

#### 415. Advanced Arabic II
(3-0-3) Staff
Continuation of advanced study of literary Arabic.

### Courses in English

#### 235. Arabic Literature in English Translation: Fiction
(3-0-3) Guo
The object of this course is to introduce the student to Arabic literature — a major world literature that remains largely unexplored in the West — from its beginning to the present. The course will read and discuss, in a seminar context and from a broadly comparative perspective, key works of medieval Arabic narrative prose, the *Arabian Nights*
and the Maqamat, and selected works of modern Arabic fiction by the Nobel laureate Naguib Mahfouz (Egypt), among others. There will also be several screenings of the film adaptations. Some of the issues to be discussed are the influence of the Arabian Nights in Western literature, representation and interpretation, and literary compositional strategies in “domesticating” an “imported” genre, namely fiction, used by modern Arab writers.

240. Middle East History
(3-0-3) Amar
A survey of the Middle East from ancient to modern times.

255. Women’s Memories, Women’s Narratives
(3-0-3) Afsaruddin
This course will focus primarily on women’s memoirs, autobiographies, and fiction, and attempt to provide an authentic knowledge of Islam and its civilization, assumed.

A Golden Age of Islamic Civilization
(3-0-3) Afsaruddin
This course will deal with the period A.D. 750-1055, commonly dubbed the “golden age” of Islamic civilization. This period under the Abbasid dynasty saw the greatest flowering of the arts, architecture, literature, the sciences, and religion and philosophical thought. This is the time, for example, of the caliph Harun al-Rashid of the Caliphate of Islam fame, a man of legendary wealth and generosity, whose court attracted the best and the brightest of its time. The influence of medieval Islamic civilization upon Europe will be considered as well. All readings will be in English translation; no prior knowledge of Islam and its civilization is assumed.

400. Modern Arabic Fiction in Translation
(3-0-3) Guo
An introduction to the Arabic short story and novel, with emphasis on the emergence of Arabic fiction in the 20th century.

405. Arabic Literature in Translation
(3-0-3) Guo
(Crosslisted with ENGL 318C)
A survey of the development of Arabic literature in English translation. From the Qur’an through the classical period.

455. Cross, Crescent, Kublai Khan
(3-0-3) Amar
Study of the English translation of the diary of two 13th-century Christian monks of their journey from Beijing to the West.

HEBREW

481-482. Elementary Biblical Hebrew I-II
(3-0-3) (3-0-3) Kim
A beginning course in classical Biblical Hebrew grammar and readings. An introduction to the Hebrew language, principally Biblical Hebrew grammar, morphology, vocabulary, syntax. We will work through a standard textbook of Biblical Hebrew, incorporating some work in Mishnaic and Modern Hebrew. No previous knowledge of Hebrew is assumed.

East Asian Languages and Literatures

Chair:
Lionel M. Jensen
Associate Professors:
Michael C. Brownstein; Lionel M. Jensen; Rev. George H. Minamiki, S.J. (emeritus)
Assistant Professors:
Liangyan Ge; Lili I. Selden; Margaret Baptist Wan; Xiaoshan Yang (on leave fall 2001)
Associate Professional Specialist:
Noriko Hanabusa
Assistant Professional Specialists:
Setsuko Shiga; Chengyu Yin

The peoples of East Asia comprise one quarter of the world’s population and account for a similar proportion of the world’s production and consumption. This, along with the contemporary fusion of Asia and the West politically and economically, makes knowledge of the diverse languages and cultures of East Asia vital to an understanding of our global community and indispensable for the preparation of careers in the Pacific Rim focusing on business, public policy, literature, and the arts. The Department of East Asian Languages and Literatures provides the resources and instruction necessary for success in all of these fields. The department is dedicated to providing rigorous language training in Chinese and Japanese as well as courses taught in English on Chinese and Japanese philosophy, religion, literature, and culture. Complementary courses in other disciplines are listed in this Bulletin under departments such as history, philosophy, theology, government, economics, and anthropology.

Completion of First-Year Chinese or Japanese (10 credits) or Beginning Japanese (nine credits) will satisfy the language requirement. Although the College of Business does not require a language requirement, it strongly supports integration of language courses into its curriculum and encourages students to participate in the International Study Programs (See “International Study Programs” under College of Business).

Placement and Language Requirement.
Students who wish to enroll in a Chinese or Japanese language course beyond the 101 or 111 level must take a placement examination administered by the Department. Students testing out of 100-level language courses must complete at least one course at the 200 level or higher to satisfy the language requirement.
PROGRAM IN CHINESE

The program in Chinese offers language classes in Mandarin Chinese at the first-, second-, third-, and fourth-year levels, as well as courses in English on classical and modern Chinese literature and culture. Qualified students also have the opportunity to attend East China Normal University in Shanghai, People’s Republic of China.

The Chinese program offers first and supplementary majors and a minor.

Basic requirements: For the major, students must complete 15 credit hours including one semester of Third-Year Chinese. For the supplementary major, students must complete 24 credit hours including one semester of Third-Year Chinese. For the minor, students must complete 15 credit hours, including two semesters of language classes beyond the first year.

Other requirements: In addition to the language course requirements described above, First and Supplementary majors as well as the Minor also require one course in Chinese literature. Remaining credit hours may be satisfied by taking additional Chinese language and literature courses, or East Asia-related courses approved by the academic advisor.

SHANGHAI AND NAGOYA PROGRAMS

The Shanghai and Nagoya programs provide students with the opportunity to spend a academic year at Nanzan University in Nagoya, Japan, or a semester or academic year at East China Normal University in Shanghai, People’s Republic of China. To qualify for the Shanghai Program, students must complete at least one semester of Chinese language study at Notre Dame with at least a 3.0 grade point average in the language courses. For the Nagoya Program, at least one year of Japanese language studies at Notre Dame is required. Students may attend Nanzan or East China Normal during their sophomore or junior year. Students who intend to combine a First or Supplementary major in Chinese or Japanese with a major in another discipline and who intend to apply for the Shanghai or Nagoya programs are urged to plan their course of studies carefully in consultation with their advisors prior to applying for either program. For more information and course listings, see “Nagoya Program” or “Shanghai Program” under “International Study Programs” in this Bulletin.

Course Descriptions. The following course descriptions give the number, title and brief characterization of each course. Lecture or class hours per week, laboratory or tutorial hours per week and credits each semester are in parentheses. Not all of these courses are offered every year.

CHINESE LANGUAGE COURSES

211-212. Second-Year Chinese I and II
(5-0-5) (5-0-5) Yin
Prerequisite: 112 or instructor’s permission. Grammar review and training in the four basic skills to higher levels of sophistication: oral/aural skills for fluency in communication, reading for critical understanding, and the ability to write simple compositions.

311-312. Third-Year Chinese I and II
(3-0-3) (3-0-3) Yin
Prerequisite: 212 or instructor’s permission. Development of advanced conversational, reading and writing skills, using a wide range of authentic materials, including material from news media.

411-412. Fourth-Year Chinese I and II
(3-0-3) (3-0-3) Wan
Prerequisite: 312 or instructor’s permission. Practice in advanced conversational, reading and writing skills, using newspapers, short fiction, videotapes and other authentic materials.

498. Special Studies
(V-V-V) Staff
Prerequisite: instructor’s permission. Requires “contractual agreement” with the professor prior to scheduling. For advanced students who wish to pursue an independent research project reading Chinese language materials.

JAPANESE LANGUAGE COURSES

(3-0-3) (3-0-3) Hanabusa, Shiga
For students with no background in Japanese. A three-semester sequence of three-credit courses covering the same material as 111-112 and designed to prepare students to enter 211. 101 and 103 are offered only in the spring semester, 102 only in the fall. Introduction to the fundamentals of modern Japanese. Equal emphasis on speaking, listening, reading and writing. Introduction of the hiragana and katakana syllabaries, and 200 kanji.

111-112. First-Year Japanese I and II
(5-0-5) (5-0-5) Hanabusa
Introduction to the fundamentals of modern Japanese. Equal emphasis on speaking, listening, reading and writing. Introduction of the hiragana and katakana syllabaries, and 200 kanji.

211-212. Second-Year Japanese I and II
(5-0-5) (5-0-5) Shiga
Prerequisite: 112 or instructor’s permission. Continued training in the fundamentals of the modern language. Equal emphasis on speaking, listening, reading and writing. Introduction of approximately 200 kanji.
311-312. Third-Year Japanese I and II
(3-0-3) (3-0-3) Hanabusa
Prerequisite: 212 or instructor’s permission.
The first in a sequence of intermediate courses offered for those students who do not participate in the Year-in-Japan Program. Development of oral/aural skills with an emphasis on typical conversational situations. Improvement of reading and writing skills.

411-412. Fourth-Year Japanese I and II
(3-0-3) (3-0-3) Shiga
Prerequisite: 312 or instructor’s permission.
The second in a sequence of intermediate courses offered for those students who do not participate in the Year-in-Japan. Aimed at achieving a high proficiency in the four skills: speaking, listening, reading and writing.

498. Special Studies
(3-0-3) Selden
Prerequisite: Instructor’s permission based on student’s performance on a placement exam and oral interview at the beginning of the semester. This course takes students beyond textbook Japanese by introducing original materials created for Japanese audiences (literature, current events and video materials, etc.). Emphasis is on grammar and syntax, vocabulary building, speaking, reading and writing.

COURSES IN ENGLISH

The courses listed below use materials in English translation and require no prior background in Asian studies.

180. Literature University Seminar
(3-0-3) Staff
An introduction to the study of East Asian literature. Focus either on Chinese or Japanese literature.

190. Chinese Calligraphy
(1-0-1) Ge
A workshop for appreciating and practicing Chinese calligraphy and studying the history of the art.

250. Introduction to Traditional Chinese Literature
(3-0-3) Yang
A survey course introducing students to the major themes and genres of Chinese literature through selected readings of representative texts.

252. Introduction to Japanese Civilization
(3-0-3) Brownstein
A survey of Japan’s cultural history from its origins in prehistoric times up to the middle of the 18th century.

253. Introduction to Chinese Civilization
(3-0-3) Staff
This course provides general historical and cultural background with a view to preparing students for more specialized courses in Asian studies. A historical overview accompanies thematic presentation of cultural achievements in philosophical and religious thought, literature and the fine arts.

350. Japanese Classical Theater
(3-0-3) Brownstein
A study of the plays from the Noh theater (13th-16th century) and the Bunraku (puppet) and Kabuki theaters (17th-18th century), along with their social-historical background, religious-philosophical views (Buddhism and Confucianism), and literary features.

356. The Image of Woman in Chinese Literature
(3-0-3) Wan
This course explores changing images of women and women during the modern era as seen in the novels and short stories of Japan’s finest male and female writers.

358. Gender Images in Modern Japanese Fiction
(3-0-3) Selden
An examination of the changing images of men and women during the modern era as seen in the novels and short stories of Japan’s finest male and female writers.

360. Heroism and Eroticism in Chinese Fiction
(3-0-3) Ge
A study of selected readings from pre-modern Chinese literature and an examination of heroism and eroticism as two major literary themes in the Chinese context.

362. The Image of Woman in Chinese Literature
(3-0-3) Wan
This course explores changing images of woman in Chinese literature, from her early appearance in folk poetry to the dominant role she comes to play in the vernacular novel and drama.

364. Scandal and Intrigue in Traditional Japanese Literature
(3-0-3) Selden
Explore the aesthetics and politics of courtship and marriage among the aristocracy of Japan. Readings include 10th- and 11th-century classics such as The Pillow Book, The Tale of Genji, and The Gassan Years.

368. Self and Society in Modern Japanese Literature
(3-0-3) Brownstein
A study of Japan’s modern masters of prose with a focus on how writers address the problem of “self” and the issue of what it means to be Japanese in the modern world.

370. 20th-Century Chinese Literature
(3-0-3) Ge
Crosslisted with HIST 362N.
A study of selected works from 20th-century Chinese literature (mainly fiction but also drama), with a special focus on understanding literary developments in their social context.

375. Japanese Women Writers
(3-0-3)
A study of Japanese “female” literature that reviews the important role of women writers in creating and maintaining the literary traditions of the land of the rising sun.

380. Chinese Ways of Thought
(3-0-3) Jensen
This is a special topics class on religion, philosophy, and the intellectual history of China that introduces the student to the world view and life experience of Chinese as they have been drawn from local traditions, as well as worship and sacrifice to heroes, and the cult of the dead. Through a close reading of primary texts in translation, it also surveys China’s grand philosophical legacy of Daoism, Buddhism, “Confucianism,” and “Neo-Confucianism” and the later religious accommodation of Christianity and Islam.

384. Popular Religion and the Practice of Philosophy in China
(3-0-3) Jensen
This lecture/discussion course will introduce the student to the plural religious traditions of the Chinese as manifested in ancestor worship, sacrifice, exorcism, and spirit possession. From an understanding of these practices, the course will offer insight into the mantic foundations of Chinese philosophy, especially metaphysics. Readings will consist of texts in translation of popular cults, as well as scholarly interpretations of these phenomena.

386. Chinese Pop Songs: Global/Local
(3-0-3) Wan
This course uses popular songs since the 1980s from China, Taiwan, and Hong Kong to examine various ways Chinese construct images of the self. Issues to be examined include nationalism, love as allegory, family, tradition versus modernity, and language politics. Attention will be given to the contexts in which popular music is produced and consumed globally and locally.

460. The Garden in Chinese Literature
(3-0-3) Yang
This course examines the literary representations of the garden in the Chinese tradition. Supplemented by visual materials, readings in poetry, fiction, drama and prose illustrate the varied configurations of the garden as a religious, philosophical, moral and aesthetic space.
Economics

Chair:
Richard Jensen
Director of Undergraduate Studies:
Frank J. Bonello
Director of Undergraduate Advising:
William H. Leahy
William and Dorothy O’Neill Professor of Education for Justice:
Denis Goulet
Carl E. Koch Professor of Economics:
Philip Mirowski

Professors:
Rev. Ernest J. Bartell, C.S.C.; Charles Craypo (emeritus); John T. Croteau (emeritus); Amitava K. Dutt; Rev. Mark J. Fitzgerald, C.S.C. (emeritus); Richard A. Jensen; Kwan S. Kim; William H. Leahy; Jaime Ros; Roger B. Skurski; Thomas R. Swartz; Charles K. Wilber (emeritus)

Associate Professors:
David M. Betson; Frank J. Bonello; Gregory Curme (emeritus); Byung-Joo Lee; Teresa Giularducci; Lawrence C. Marsh; Vai-Lam Mu; James J. Bakowski; Kali P. Rath; David F. Ruccio; Jennifer Warlick; Martin H. Wolfson

Assistant Professor:
Esther-Mirjam Sent
Assistant Research Professor:
Kajal Mukhopadhyay

Program of Studies. The undergraduate major in economics within the College of Arts and Letters is designed to make a unique contribution to the student’s liberal education. The program provides students with the insights of scientific analysis and social perspective to deepen their understanding of the complex economic forces at work in society. Such an understanding is an essential ingredient in the intellectual development of an educated person. The program is also designed to prepare the student for a variety of professional objectives, including careers in public service and law as well as managerial positions in business and industry.

The major requires eight 300- and 400-level courses in economics. The introductory course, ECON 115/225 Introduction to Economics, is also recommended but does not actually count as one of the eight required courses.

All majors must take three courses:

301. Intermediate Economic Theory — Micro
302. Intermediate Economic Theory — Macro
303. Statistics for Economics

In addition, students must satisfy the following Distribution Requirement:

Students must take one course in at least three of the following 11 areas to fulfill a distribution requirement:

Policy
339. Economics of Poverty
337. Economics of Education
340. Introduction to Public Policy
404. Topics in Applied Microeconomics
410. Economics, Ethics and Public Policy
441. Public Expenditure Policy
442. Tax Policy
446. Environmental Economics
447. Seminar in Health Care Policy
448. Seminar in Current Economic Policy
449. Seminar in Policy Evaluation
450. Stabilization Policy

Quantitative Methods
405. Consumption and Happiness
408. Game Theory
433. Mathematics for Economists
490. Econometrics
492. Applied Econometrics

Economic History
481. History of Economic Development
482. History and Philosophy of Economics
305. Philosophy of Economics
306. History of Economic Thought
407. Seminar in History and Philosophy of Economic Thought

Monetary and Financial Economics
421. Money, Credit, and Banking
422. The Financial System

Labor Economics
350. Labor Economics
450. Labor Relations Law
451. Employment Relations Law and Human Resources Practices
453. Collective Bargaining: the Private Sector
454. Collective Bargaining: the Public Sector
455. Topics in Labor
456. U.S. Labor History
457. Economics of Gender and Ethnic Discrimination
458. Labor Arbitration
459. Comparative Labor Systems

Development Economics
380. Development Economics
400. Development — the Third World’s Quest for Justice
484. Economic Development of Latin America
486. Ethics of Development

International Economics
472. International Economics
472. International Trade
473. International Money

Industrial Organization
345. Industrial Organization
445. The Economics of Industrial Organization

Political Economy
315. Introduction to Political Economy
334. Topics in Political Economy
411. Economics of Conflict and Cooperation
413. Marxian Economic Theory
414. Beyond Economic Man
416. Problems in Political Economy
418. African Americans and U.S. Political Economy
435. Law and Economics

Urban and Regional Economics
368. Approaches to Inner City Development
430. The New Urban Crisis and Economic Analysis
489. Regional Economic Development

The remaining two courses may be any other 300- and 400-level courses the department offers, except those specifically designated as not fulfilling major requirements.

In addition, the student must fulfill an intensive writing requirement in one of the following ways: by taking a 300- or 400-level course specifically designated as an intensive writing course (students will receive information on this every term); by taking a special studies course which involves writing a term paper under the supervision of a faculty member; or writing a senior essay.

Course Clusters Within Economics. The economics program offers the undergraduate student the opportunity to concentrate in several different areas that may correspond to a student’s career goal or that may represent a broad common theme within economics. These areas are only suggestions, and there is no requirement that a student complete a cluster. Indeed, the economics major may desire to pursue a different cluster or some combination of the clusters listed below.

Pre-law Cluster
345. Industrial Organization
435. Law and Economics
441. Public Expenditure Policy
442. Tax Policy
445. The Economics of Industrial Organization
450. Labor Relations Law
453. Collective Bargaining — Private Sector
454. Collective Bargaining — Public Sector
458. Labor Arbitration

Pre-M.B.A. Economics Cluster
345. Industrial Organization
350. Labor Economics
421. Money, Credit and Banking
422. The Financial System
434. Applied Econometrics
465. Stabilization Policy
471. International Economics
472. International Trade
473. International Money
Labor Economics and Industrial Relations

Cluster
350. Labor Economics
450. Labor Relations Law
453. Collective Bargaining — Private Sector
454. Collective Bargaining — Public Sector

International Development Cluster
345. Industrial Organization
370. Comparative Economic Systems
380. Development Economics
471. International Economics
472. International Trade
473. International Money
482. Third-World Agricultural Development
484. Economic Development of Latin America

Public Policy Cluster
335. Economics of Poverty
345. Industrial Organization
368. Approaches to Inner City Development
436. Problems in Political Economy
421. Money, Credit and Banking
422. The Financial System
430. The New Urban Crisis and Economic Analysis
441. Public Expenditure Policy
442. Tax Policy
446. Environmental Economics
445. The Economics of Industrial Organization
448. Seminar in Current Economic Policy
457. Economics of Gender and Ethnic Discrimination
465. Stabilization Policy

Pre-Graduate Cluster
Students who plan to pursue graduate studies in economics are strongly advised to consider the following courses (graduate courses require permission from the student's advisor):

433. Mathematics for Economists
434. Applied Econometrics
501. Graduate Macro Theory I
502. Graduate Micro Theory I
591. Graduate Statistics
592. Graduate Econometrics

or a broad range of undergraduate field courses such as:

350. Labor Economics
380. Development Economics
408. Game Theory
416. Problems in Political Economy
421. Money, Credit and Banking
443. Public Finance
445. The Economics of Industrial Organization
471. International Economics

as well as courses that are crosslisted with the graduate program. It is also recommended that students take a course in linear algebra and a one-year sequence of calculus courses.

Departmental advisors will assist students in designing a program of study that meets their educational and career goals. Students are also encouraged to pursue related courses in other departments of the College of Arts and Letters and in the Mendoza College of Business. Materials relating to professional work in law, graduate study in business and graduate programs in public and foreign service are available from the director of undergraduate studies.

Graduate Courses. Advanced undergraduate majors are encouraged (in consultation with their advisors) to select graduate courses as a part of their programs. The following are recommended.

501. Graduate Macroeconomic Theory I
502. Graduate Microeconomic Theory I
506. History of Economic Thought and Methodology
522. Financial Institutions, Markets, and Instability
541. Labor Economics
542. Labor Theory
561. Economic Development
562. International Trade
581. Industrial Organization
591. Graduate Statistics
592. Econometrics I

Course Descriptions. The following course descriptions give the number and title of each course. Lecture hours per week, laboratory and/or tutorial hours per week and credits each semester are in parentheses. The instructor's name, as available, is also included.

115. Introduction to Economics (3-0-3) Staff
A one-semester survey of micro- and macroeconomics, national income, fiscal and monetary policy, supply and demand, stabilization policy and alternative views of the economy.

123. Principles of Economics I (3-0-3) Staff
An introduction to economics with emphasis on the nature and method of economics, national income and its determinants, fluctuations in national income, money and credit, fiscal and monetary policies and economic growth. Not open to students who have taken ECON 123.

223. Principles of Economics II (3-0-3) Staff
An introduction to economics, with particular attention to the pricing mechanism, competitive and monopolistic markets, government regulation of the economy, labor-management relations and programs, income determination and public policy, foreign trade and the international economy. Not open to first-year students.

225. Introduction to Economics (3-0-3) Staff
A one-semester survey of micro- and macroeconomics, national income, fiscal and monetary policy, supply and demand, stabilization policy and alternative views of the economy. Not open to students who have taken ECON 115.

301. Intermediate Economic Theory — Micro (3-0-3) Betson, Che, Marsh, Mui, Rakowski, Rath
Prerequisites: ECON 115 or 225 or 224.
An examination of the language and analytical tools of microeconomics, emphasizing the functional relationship between the factor and product markets and resource allocation.

302. Intermediate Economic Theory — Macro (3-0-3) Bonello, Dutt, Mason, Ros, Sent
Prerequisites: ECON 115 or 225 or 123 or 223.
An intensive examination of macroeconomics, with particular reference to the determination of national income, employment and the general price level.

303. Statistics for Economics (3-1-4) Betson, Lee, Marsh
The course is devised to present statistics and statistical inference appropriately for economics students. There are two goals for the course: first, to prepare the student to read elementary quantitative analysis studies; and second, to prepare the student to undertake elementary quantitative analyses.

305. Philosophy of Economics (3-0-3) Mirowski, Sent
Prerequisites: ECON 115 or 225 or equivalent.
What does it mean to do good research in economics? If you thought the answer to this question was straightforward, you will be in for a surprise! The intention of the course is to problematize such notions as “prediction is the goal of economics” or “there is progress in economics” or “assumptions in economics should be (un)realistic.” To do this, we will explore literature on philosophy of science, sociology of scientific knowledge, and economic theory.
306. History of Modern Economic Thought
(3-0-3) Mirowski, Sent
The problems of the construction of a scientific discipline of economics are surveyed from the Physiocrats to the early 20th century. Particular emphasis is placed upon the theories of value, production and distribution. While the major stress will focus upon the history of classical political economy and neoclassical economics, some attention will also be given to the German Historicism and American Institutionalist schools. The course relies upon a mixture of primary texts and secondary sources.

315. Introduction to Political Economy
(3-0-3) Ghilarducci, Ruccio
Prerequisite: ECON 115 or 225.
An introduction to theoretical frameworks, economic policies, and social factors often downplayed or ignored in mainstream economics. Topics include alternative theories of political economy, the relationship between economics and politics and the analysis of institutions.

333. Justice Seminar
(3-0-3) Staff
The Justice Seminar undertakes a critical examination of major theories of justice, both the deontological (e.g., contract theory) and teleological (e.g., utilitarian and virtue-based theories). This is the core course for the concentration in Philosophy, Politics, and Economics (PPE).

334. Topics in Political Economy
(3-0-3) Ghilarducci, Wolfson
Seminar course concerned with policy problems such as unemployment, inflation, growth, balance of payments and income distribution. Alternative methods of analysis and policy prescriptions are discussed. Orthodox views are studied and compared to nontraditional approaches to the analysis of the United States and other advanced economies.

335. Economics of Poverty
(3-0-3) Warlick
Prerequisites: ECON 115 or 225 or 123 and 224.
An examination of the extent and causes of poverty in the United States. The current system of government programs to combat poverty is analyzed. Reforms of this system are also considered.

337. Economics of Education
(3-0-3) Warlick
Prerequisite: ECON 115 or 225 or equivalent.
This course applies an economic perspective to current educational issues in America, including the adequacy of public education, how much education individuals should undertake, how we should finance elementary and secondary education, and what should be done about the rising costs of higher education. The class as a whole will research a single issue, with each student assuming responsibility for a unique aspect of that issue, with the goal of developing a comprehensive understanding by sharing results.

340. Introduction to Public Policy
(3-0-3) Besson
This course focuses on the policy process from the perspective of both the policymaker and analyst of policy. To achieve these two perspectives, this course will make substantial use of case studies of public policy problems and decisions. Among the subjects of these case studies will be the areas of tax reform, social welfare and defense.

345. Industrial Organization
(3-0-3) Mui, Warlick
Prerequisite: ECON 115 or 225.
Introduces the student to economic thinking about the role of industry organization in economic performance. Traditional economic thinking that oligopolistic industry structures lead to poor performance is contrasted to theories which suggest that such organization may under some circumstances lead to superior performance. The two perspectives are used to evaluate the relative performance of U.S. and Japanese industries.

350. Labor Economics
(3-0-3) Ghilarducci
Prerequisite: ECON 115 or 225, or equivalent.
A survey course covering the economics of employment and unemployment; wages and income distribution; poverty, education and discrimination; unions and labor and industrial relations systems; comparative labor systems.

368. Approaches to Inner-City Economic Development
(3-0-3) Staff
Prerequisite: ECON 115 or 180 or 224 or 225, or permission of instructor.
This course examines alternative approaches to economic development in American inner cities. It pays particular attention to strategies designed to increase the economic well-being of the African American community. Both private and public sector initiatives, as well as individualist versus group-oriented strategies, are examined.

370. Comparative Economic Systems
(3-0-3) Staff
Prerequisite: ECON 115 or 225.
A comparative analysis of theoretical economic systems and an examination of the decision-making process and the institutional framework of functioning economies relative to these theories.

380. Development Economics
(3-0-3) Dutt, Kim, Ros, Ruccio
Prerequisite: ECON 115 or 225.
The current problems of Third World countries are analyzed in a historical context, with attention given to competing theoretical explanations and policy prescriptions. The course will combine the study of the experiences of Latin American, African and Asian countries with the use of the analytical tools of economics.

398. Special Studies
(3-0-3) Staff

400. Development — The Third World’s Quest for Justice
(3-0-3) Goulet
This course examines the extent to which the post-colonial period promises to improve the conditions of the poor, the environment, and future growth; that it results in moral deprivation; and that it does not even make those who consume more any happier. This course critically examines this debate, which relates to all of us as consumers, using the tools of economic analysis.
408. Game Theory and Strategic Analysis  
(3-0-3) Mui  
Prerequisite: MATH 104 or equivalent, MATH 105 or equivalent, ECON 301 or permission of instructor. The objective of this course is to help students develop a good understanding of the basic concepts in game theory and learn how to employ these concepts to better understand strategic interactions. Topics covered will include normal form games, extensive form games, pure and mixed strategies, Nash Equilibrium, subgame perfect equilibrium, repeated games, and introduction to games of incomplete information. Selected applications will include competition and collusion in oligopoly, entry deterrence, political competition and rent seeking, social norms and strategic interaction.

410. Economics, Ethics, and Public Policy  
(3-0-3) Staff  
Prerequisite: ECON 301 or permission of instructor. A study of the interaction of economics and ethics, both in economic theory and economic policy. Focus will be on selected economic issues, employment policy, international trade policy, etc. Theoretical issues will include process vs. end-result theories of justice, Pareto optimality vs. the Common Good, etc. Special attention will be given to the Catholic contribution to the debates.

411. Economics of Conflict and Cooperation  
(3-0-3) Staff  
Prerequisite: ECON 301 or permission of instructor. This course starts with the assumption that economic actors have only imperfect information and therefore are driven to engage in strategic behavior. Emphasis will be placed on the resulting impact on labor, capital and output markets. Elementary game theory will be taught in the context of economic issues in addition to war and peace issues. The role of social norms and institutions in constraining behavior will be covered.

413. Marxian Economic Theory  
(3-0-3) Ruccio  
Prerequisites: ECON 115 or 225 or equivalent. An introduction to Marxian economic analysis. Topics include the differences between mainstream and Marxian economics, general philosophy and methodology, Marxian value theory, and critical appraisals and current relevance of Marx’s “critique of political economy.”

414. Beyond Economic Man  
(3-0-3) Ruccio, Sente  
The aim of this course is to explore the presence and effects of feminist theory in contemporary economics. We begin by examining some of the basic themes and concepts of feminist theory and the debates surrounding the history of feminism in relation to economics. Then we look at the impact that feminist theory is having on contemporary discussions in economics, especially the idea that mainstream economics is a gendered discourse. Finally, we examine some of the implications of the feminist critique of economic theory in specific areas such as the household, labor, industrial policies and Third World development.

416. Problems in Political Economy  
(3-0-3) Wolfson  
Prerequisite: ECON 115 or 225. A seminar course concerned with policy problems such as poverty, unemployment, quality of workplace, energy and the environment, corporate power, military power and discrimination. Alternative policy prescriptions and methods of analysis are discussed. Orthodox, conservative and liberal views are studied and later compared with nontraditional approaches to the analysis of American capitalism and its institutional modifications.

418. African Americans and U.S. Political Economy  
(3-0-3)  
This course examines the market, institutional, governmental, and social processes which have contributed to the economic well-being of African Americans. We pay particular attention to the interaction between race and class as determinants of the life chances of African Americans.

421. Money, Credit, and Banking  
(3-0-3) Bonello, Wolfson  
Prerequisite: ECON 302. An examination of the money and credit-supply processes and the role of money and credit in the economy. Topics include financial intermediaries, financial markets, the changing regulatory environment, monetary policy and international monetary arrangements.

422. The Financial System  
(3-0-3) Wolfson  
Prerequisite: ECON 115 or 225 or equivalent. An examination of the functioning of the U.S. financial system, both domestically and internationally. The emphasis will be on understanding current developments in historical context. Examples of topics include financial crises; financial innovation and deregulation; the changing roles of commercial banks, investment banks, and savings and loan associations; the evolution of the international monetary system; and the implications of corporate and government debt.

430. The New Urban Crisis: An Economic Analysis  
(3-0-3) Swartz  
Prerequisite: ECON 301 or 303. Intensive writing. The purpose of this seminar/lecture course is to introduce class participants to a series of economic problems and issues surrounding the public finance of urban America. In our federal system of government, which is undergoing a radical transformation through devolution, fiscal responsibility is primarily the concern of state and local governments. Thus, this course will focus on the often neglected area of state and local public finance.

433. Mathematics for Economists  
(3-0-3) Dutt, Lee, Mukhopadhyay  
Prerequisite: ECON 301, ECON 302, or permission of instructor. An introduction to mathematical methods used in economic theory and analysis, with application of these methods to economic theory. Major methods covered include differential and integral calculus and matrix algebra. Recommended for students planning to go to graduate school in economics.

434. Applied Econometrics  
(3-0-3) Lee  
Prerequisite: ECON 301 or permission of instructor. This course introduces the statistical and econometric methods using the least squares estimation method in empirical economic applications. It is oriented toward the practical applications of economic theory with econometric methods rather than the theoretical development of these subjects. Emphasis will be placed on the analysis of economic problems such as the capital asset pricing model, wage discrimination, and the married women workforce participation decision issues.

435. Law and Economics  
(3-0-3) Skurzynski  
Prerequisite: ECON 301. An introduction to the use of economic methods for the analysis of legal rules and decisions. Emphasis will be in applications. Much of the course material will come from cases. A variety of subjects, such as torts, contracts, and labor law, will be covered. Students are not presumed to have any legal knowledge.

441. Public Budget Expenditure Policy  
(3-0-3) Betson  
Prerequisite: ECON 301. This course will introduce students to normative and positive economic theories of the role of governmental agencies in the economy, privatization and the role of nonprofits; discussion of what level of government should undertake collective action (fiscal federalism); examination of the level and composition of our federal and local governments’ budgets as well as the current budgeting process; cost-benefit analysis, theoretical and pragmatic practices; and the impact of governmental rules and regulations on the economy.
442. Tax Policy
(3-0-3) Betson
Prerequisite: ECON 301.
This course will introduce students to the following topics: description of alternative tax instruments; historical trends of tax policies of the federal and state governments; discussion of what would be a "good" tax and criteria for choosing among different taxes; theoretical analysis of taxes on household and business decisions; empirical evidence of the distribution and efficiency consequences of different taxes; debt and deficits.

445. The Economics of Industrial Organization
(3-0-3) Warlick
Prerequisite: ECON 301 or 302.
An investigation into the structure of American industry and an analysis of the implications of corporate economic power for public welfare.

446. Environmental Economics
(3-0-3) Jensen
An analysis of the welfare economics of environmental problems, emphasizing market failures due to negative environmental externalities. Air, water, and land pollution are classic examples of these externalities, which occur when third parties bear costs resulting from the transactions of the two primary market participants. The theory and practice of environmental policy to promote efficiency at the U.S. local, state, and federal levels and in other countries is explored. International problems such as transboundary pollution and global warming are also studied.

447. Seminar in Health Care Policy
(3-0-3) Betson
Prerequisite: ECON 301 or premission of instructor.
What has caused the dramatic rise in health care expenditures? Are we getting our money's worth from our health care dollar? Who is paying the bills? Is the health care system equitable? In this seminar we will attempt to answer these questions from not only an economic perspective but also from a historical and political perspective.

448. Seminar in Current Economic Policy
(3-0-3) Betson
Prerequisites: ECON 301, 302 and 303 or equivalent. Writing intensive.
The purpose of the seminar is to discuss current economic policy issues. Students will be required to read newspapers (Wall Street Journal/New York Times) on a daily basis and be prepared to discuss the economics of what was in the newspaper. Periodically throughout the semester, the students will write one- to two-page critiques of the coverage of an issue they found in the newspaper and will write a major paper on a current issue and make a presentation in the seminar.

449. Seminar in Policy Evaluation
(3-0-3) Warlick
Prerequisite: ECON 303 or equivalent.
Nontraditional seminar in which students collectively analyze a current policy issue relevant to St. Joseph County, Indiana. The majority of the semester is spent outside the classroom. Research activities include conducting interviews, data collection and report writing.

450. Labor Relations Law
(3-0-3) Leahy
A study of the development of common and statutory law with reference to industrial relations in the United States, giving emphasis to the case method.

(3-0-3) Leahy
A case approach using primarily U.S. Supreme Court cases of the various federal laws that are encountered in personnel management. The course will cover the impact of law in such areas of the personnel function as recruitment and selection of employees, training, promotion, affirmative action, testing, evaluation, wages, fringe benefits and safety and health.

453. Collective Bargaining: The Private Sector
(3-0-3) Leahy
An analysis of the procedures and economic implications of collective bargaining as it now operates in the United States. Emphasizes a game theory approach resulting in the negotiation of a labor contract.

454. Collective Bargaining: The Public Sector
(3-0-3) Leahy
This course will examine the relevant state and federal laws covering public-sector collective bargaining. It will examine the various issues and techniques covering collective bargaining in government. The major part of this course will be a game theory in which an actual contract will be bargained.

455. Topics in Labor
(3-0-3) Ghilarducci
Topics vary with instructors and current trends. Examples include employment and earnings experiences of professional and managerial employees, new managerial systems, incentive and compensation systems, the health care crisis, decline of unions, increasing poverty and working poor, labor market regulations.
465. U.S. Labor History
(3-0-3) Staff
Analysis of economic themes in U.S. labor history from Colonial America to the present. Topics include pre-Civil War artisans, immigrant labor in the Gilded Age, welfare capitalism in the 1920s, industrial unionism in the Great Depression, post-war labor relations, stability and the current decline in labor standards. Analysis of the development of labor theories.

457. Economics of Gender and Ethnic Discrimination
(3-0-3) Ghilarducci
Women and ethnic minorities have the lowest incomes, worst jobs and highest levels of unemployment and poverty in the United States today. This course examines the role of racism and sexism in the U.S. economy.

456. Labor Arbitration
(3-0-3) Leahy
Prerequisite: Permission of instructor. Analysis of the practice and procedures of arbitration in labor grievances, with emphasis on rights and interest issues in both public- and private-sector employment. Course stresses an analysis of arbitral awards.

459. Comparative Labor Systems
(3-0-3) Staff
This course contrasts the industrial relations of six advanced industrial economies: the United States, Britain, France, Germany, Sweden and Japan. The discussion focuses on the development and functioning of trade unions, employer associations and collective bargaining institutions in each country. Two types of explanation for international differences are considered: those emphasizing industrial structure and managerial strategies, and those emphasizing the role of the state, political parties and the legal system. In this manner, industrial relations are related to the wider economic and political conditions in each country.

465. Stabilization Policy
(3-0-3) Ros
Prerequisite: ECON 302. An in-depth examination of the various actions that have been and may be used to achieve the macroeconomic objectives of economic growth, full employment and price stability. The actions include monetary and fiscal policy, wage and price controls and other types of income policies. The actions are contrasted at both the theoretical level and in terms of the results obtained in the past. Although the primary focus is on the United States, the student will be exposed to policies and experiences of other countries.

471. International Economics
(3-0-3) Kim, Rakowski
Prerequisite: ECON 115 or 225 or equivalent. A study of the general theory of international trade; the pattern of trade, gains from trade, tariffs, trade and special interest groups, trade and growth, foreign exchange markets, balance-of-payment problems and plans for monetary reform.

472. International Trade
(3-0-3) Dutt, Kim, Rakowski
Prerequisite: ECON 301 or equivalent. This course examines major theoretical, empirical and institutional issues in the study of international trade and international factor movements. The topics covered include determinants of trade patterns, trade and welfare, commercial policy, trade and growth, customs unions, international capital and labor movements, and trade and development.

473. International Money
(3-0-3) Kim, Ros
Prerequisite: ECON 302 or equivalent. This course examines major institutional changes in the international financial system, theoretical developments in the field of international monetary economics, and policy issues in the contemporary global financial market. Topics include balance-of-payments accounts, exchange rate markets and systems, open-economy macroeconomics, international debt, and contemporary international monetary and financial arrangements.

481. History of Economic Development
(3-0-3) Ruccio
Prerequisite: ECON 115 or 225. This course focuses on the history of modern capitalist and socialist development around the world. Particular emphasis will be given to the history of economic development in Latin America. Both theoretical models and historical cases will be studied.

484. Economic Development of Latin America
(3-0-3) Barrell
Prerequisite: ECON 115 or 225. An examination of the roots of dependence in Latin America. An analysis of the key problems of economic development and the policies prescribed for their solution.

486. Ethics of Development
(3-0-3) Goulet
This interdisciplinary course examines critical normative questions posed by processes of development, in poor and rich countries alike. Four major questions are raised in the course: the role of ethics and values in development, competing views of goals and human needs, opposing theories of development and the human costs of development processes.

489. Regional Economic Development
(3-0-3) Leahy
Prerequisite: ECON 115 or 225 or equivalent. An analysis of regional economic problems in the United States and selected European countries, with a focus on regional theory, methods of regional analysis and pertinent development programs.

490. Econometrics
(3-0-3) Lee, Marsh, Mulhoppadhyay
Prerequisite: ECON 303 or permission of instructor. Provides students with an understanding of when and how to use basic econometric methods in their work as an economists, including the ability to recognize which econometric technique is appropriate in a given situation as well as what explicit and implicit assumptions are being made using the method. Topics covered include estimation and hypothesis testing using basic regression analysis, problems with basic regression analysis, alternative econometric methods, limited dependent variables and simultaneous equation models.

396. Special Studies: Readings and Research
(3-0-3) Staff
Prerequisites: Junior standing, dean’s list average and written consent of instructor. Independent study under the direction of a faculty member. Course requirements may include substantial writing as determined by the director. The director will discontinue a student early for failure to meet course requirements. Students who have been disenrolled or who have failed at the end of the first semester are disqualified for Special Studies in the following term.

495. Senior Honors Essay I and II
(3-0-3) (3-0-3) Staff
Senior economics majors only. A two-semester tutorial requiring a completed essay on a selected topic in economics in depth. The John Harold Sheehan Prize Essay Award with inscribed plaque is awarded by the Department of Economics to the graduating senior who has written the best Senior Honors Essay. Senior economics majors only.

498. Special Studies: Readings and Research
(3-0-3) Staff
Prerequisites: Senior standing, dean’s list average and written consent of instructor. See above.
# Program of Studies

The Department of English offers its majors a variety of courses in language and literature. The offerings include courses in the several periods of British literature from medieval to modern times, in American literature from colonial to modern times, in certain aspects of classical and European literature, and in other literatures written in English; in the genres of literature, in major authors, in rhetorical, linguistic and literary theory, and in expository and creative writing. All courses taught in the department, not just those designated as writing courses, contain significant writing components. All majors also take a research seminar that emphasizes intensive writing.

The English major at Notre Dame studies the English language both as it has been used by skilled artists and as it can be used by the student. Precisely how the study proceeds is a matter of continuing decision by the student major.

The department, then, makes available a wide variety of courses, encouraging each major to develop a program of selections suitable to his or her desires and needs; each major is assigned a faculty advisor to assist in this planning. The English major is thus able to select from a broad spectrum of possible combinations in designing a comprehensive education in the humanities. Of course, each major will vary his or her program to select courses appropriate to individual postcollege plans which might include careers in, e.g., education, business, journalism, government service or a graduate degree in business, law school, medical or dental school, graduate study for an M.A., M.F.A., or Ph.D. or some less overtly vocational notion or purpose.

The requirements for the English major include: a minimum total of 10 courses (30 credit hours) in addition to the courses required by the college (two first-year courses and one literature course). The total credit hours must include three courses (nine credit hours) in British and American Literary Traditions and seven other courses (21 credit hours) at the 400- or 500-level including a one-semester course designated “Methods” early in the major and a one-semester course designated “Seminar” to be taken in the senior year.

## Course Descriptions

The following course descriptions give the number and title of each course. Lecture hours per week, laboratory, and/or tutorial hours per week and credits each semester are in parentheses. The instructor’s name is also included. For fuller descriptions and recent additions to course offerings, consult the department course description booklet for the current semester, or the Department’s Web site, www.nd.edu/-english.

### 110. Composition

- **(3-0-3) Staff**
- Training in the art of clear and effective expository prose.

#### 180J. Literature University Seminar

- **(3-0-3) Staff**
- An introduction to the seminar method of instruction, emphasizing the analysis of literary texts.

#### 200. Introduction to Creative Writing

- **(3-0-3) Staff**
- An introduction to writing fiction and poetry, with outside readings and coverage of basic critical terms. In-class discussion of student work.
ENGLISH

315A. Self and Society in Modern Japanese Fiction
(3-0-3) Brownstein
Crosslisted with LLEA 368.
This class explores how writers responded to the challenges of an "imported" "modern" Japan, particularly after World War II.

316L. Late 20th-Century Canadian Literature
(3-0-3) LeMay
The course examined selected works by contemporary Canadian authors, including those from Quebec.

319A. Native American Literature
(3-0-3) Staff
This course serves as an introductory exploration of the literatures written by Native American authors—oral literatures, transitional literatures (a combination of oral and written expression), and contemporary poetry and prose.

319D. A Survey of Black Women Writing in America
(3-0-3) Irving
This course is designed to familiarize students with the diverse concerns of Black women's writing from the first novel written in 1854 through the present.

322. Point-of-View of the Novel
(3-0-3) Deane-Moran
This course focuses on an introduction to the novel as a form, as a means to view the world of the author/artist and that of the reader.

322E. Realism and the Supernatural
(3-0-3) Walton
This course is an attempt to develop a theory of the supernatural and the uncanny in "realistic" fiction from Daniel Defoe to Henry James.

324. Crime and Detection in Popular Culture
(3-0-3) Harris
An overview of the development of crime fiction as a genre, from its origins in Victorian sensationalist fiction to the proliferation of sub-genres in contemporary American film and television.

328. Satire
(3-0-3) Jemielity
Studies in satirical literature from the classical period to the present.

328B. Studies in Comedy
(3-0-3) Jemielity
Various forms of comic literature through the ages.

333. Arthurian Literatures
(3-0-3) Frese
Survey of Arthurian literature.

366. The Romantic Tradition
(3-0-3) Norton
Crosslisted with GE/RU 330.
This course focuses principally on the German contribution to the movement known as Romanticism by tracing its origins, development and eventual decline in works of literature, philosophy, theology, music, painting, and architecture.

372C. Irish Writing and Colonial Experience, 1600-2000
(3-0-3) Sundell
Crosslisted with IRST 379.
The course surveys Irish literature from the 18th through the 20th century, from the time of Ireland's colonization to its current prosperity and status in the European Union.

377A. Writing and Politics in Northern Ireland
(3-0-3) Smyth
Crosslisted with IRST 372B.
This course explores the politics of culture, and the cultures of politics, in the North of Ireland during the 20th century, using a multiplicity of genres: drama, fiction, poetry, film, painting, and documentary material.

377C. Imprisonment in Irish Literature
(3-0-3) O'Brien
Crosslisted with IRST 380.
Confinement (literal or metaphorical) in Irish literature from 1842 to 1925.

381. Readings in 19th-Century American Literature
(3-0-3) Staub
This course focuses on major literary figures and works of 19th-century America, focusing closely on the two decades before the Civil War, a period often hailed as the first flowering of a genuine "American" literature.

381A. Literature of America I
(3-0-3) Lundin
This course examines the literature of America from the 17th century through the Civil War, with the central focus being the question of identity in American culture.

390. Travel in American Literature
(3-0-3) Guatadon
This course focuses on how the notion of travel is represented and explored, through a survey of American literature across the centuries.

392B. American Novel
(3-0-3) Dougherty, Werge
Novels from Hawthorne to Morrison.

393B. Paranoia, Identity, and the Narrative Crisis in the 20th Century
(3-0-3) Hansen
The course evaluates the ways in which narrative fills the implied need of the self to find a comfortable pattern for life, even if that pattern is self-destructive.

393C. "Testimonios" as Literature, Story, and Holy Texts
(3-0-3) Moreno
Crosslisted with ILS 393B.
This course explores "testimonios," statements or testimonies by Latina women about their lives, as literature, life stories, and "holy" texts.

395. Leaving the 20th Century
(3-0-3) Hertz
This course maps out the stylistic and ideological preoccupations of British novelists at the end of the 20th century.

398. Special Studies
(3-0-3) Staff
Prerequisites: Junior or senior standing, dean's list average, written consent of instructor and approval of the chair.
Independent study under the direction of a faculty member.

400M-499M. Methods Course
(3-0-3) Staff
Methods courses encourage the student to see English as a discipline, having its own assumptions, procedures, and outcomes. The content and approach of each methods course is chosen by the instructor.

400Z-499Z. Research Seminars
(3-0-3) Staff
Seminar classes on various literary topics for second-semester junior and first-semester senior English majors, emphasizing literary research and intensive writing.

401. Advanced Fiction Writing
(3-0-3) Walton, O'Rourke, Sayers
A seminar in the students' own writing of prose fiction; for students with previous experience or coursework in writing.

401A. Fiction Writing for English Majors
(3-0-3) Sayers, O’Rourke, Gernes, Walton
An intensive fiction workshop for English majors.

402. Advanced Poetry Writing
(3-0-3) Gernes, Taylor, Menes
A course in poetry writing for students with previous experience or coursework in writing.

402B. Poetry Writing for English Majors
(3-0-3) Taylor, Gernes, Matthias, Menes
A intensive poetry workshop for English majors.

405. Writing About Literature
(3-0-3) Vandenhosche
Reading, discussing, and writing about literary texts.

405C. Rhetoric and Public Life
(3-0-3) Duffy
Intensive practice in mastering the skills of expository and argumentative writing.

407. Perspectives on Literary Theory
(3-0-3) Greene
What it means to be "literate" and the conditions that enable literacy to flourish.

408A. Philosophy and Literature Seminar
(4-0-4) Bruns, K. Ziarek
The introduction to the Concentration in Philosophy and Literature.

410. British Literary Traditions I
(3-0-3) Staff
Intensive survey of British writers and literary forms from the beginnings through the Renaissance.

411. British Literary Traditions II
(3-0-3) Staff
Intensive survey of British writers and literary forms of the 18th and 19th centuries.
412-413. American Literary Traditions I and II  
(3-0-3) Staff  
Intensive survey of American writers and literary forms.

413E. Greek Tragedy  
(3-0-3) McLaren  
Crosslisted with CLAS 460  
This course acquaints students with the tragic philosophy and the dramatic techniques of classical Greek theater.

414M. Methods: Approaches to Otherness: The American Context  
(3-0-3) Baldwin  
This course explores different theoretical approaches to conventional categories of “otherness.”

415B. Religious Imagination in American Literature  
(3-0-3) Werge  
The ways in which selected American writers and works are informed and illuminated by religious traditions, ideas, and concerns.

418G. Dramatic Literature Before 1900  
(3-0-3) Arons  
Crosslisted with FTT 482.  
This survey of theatrical literature from the earliest plays to the 20th century examines the ways theatre reflected and shaped people’s perception of themselves through history, paying particular attention to issues of gender and power as depicted in plays.

425. Comparative Studies of Modern Poetry  
(3-0-3) K. Ziarek  
English translations of 20th-century poetry originally written in various languages.

428C. Studies in Comedy  
(3-0-3) Jemielity  
A multimedia examination of recurring patterns and themes in comedy.

430B. History of the English Language  
(3-0-3) O’Brien O’Keeffe  
This course is designed to introduce students to the historical development of the English language, from its earliest recorded appearance to its current state as a world language.

430C. Introduction to Old English  
(3-0-3) Lapidge, O’Brien O’Keeffe  
Training in reading the Old English language, and study of the literature written in Old English.

438A. Falling in Love in the Middle Ages  
(3-0-3) Mann  
This course attempts to explore the variety of medieval representations of love, and to show how they are intimately bound up with questions of free will and destiny, gender relations, the secularization of learning, time, and eternity.

442E. Modernism/Modernity  
(3-0-3) E. Ziarek  
Changing contours of literary modernism in the larger context of the philosophical, social, and political culture of modernity.

448. Milton  
(3-0-3) Hammill  
This course includes close readings of Milton’s work, from all stages of his career, and discussions of his highly self-conscious attempt to make himself into England’s greatest poet.

451Z. Seminar: Virtue, Sex, and the Good Life: 18th-Century Novels  
(3-0-3) Doody  
The 18th-century novel deals with the questions of social, political, sexual, and economic identities and choices in a time of great change, and this course examines several novels representative of the time period.

455B. Irish and British Literature, 1790-1815  
(3-0-3) Deane  
Crosslisted with IRST 455.  
Burke, Paine, Godwin, Wordsworth, Edgeworth, and Scott in the context of the French Revolution and the Irish political situation at the end of the 18th century.

468B. Victorian Fiction  
(3-0-3) Vanden Bosche, Psomiades  
An examination of major Victorian novels.

470A. Anglo-Irish Identities 1600-1800  
(3-0-3) Fox  
Crosslisted with IRST 470.  
Focusing on the 200-year historical period that was crucial in the formation of “Ireland”, this course explores the complex and contested cultural, political, and ideological identities of a group we have come to call the Anglo-Irish.

472E. Modernism/Modernity  
(3-0-3) E. Ziarek  
Changing contours of literary modernism in the larger context of the philosophical, social, and political culture of modernity.

472M. Art, Technology, the Avant-Garde  
(3-0-3) K. Ziarek  
This course explores the importance of technology for the radical 20th-century art and literature.
ENGLISH  Film, Television, and Theatre

473C. Studies in Modern Poetry
(3-0-3) K. Ziarek
This course focuses on four highly important and innovative, though still often underrated, poets: Velimir Khlebnikov, Gertrude Stein, Mina Loy, and Miron Bialoszewski.

475. Phantoms of Modernity: Gothic Imagination and Literary Modernism
(3-0-3) Hansen
The course explores the ways in which such themes as doubling, haunting, terror, and sexual anxiety, themes that inhere in the Gothic novel, operate in modernist fiction.

475Z. T.S. Eliot, David Jones, and W.H. Auden
(3-0-3) Matthias
This course is an in-depth study of three major poets of the 20th century: T.S. Eliot, David Jones, and W.H. Auden.

480B. Nature in American Literature
(3-0-3) Landin
This course examines the central and changing role of nature in American literature, from the typological eschatology of the Puritans to the pop-culture apocalypticism of Don DeLillo’s White Noise.

481M. Methods: Interpreting America in the 1850s
(3-0-3) Hendler
This course focuses on several widely discussed American literary texts from the 1850s: Hawthorne’s The Scarlet Letter, Stowe’s Uncle Tom’s Cabin, Melville’s “Benito Cereno,” and Jacob’s Incidents in the Life of a Slave Girl.

483Z. Writing the “New World”: Literatures of the American Landscape
(3-0-3) Gurtafson
This course examines literary works that portray the landscapes of North America and the places of humans within those landscapes.

485C. Mark Twain and the American Imagination
(3-0-3) Verge
The influence of the literature of Mark Twain on American culture.

488. American Film: Criminal Nemeses
(3-0-3) Krier
This course explores the many ways in which the “darknesses that lurk in the human psyche” take shape in film.

488A. American Film: Romance Comedies
(3-0-3) Krier
A study of romance comedies from It Happened One Night to French Kiss.

489M. Methods: Reading Ulysses
(3 0 3) Johnson-Roullier
This course explores various ways to read literature by employing different theoretical approaches to study James Joyce’s most famous text.

493C. American Women Writers
(3-0-3) Baldwin, Brogan
This course examines literature written by American women during the middle decades of the century, investigating intersections between race, gender and nation in the war years and early Cold War period. Of key interest is the place of American women within the concurrent political discourses of containment and expansionism.

493Z. Seminar: American Women Writers
(3-0-3) Brogan
This course will focus on the work of women writers after World War II and up to the end of this past century, with the idea of gaining an understanding of the range of women writers in this country during this period.

494G. Film Melodrama
(3-0-3) Radner
Croslisted with FTT 470. This course looks at the influence of 19th-century melodramatic sensibilities on the development of film drama, emphasizing the woman’s weepies of the 1930s and the Hollywood family melodramas of the 1950s.

498. Special Studies
(3-0-3) Staff
Prerequisites: Dean’s list average, or written consent of instructor and approval of chair. For English majors only.

Graduate Courses. Courses numbered between 500 and 599 are open to qualified students. Description of these courses and of graduate work in English is in the Graduate School Bulletin of Information.

501. Graduate Fiction Writing Seminar
501C. Teaching Creative Writing
502. Graduate Poetry Writing Seminar
504. The Writing Profession
505. English for Non-Native Speakers
506. Introduction to Graduate Studies
531. Beowulf
533A. English Religious Writing
538C. What Happened Before Chaucer? Literature 1066–1350
538. Canterbury Tales
548A. Books, Authors & Readers in Early Modern England
553. The Stupendous, the Charming, the Grotesque, and the Strange: A Second Look at the Aesthetics of Enlightenment
564. 19th-Century British Novel
573C. History and Theory of Aesthetics
579C. Modern Geographies
596C. Poetics: Modern and Contemporary
603. Small-Press Literature and Publishing
702A. Practicum: Preparation for Profession

Film, Television, and Theatre

(Fomerly Communication and Theatre)

Chair:
Donald Crafton
Associate Chair/Director of Undergraduate Studies:
Bruce C. Auerbach
Director of Theatre:
Richard E. Donnelly

Professors:
Donald Crafton; Vincent Friedewald Jr. (visiting); Jill Godmilow; Mark C. Pilkinton

Associate Professors:
Reginald F. Bain (emeritus); James M. Collins; Rev. Arthur S. Harvey, C.S.C. (emeritus); Hilary Radner; Frederic W. Syburg (emeritus); Pamela Wojcik

Assistant Professors:
Wendy Arons; Christine Becker; Jessica Chalmers; Karen Heisler (adjunct); Gary Sieber (adjunct); William L. Wilson (visiting)

Professional Specialists:
Bruce C. Auerbach; Thomas M. Barkes; Richard E. Donnelly

Associate Professional Specialists:
Kevin C. Dreyer; Theodore E. Mandell

Assistant Professional Specialists:
William Donaruma; Siiri Scott (artist in residence)

Instructor:
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The department. The Department of Film, Television, and Theatre curriculum includes study of the arts of theatre and performance, film and video, and television. Our goal is to provide students with intellectual and intuitive resources for analysis and production of these performing and media arts. We seek both to encourage and inspire intellectual discipline and curiosity as well as to discover and nurture student creativity. We offer, therefore, both a scholarly and creative context for education of the general liberal arts student at Notre Dame as well as the individual seeking an intensive preparation for advanced study in these fields. In an interdisciplinary spirit of collaboration, students in this department investigate film, television, and theatre (and occasionally other media) as complex cultural phenomena in order to develop skills in analysis, evaluation, and theory formulation as well as to engage in creative production.
Students graduating from this department have numerous postgraduate choices. Many of our graduates seek careers in law, medicine, business, education, public service, or other professions. Others will pursue careers in theatre, film, or television. However, we are not a professional training program. Rather, we seek to provide the creative and technological tools for student scholar/artists to build a basis for advanced study and professional careers in the arts should they so desire. It is our hope that those whose work and determination lead them to seek careers in these fields will be challenged and assisted by their liberal arts curriculum. Our courses provide tools to understand the analytical, technical and imaginative processes of the field, whether pursued as future work, study, or as an enhancement of intellectual life. Most FTT courses fulfill the University fine arts requirement.

For more information and up-to-date listings of courses and FTT events, visit www.nd.edu/~ftt.

Program of Studies. In 1998, all COTH courses became FTT. Students interested in the major are encouraged to visit the departmental office (320 O’Shaughnessy Hall) for information about the programs and faculty of the department. It is recommended that interested majors complete one of the freshman/sophomore basic courses Basics of Film and Television (FTT 104/204) or Introduction to Theatre (FTT 105/205) prior to selecting the major. These courses are essential introductions to the subjects and methodologies of the two departmental concentrations, as well as prerequisites for most departmental courses. When that is impossible, students may be approved for concurrent registration by the instructors of these courses.

Step-by-step instructions for becoming a major are available on our Web site. All students declaring a major must first obtain the signature of the department chair or associate chair and select a departmental faculty advisor. Students will then consult with that faculty advisor to prepare a plan of study reflecting their educational interests and goals. Students may elect to major in the department as either a first or second major in accordance with college guidelines. Normally, students concentrating in either Film/Television or Theatre, Ten courses for a total of at least 30 credit hours are needed to complete the major, at least three of which must be at the 400 level, depending on the choice of concentration. The Film/Television concentration requires at least one elective in an international area study. The department requires writing throughout the curriculum.

(A major combining courses from both areas of the department is possible with approval of the department chair.)

The Department of Film, Television, and Theatre participates in two International programs by crosslisting courses and sponsoring internships. For more information, see the Bulletin descriptions for the Dublin program and the London program.

Several courses are offered in the summer session, including FTT 104/204 and 105/205. See the Summer Session Bulletin for availability and further information.

Film/Television Concentration. The unifying element in the Film/Television Concentration of the department is the four-course core requirement, which provides students not only with resources for the critical examination of form, style, and meaning of the media in contemporary culture but also a theoretical foundation for intensive hands-on production experience.

Summary of Requirements: Basics of Film and Television (FTT 104/204), History of Film I (FTT 310), History of Film II (FTT 311), Film and Television Theory (FTT 377). In addition to these four courses, students must elect six courses from among the many offerings of the department in the areas of film and television studies, film and television production, theatre and other media studies for a total of at least 30 hours. At least three hours must be taken in an international area course. See advisors and the Web site for specific offerings. Normally, three of these electives must be at the 400 level (not including internships).

Theatre Concentration. The Theatre Concentration requires students to obtain a broad general education in all areas of theatre study — history, theory, and practice — and focus their studies in selected areas by choosing electives in their particular areas of interest.

Summary of Requirements: Introduction to Theatre (FTT 105/205), Stage Management (FTT 241), Theatre Seminar (FTT 494). Plus two of the following three courses: Scene Design and Methodology (FTT 360), Lighting Design and Methodology (FTT 363), Costume Design and Methodology (FTT 364). Plus three of the following four courses: History of Theatre Before 1700 (FTT 411), History of Theatre Since 1700 (FTT 413), Dramatic Literature and Criticism Before 1900 (FTT 482), Dramatic Literature and Criticism Since 1900 (FTT 483). Plus two other courses within the department, selected in consultation with an advisor, for a total of at least 30 hours.

Students selecting the Theatre Concentration as a supplementary major may do so by completing only the eight core requirements.

Complementary Nature of Departmental Concentrations: There is a strong creative and scholarly relationship in the mix of courses and activities of the department of which students should be aware. The concentrations offered by this department can provide many complementary areas of creative and technical study for students involved in film and television production, as well as overlapping historical, theoretical and critical concerns. Similarly, those concentrating in theatre are urged to avail themselves of the many opportunities for production experience and critical, cultural and theoretical studies offered by the film and television faculty.

Co-curricular Activities: The department encourages non-majors to elect courses, participate as audience in our extensive film and theatre series, and involve themselves in film, television and theatre production as a means of informing and complementing their liberal arts education at Notre Dame. Occasional guest artists and lecturers are also sponsored by the department. Information on all department-sponsored events is available in the department office and on the department’s Web site.

Course Descriptions. The following course descriptions give the number and title of each course. Lecture hours per week, laboratory hours per week and credits each semester are in parentheses. The instructor’s name is also included. Many courses require completion of prerequisite courses, early application and/or permission prior to registration in order to assure the student’s readiness to take the course and to control numbers in the class. Students should discuss their interests and clarify course registration requirements with the course instructors and/or their advisors. Virtually all courses in this department require attendance at cinema screenings (labs), plays and other arts events.

104/204. Basics of Film and Television (3-2-3) Staff Corequisite: FTT 104L/204L. This course introduces students to the study of film and television, with particular emphasis on narrative. Students will use a variety of visual and oral sources to analyze the role of screen, narrative, and sound. Students will consider topics in film and television studies such as authorship, genre, star-form, and feminism. Focusing on Classical Hollywood and American TV, the course will also introduce students to international and/or alternative cinemas and television styles.

105/205. Introduction to Theatre (3-2-3) Staff A study of theatre viewed from three perspectives: historical, literary and contemporary production practices. Through lectures, readings and discussion, students will study this art form and understand its role in society. Students will study the nature and history of theatre and the responsibilities of the personnel involved in producing live theatre performances. The courses include a laboratory component and are designed to allow students to become more objective in their own theatre experiences. Requirements: attend classes and live theatre performances, view videotapes, complete papers and projects, take one midterm exam and one final exam.
215. American Film Genres
(3-2-3) Staff
Corequisite: FTT 215L.
This course explores the ways in which Hollywood has developed productions in waves and cycles of films with similar subjects and styles. In addition to exploring the idea of genre itself as a critical issue, there are case studies of specific groups of films. These include the traditional American genres, e.g., gangster films, westerns and musicals, as well as lesser-known genres, which vary each year.

221. Acting: Process
(3-0-3) Scott, Staff
Prerequisite: FTT 105/205.
This is a basic introduction to the art and craft of acting. It is a workshop course including lecture, exercises, rehearsal techniques and scene study. The emphasis is on development and growth and not on finished work. In addition, students are required to see the mainstage plays and keep a journal incorporating notes on class work, rehearsals and outside reading.

228. Irish and American Tap Dance
(1.5-0-1.5) McKenna
This course will teach a range of fundamental American tap steps in addition to at least two finished tap dance pieces set to music. Several hard shoe Irish tap dances will be taught, and depending on the ability of the students, several other completed dances are possible. The particular range of individual tap dances learned will permit the student to use these steps and expand them to fit a wide diversity of music types and rhythms. Although the class is intended for students who have never learned tap previously, both elementary and middle-range students have found the class suited to their needs. Tap shoes are a necessity and should be purchased before the class begins. Does not fulfill the fine arts requirement.

229. Ballet I
(3-0-1.5) Barkes
Ballet I is an exploration of fundamental ballet technique. It is an activity course that is heavily dependent upon attendance. The course will be geared toward those who have had little or no ballet training, with the intention of getting the class moving quickly enough that those with some training will find it useful. Ballet, if pursued correctly, can be a great help to those who engage in other movement activities. While it is a stylized form, ballet fundamentals can provide a solid foundation for actors, athletes, and even non-pedestrians. For example, good ballet placement is also good for actors, athletes, and even normal pedestrians. It is a workshop course including lecture, exercises, rehearsal techniques and scene study. The emphasis is on development and growth and not on finished work. In addition, students are required to see the mainstage plays and keep a journal incorporating notes on class work, rehearsals and outside reading.

230. Performance Workshop I
(3-2-3) Chalmers
Corequisite: FTT 230L.
This class represents an exciting new venture for Notre Dame theater, introducing students to the alternative practices of performance art and performance theater. "Performance" is not just one thing, but a diverse aesthetic with roots in the shock techniques of Dada and the dream-orientation of Surrealism at the beginning of the 20th century. Bringing together painters, video artists, musicians, writers and performers (among others), performance has emphasized modernist and avant-garde experimentation, including formal innovation and, since the 1960s, political and autobiographical themes. Actor Willem Dafoe, stand-up comic Sandra Bernhard, media artist Laurie Anderson, musician Phillip Glass and storyteller Spalding Gray are some of the better known figures who had their start in the performance underground of the 1960s and ‘70s. In the workshop, the work of these and other artists will be studied through readings and film and video documentation. Students will also be asked to use these examples as models to create a series of their own short performance pieces. Topics explored in both the readings and class performances will include performance in everyday life, intervention/confrontation, site-specificity, audience participation and the differing effects of mediation. Students at all levels and from all disciplines are encouraged to enroll. A background in theater is not required — only a spirit of collaboration and of openness towards alternative uses of character, text, costume, space, lighting and sound.

241. Stage Management
(3-0-3) Dreyer
Prerequisite: FTT 105/205 or permission.
This course will explore the duties and functions of the stage manager in both the pre-production and production phases of the mounting of a show. Students will learn how to produce a promptbook and to track and block a show. They will also learn performance etiquette and documentation of a production.

300. Principles of Television and Multimedia Production
(3-2-3) Friedwald
This course is designed to provide a fundamental understanding of video and multimedia program production, from initial concept to final broadcast. The point of view is from the perspective of the executive producer, who oversees all business and creative aspects of television programs. All media in which incorporate video, including broadcast television, CD-ROM, DVD and the Internet, will be covered. Topics include proposal development and budgets; understanding the target audience; audience exposure, attention, perception and retention; production elements; locations; the script; sponsor relations; credibility and ethics; motivational television; and on-camera interview techniques.

308. Broadcast Journalism
(3-0-3) Sieber
Prerequisite: By application only.
Four major topics are covered: (1) Writing for broadcast: Emphasis on developing the student’s understanding of grammar and style in the construction of effective news stories. (2) Newsroom structure: Understanding who does what in today’s broadcast newsroom and how economics affects the flow of information. (3) Journalism ethics: Analysis of personal values, ethical principles, and journalistic duties that influence newsroom decisions. (4) Legal considerations in news gathering with special attention paid to libel laws and invasion of privacy.

310. History of Film I
(3-2-3) Crafton
Prerequisite: FTT 104/204. Course not available to students who have taken FTT 210, which it replaces.
Corequisite: FTT 310L.
This course traces the major developments within the history of U.S. and international cinema from its beginnings to 1946. It will look at films from the major cinematic movements and genres and from major filmmakers. These films and filmmakers will be considered in terms of the social, economic, technological and aesthetic forces that have shaped them.

311. History of Film II
(3-2-3) Becker, Collins
Prerequisite: FTT 310 or consent of instructor.
(Course not available to students who have taken FTT 211, which it replaces.)
Corequisite: FTT 311L.
This course is a continuation of FTT 310, examining the most important developments in world cinema from 1946 to the present.

317. History of Popular Culture
(3-2-3) Collins
Prerequisite: FTT 104/204.
Corequisite: FTT 317L.
The focus of this course is a consideration of the development of popular culture through a reinvestigation of its history and place within the past and present cultures. Novels and other print media are considered, as well as film and television.

322. Acting: Character
(3-0-3) Scott
Prerequisite: FTT 105/205 or 221 or permission.
The second course in the acting progression, this course expands on basic methodology and incorporates physical techniques for building a character. Students explore psychological gestures, Laban effort shapes, and improvisation as they develop a personal approach to creating a role.

325. Acting: Role/Modern
(3-0-3) Staff
Prerequisite: FTT 221 or permission.
Advanced exploration of technique and methodology focusing on problem solving in approaching roles from the literature of the modern theatre.
326. Acting: Role/Classical
(3-0-3) Scott
Prerequisite: FTT 221 or permission.
This course looks at Shakespeare’s texts from the actors’ perspective. Various techniques for unlocking meaning and emotional content will be introduced. Students will use the First Folio for textual analysis and explore the fine arts in Elizabethan England to discover the physical world of Shakespeare’s characters. The course culminates in a series of vignettes allowing each student to create several different classical roles.

327. Acting: Role/Contemporary
(3-0-3) Staff
Prerequisites: FTT 221 or permission.
Advanced exploration of technique and methodology, focusing on problem solving in approaching roles from the literature of the contemporary theatre.

328. Voice and Movement
(3-0-3) Scott
Prerequisites: FTT 105/205 and 221.
A course designed to help the advanced acting student focus on kinesthetic awareness. The actor will identify and work to remove physical and vocal tensions which cause habituated movement and impede natural sound production. Through movement and vocal exercises created for actors, students will experience what “prepared readiness” for the stage consists of, and how to meet the demands of a live performance.

334A. National Cinemas
(3-2-3) Staff
Corequisite: FTT 334L.
Every industrialized country, and many nonindustrialized ones, have developed distinctive national cinemas. Often these productions are a dynamic mix of Hollywood influences,assertive local cultures, and government control. This course examines the films of one or more countries to reveal their distinctive styles, stories, and visual and narrative techniques. (The nationality varies each year.) The idea of “nation” as a critical concept is also addressed. Satisfies the FTT “International Area” requirement for Film/TV concentrators. May be repeated. Fulfills the University fine arts requirement and the Film/TV international area requirement.

344. Directing: Process
(3-0-3) Staff
Prerequisite: FTT 105/205 or permission.
All aspects of directing a play will be analyzed and discussed including working with text, space, actor and audience. There will be three exercises staged in class. Each student will direct a one-act play and submit a full detailed promptbook of that production as a final project for the course. All work for the final is outside regular class time.

351. Playwriting and Screenwriting
(3-2-3) Pilkinton
Prerequisite: Majors only; non-majors require the instructor’s permission, because of the limited enrollment.
This creative-writing course deals with the principles of dramatic construction with consideration of character development, plot structure, dialogue and critical analysis, as well as the evolution of dramatic form into cinematic narrative. Students can choose to work in either (or both) formats, that is, theatre or film. Students will develop plays or screenplays appropriate for later production within the department and will analyze and evaluate each other’s creative work. Screenings and play performances outside class are required. Advanced students only.

355. Topics in Performance Studies
(3-0-3) Chalmers
This course introduces students to performance studies, a new interdisciplinary field. This class will explore the meanings of “performativity” as it has been applied by scholars of performance studies to events both in and outside theater. We will begin by looking at leading critic’s work on ritual and theater. Next, these founding concepts, developed in an academic context, will be discussed in relation to the practice of performance art and experimental theater since the late 1950s.

360. Scene Design and Methodology
(3-0-3) Auerbach
Prerequisite: FTT 105/205 or permission.
An introduction to the theories and practice of scenic design for the stage. Students will explore the design process as well as study the practical considerations of the execution of a design. Specific topics covered will include electricity, light, theatrical equipment and its development, communication of the design, and the role of the designer within the artistic infrastructure.

364. Costume Design and Methodology
(3-0-3) Donnelly
Prerequisite: FTT 105/205 or permission.
This course teaches the principles of costume design for the stage and the techniques of constructing costumes. The course will explore the use of costumes to express character traits by analyzing play scripts. The course will include an introduction of the basic skills needed to construct costumes.

365. Makeup for the Stage
(3-0-3) Donnelly
Prerequisite: FTT 105/205 or permission.
Theory and practice of makeup design, including basic, corrective, old-age and special character makeup.

366. History of Costume
(3-0-3) Donnelly
This course is an overview of the history of costume and fashion from the prehistoric cultures through the 20th century. The course will look at the ever-changing trends in clothing and provide an understanding of the cultural and historical effects of those changes. The class will investigate how fabric, style, color and the psychology of clothing reflects personal choice, cultural impressions and historical perspectives.

373. History of Documentary Film
(3-2-3) Godmilow
Prerequisite: FTT 104/204 or permission.
Corequisite: FTT 373L.
This course will track the history of nonfiction film and television, examining various structures and forms including expository, narrative, experimental, formalist, docudrama and “reality TV.” It will also examine the uses of “actuality” footage in films that make no pretense to objectivity. As the center of the course will be a deconstruction of the notion of “film truth,” Students will develop skills in the critical analysis of documentary and examine the standards by which we evaluate them.

374. The American Film Industry
(3-2-3) Wojciech
Corequisite: FTT 374L.
Students survey critical moments in the development of Hollywood and American cinema from the early formation of the star system (c. 1910), through the establishment and demise of the producing studios, ending with the age of television and the multiplex. Topics may include the effects of censorship and the rating system, economic aspects of distribution and exhibition, and the changing film audience.
377A. B. Film and Television Theory
(3-2-3) Collins, Radner
Prerequisites: FIT 310 and FIT 311.
Corequisite: FIT 377L.
This course offers an introduction to the philosophical, aesthetic, cultural and historical issues that inform current scholarship and production in film and television. The focus of the course may vary from semester to semester. Course not available to students who have taken FIT 484.

378. Acting in Film and Theatre
(3-2-3) Arons, Wojcik
Prerequisite: FIT 104/204 or 105/205.
Corequisite: FIT 378L.
This course provides an introduction to acting styles in theater and film, with particular interest in the way in which theater and film influence each other. Rather than "how-to" acting class, this course approaches acting from critical, historical, and theoretical perspectives. Topics may include silent film acting, melodrama, naturalism, the Method, improvisation, the star system, alienation effects, comedic practices, and performance in everyday life. Frequent screenings required.

389. Topics in Media Theory, History and Research
(3-2-3) Staff
Prerequisite: FIT 104/204 or permission.
Corequisite: FIT 389L.
An investigation of selected topics concerning theory, history and research in film, television, the media or cultural studies.

390. Theatre Production Workshop
(V-V-V) Donnelly
Prerequisite: Instructor’s permission.
A workshop course in the process of theatre production, in which students assume a major non-performance production responsibility including, but not limited to, that of stage manager, assistant stage manager, prop master, costumer, technical director and assistant director. Can be repeated for up to four hours of credit.

395. Broadcasting and Cable
(3-0-3) Heisler
This course examines the history and current practices of the broadcast and cable television industry and looks at its effect on American culture and society. Topics of discussion include important issues in the industry, government regulation, news, sports and entertainment programming strategies and practices, ratings and advertising. The course also offers an introduction to basic television production through eight production sessions at WNDU-TV.

401. Film and Cultural Studies
(3-2-3) Collins
Prerequisite: FIT 104/204.
Corequisite: FIT 401L.
This course investigates the ways that film may be studied within a broader cultural context than other courses in history or criticism. The chief interests here are how film relates to the culture that produces it and how film study leads to larger questions concerning how we conceptualize "culture."

407. Entertainment and Arts Law
(3-0-3) Wilson
Prerequisite: None. Open to majors and non-majors.
Persons in various positions in the arts and entertainment communities encounter a wide range of legal issues. Students will be introduced to the basic concepts of contract, copyright and First Amendment issues. In addition, students will examine the concepts of rights of publicity and privacy, story ideas, receipt of credit, and trademarks. Students are also exposed to the inner workings of the film, television, theatre, music, and publishing industries. It is assumed the students have no prior experience in the study of law. (Summers only.)

411. History of Theatre Before 1700
(3-0-3) Pilkinton
A rigorous survey of the development of theatre as an art form from the recorded beginnings in fifth-century B.C. Athens to the end of the 17th century, including the physical theatre, dramatic literature, production practices, cultural contexts and theoretical foundations.

413. History of Theatre Since 1700
(3-0-3) Pilkinton
A rigorous survey of the development of theatre as an art form during the 18th, 19th, and 20th centuries, including the physical theatre, dramatic literature, production practices, cultural contexts and theoretical foundations.

414. Cinema Ideologies
(3-2-3) Godmilow
Prerequisite: FIT 104-204.
Corequisite: FIT 414L.
Cinema, both in fiction and nonfiction forms, is one of the major contributing forces to the construction of ourselves and our perception of "others," in terms of class, gender and race. This course proposes to study and dissect these constructions in films like Malcolm X, Schindler’s List, Philadelphia, The Killing Fields and Striptease through a close-reading practice.

415. Dramatic Theory and Criticism
(3-0-3) Pilkinton
Prerequisite: Majors only or permission.
This seminar-style course examines the work of major dramatic theorists and critics from ancient Greece to the 20th century. Theorists and critics covered include Plato, Aristotle, Terence, Sophocles, Northbrooke, Collier, Congreve, Voltaire, Diderot, Lessing, Schiller, Hugo, Wagner, Ibsen, Shaw, Brecht, Artaud and Schechner.

419. Advanced Topics in Theatre Studies
(3-0-3) Staff
Prerequisite: Permission of instructor.
Advanced study in the areas of theatre history, dramatic literature, criticism and theory. Topics are taught in a seminar format. May be repeated for credit.

421. Advanced Scene Study
(3-0-3) Staff
Prerequisite: FIT 221 and permission.
This course will be an in-depth look at the acting process through a workshop study of monologues and scenes from the masters of modern theatre. The course begins with the plays of Chekhov and works through the 20th century to contemporary times.

444. Directing: Practice
(3-0-3) Staff
Prerequisites: FIT 344 and permission.
Advanced independent projects in directing. Students attending this course should consult with the instructor for departmental guidelines.

445. Advanced Makeup for the Stage
(3-0-3) Donnelly
Prerequisite: FIT 365.
Advanced theory and practice of makeup design, including script analysis, character interpretation and prosthetic work.

446. Theatre for Youth
(3-0-3) Staff
Designed for both majors and non-majors, this class combines history, literature, theory and practice for a hands-on experience of theatre for young audiences. The class takes a comprehensive look at the trends during the 100 years of theatre, professional and nonprofessional, that has been performed by adults for a mainly child audience. The students are required to attend all Theatre for Youth productions in the area and will bring together their studies in a performance and an accompanying educational study guide.

448. Intermediate Film/Video Production
(3-2-3) Donaruma
Prerequisites: FIT 361 and application to department.
This film-production course will focus on 16mm black-and-white silent narrative film production. It will explore the technical and aesthetic aspects of the film camera and various equipment and focus on narrative script development for the short film. Students will shoot a composition video exercise, a film-lighting exercise and finally write, produce, shoot and edit one 16mm black-and-white film in teams of two. Students will edit on film and complete a cut workprint. There is a strong emphasis on cinematography, the technical skills involved and the process of working in a crew environment. Also required are a midterm exam, some Friday workshops, evening screenings and a lab fee.

463. Professional Video Production
(3-2-3) Mandell
Prerequisites: FIT 447/448 or DESN 282S and application to department. This film-production course will focus on 16mm black-and-white silent narrative film production. It will explore the technical and aesthetic aspects of the film camera and various equipment and focus on narrative script development for the short film. Students will shoot a composition video exercise, a film-lighting exercise and finally write, produce, shoot and edit one 16mm black-and-white film in teams of two. Students will edit on film and complete a cut workprint. There is a strong emphasis on cinematography, the technical skills involved and the process of working in a crew environment. Also required are a midterm exam, some Friday workshops, evening screenings and a lab fee.
465. CAD for the Stage
(3-2-3) Auerbach
Prerequisite: Permission of instructor.
The study of the use of the computer to design scenery and lighting for the stage. The course will begin at a rudimentary level of understanding of computer-aided design and progress to 2-D and then 3-D design techniques. A basic understanding of the Macintosh computer system is necessary.

470. Film and Melodrama
(3-2-3) Radner
Corequisite: FTT 470L.
Melodrama, one of the most important literary and cinema modes, has its roots in the 19th century. This course incorporates recent critical thought on melodramatic forms into a study of (mostly) French cinema. Examples of films that may be studied include "Written on the Wind," "Quai des brumes," "Les Enfants du Paradis," "Vivre sa vie" and "Madame Bovary.

471. French Cinema and Culture
(3-2-3) Radner
Corequisite: FTT 471L.
France has been a leading producer of films and an innovator in artistic form and content throughout the 20th century. This course, the focus of which varies each year, examines French cinema and its relations to political, social, and cultural developments. Satisfies the FTT "International Area" requirement for Film/TV concentrators. May be repeated.

473A. Feminist Theory and Representation
(3-2-3) Radner
Corequisite: FTT 473L.
The course offers an introduction to feminist theory and its relation to mass culture. The course will look at how the representation of gender plays an important role in the way we see the world and in the stories we tell ourselves about it. Recommended University elective.

473B. Sex and Gender in Cinema
Wojcik
Corequisite: FTT 473L.
This course analyzes representations of and theories about sex and gender in cinema. Students will read major texts in feminist theory, queer theory, and masculinity studies, in order to become familiar with important concepts and debates within the field. Topics covered will include "the male gaze," spectatorship, performance and stardom, camp, "reading against the grain," consumption, gender and genre, race and gender, masquerade, authorship, and masculinity in crisis. Students will view classical Hollywood films, silent films, and avant-garde films and videos.

474. Film and Media Genres
(3-2-3) Wojcik
Prerequisite: FTT 104/204 or permission of instructor.
Corequisite: FTT 474L.
The course will look at types of stories in film, television or other media. The course may concentrate on a particular genre, such as the Hollywood musical, detective fiction, the Western or the soap opera; or, it may offer a more general exploration of the concept of "genre."

475. Film and Television Styles
(3-2-3) Crafton
Prerequisite: FTT 104/204 and majors only.
Corequisite: FTT 475L.
This is an advanced study of the use of film or television technique. Students examine group styles - such as the Hollywood cinema or the European art cinema — or the individual styles of major film or television artists.

476. Gender and Genre
(3-2-3) Staff
Prerequisite: FTT 104/204.
Corequisite: FTT 476L.
Starting from the fact that certain film genres have been seen as appealing largely to one gender, this course will examine the connections between genre and gender, attempting to get beyond conventional explanations of the gendering of genres (e.g., "guys like violence"; "women like romance"). The course will consider various theories of male and female spectatorship and attempt to assess their applicability to different genres. At the same time, however, this course will question the rigid demarcation of both gender and genres, looking closely at the seemingly increasing prevalence of "gender-bending" and "genre-blending."

477. Third Cinema
(3-2-3) Staff
Prerequisite: FTT 104/204 or permission.
Corequisite: FTT 477L.
"Third Cinema" is the term for a wide, multicultural range of films from the Third World. Their stylistic and thematic practices differentiate them from the Hollywood and European traditions that have dominated world cinema. We will not study these films merely as isolated masterpieces, but rather in relation to their larger cultural, historical and theoretical contexts. To this end, the course readings will include essays concerning not only the films themselves but also the theoretical and political issues they engage: colonialism and post-colonialism, cultural, ethnic, racial and sexual difference, and questions of otherness and multiculturalism.

478. Film Culture
(3-2-3) Collins
Prerequisite: FTT 104/204 or permission.
Corequisite: FTT 478L.
This course will investigate how films are circulated and evaluated throughout cultures at different points in the history of the medium. The focus will be on the way films acquire varying levels of cultural significance in terms of how they are accessed by which audiences and how they intersect with other media: publishing industries, popular music, magazines, and literary culture.

479. New American Cinema and Culture
(3-2-3) Collins
Prerequisite: FTT 104/204 or permission.
Corequisite: FTT 479L.
This course concentrates on the most important developments in American cinema and culture since the 1960s. Beginning with the collapse of the classic studio system at the end of the 1950s, this course explores the profound changes that the film industry has undergone over the decades, and investigates the major aesthetic developments that occurred in film and other media during the same period — pop art, metafiction, and postmodernism.
480. Ritual and Drama
(3-0-3) Staff
In this course, performance is studied as a past or imaginary behavior that is restored in the present so as to create a certain effect on spectators. Performance concepts are used to learn how to distinguish ritual from theatre and how to find ritual in theatre. The time structures of dramatic performance are studied. Students present analyses of scripts and performances of drama using these concepts. Regular attendance and required screenings are part of this course. Recommended University elective.

481. Drama and Directors
(3-0-3) Staff
This course investigates the major directing styles of Euro-American directors of drama. Styles may include realism, theatricalism, interculturalism, epic theatre, avant-garde and New Vaudeville. Directors include Stanislavsky, Brecht, Welles, Kazan, Brook and Schechner. Students make presentations based on readings and performances. Regular attendance in class and the viewing of several films outside class are required. Recommended University elective.

482. Dramatic Literature and Criticism Before 1900
(3-0-3) Arons
Prerequisite: FTT 105/205 or instructor’s permission.
An advanced survey of theatrical literature and criticism from the earliest plays to the beginning of the 20th century. Students will read one to two plays per week along with selected secondary critical literature.

483. Dramatic Literature and Criticism Since 1900
(3-0-3) Arons
Prerequisite: FTT 105/205 or instructor’s permission.
An advanced survey of theatrical literature and criticism since the beginning of the 20th century. Students will read one to two plays per week along with selected secondary critical literature.

484. Critical Theory in Film and Television Studies
(3-2-3) Collins
Prerequisites: FTT 104/204, FTT 377.
Corequisite: FTT 484L.
This course offers an introduction to the philosophical, aesthetic, cultural and historical issues that inform current scholarship and production in film and television. The focus of the course may vary from semester to semester.

485. Contemporary Narrative
(3-2-3) Collins
Prerequisite: Permission of instructor.
Corequisite: FTT 485L.
This seminar will focus on the different types of storytelling that have emerged within the past decade in literature and film.

487. Advanced Film/Video Script Development
(3-0-3) Godmilow
Topic varies. Refer to department.

488. Advanced Film/Video Production Laboratory
(3-2-6) Godmilow
Prerequisite: Application required to professor. This is a film/video production workshop for advanced students, focusing on the development and production of 16mm short films and videotapes in the fiction, documentary or formal mode. It stresses writing skills with an emphasis on innovations that expand the existing traditions of and boundaries between fiction and non-fiction practices. Students will work in teams of two and utilize 16mm color film processes and/or Betacam videotape technologies. Some evening screenings required. Lab fee.

489. Advanced Topics in Media Theory, History, and Research
(3-2-3) Staff
Prerequisites: FTT 104/204, FTT 310, 311, and permission of instructor. May be repeated for credit. An advanced investigation of selected topics concerning media or cultural studies.

490. Advanced Theatre Production Workshop
(3-4-3) Arons
Prerequisite: Instructor’s permission.
Corequisite: FTT 490L.
A workshop course in the process of theatre production, in which students learn to do a dramaturgical analysis of a play for production as well as assume a major production responsibility including, but not limited to, that of performer, stage manager, assistant stage manager, prop master, costume, technical director and assistant director. Does not count toward overload. May be repeated.

493. Special Projects in Film
(3-2-3) Godmilow
Prerequisites: FTT 447-448 or FTT 437-488.
This is a film production workshop for advanced students, focusing on the development and production of short films in the fiction, documentary or formal mode. It stresses writing skills with an emphasis on innovations that expand the existing traditions of and boundaries between fiction and non-fiction practices. Students will work in teams of three and utilize 16mm color film processes and/or Betacam videotape technologies. Lab fee. Some evening screenings required.

494A. Theatre Seminar
(3-V-3) Scott
Prerequisite: Majors only until third period. Corequisite: 494L.
Preparation for advanced study of theatre. A course of study for the semester is developed between the student and a faculty advisor or advisors (selected on the basis of goals established at the beginning of the course). Students who will be taking this course should consult with the instructor during the spring preregistration period to preliminarily discuss future goals.

494B. Media Seminar
(V-V-V) Staff
Prerequisite: Consent of instructor. Variable topic seminar. May be repeated for credit with permission.

495. Practicum
(V-V-V) Crafton
Prerequisite: Permission of the independent study committee.
Individual practical projects for the advanced student. May be repeated up to six hours credit. Taken S/U only.

496A. Broadcast Internship (WNDU)
(V-O-V) Heisler
Prerequisites: FTT 360 or 395, 361 or 395, and application to instructor.
Students may receive academic credit by completing an internship at WNDU-TV or Golden Dome Media. Interns will enhance their skills and knowledge about the broadcasting/video production industry while gaining practical experience. Interns generally work 10-12 hours a week, complete a midterm and final evaluation report and produce a project of significance for the department in which they intern. DOES NOT COUNT as a Film/TV 400-level course. Taken S/U only.

496B. Broadcast Internship
(V-O-V) Mandell
Prerequisites: FTT 360 or FTT 395 or FTT 399, and application to instructor.
Placement of advanced students with local commercial or public broadcasting facility. DOES NOT COUNT as a Film/TV 400-level course. Taken S/U only.

496C. Theatre Internship
(V-O-V) Donnelly
Prerequisite: Permission of instructor by application.
Placement of advanced students with local professional or community theatre organizations. DOES NOT COUNT as a Film/TV 400-level course. Taken S/U only.

496E. Film Production Internship
(V-O-V) Mandell
Prerequisites: FTT 447/448, and permission by application to instructor.
Placement of advanced students as crew members with local, professional and educational film productions. DOES NOT COUNT as a Film/TV 400-level course. Taken S/U only.

496F. Media Internship
Cannot be counted toward FTT major. (Intended for non-FTT majors. 1 credit.)

496L. Theatre Internship in London

498. Special Studies
(V-V-V) Crafton, Donnelly
Prerequisite: Permission of the sponsoring professor and chair required. By application. Research for the advanced student.
German and Russian Languages and Literatures

Chair: Robert E. Norton
Rev. Edmund P. Joyce, C.S.C., Professor of German Language and Literature: Mark W. Roche
Max Kade Distinguished Visiting Professor of German:
Monika Schmitz-Emans
Professors: Vittorio Hösle; Randolph J. Klawiter (emeritus); Klaus Lanzinger (emeritus); Thomas G. Martullo; Robert E. Norton; Vera B. Proff; Konrad Schaum (emeritus)
Associate Professors: David W. Gasperetti; Albert K. Wimmer
Assistant Professors: Jan Lüder Hagens; Kirsten M. Christensen; Alyssa W. Dinéga; John I. Liontas
Professional Specialist: Hannelore Weber

Program of Studies. The study of German and Russian languages and literatures provides educational opportunities relevant to an increasingly interdependent world. The acquisition of foreign language skills in general is an important component of liberal education because it enhances students’ powers of communication and it serves to introduce them to enduring cultural achievements of other peoples. In this sense, the study of German and Russian widens students’ intellectual horizons, stimulates the understanding of two significant cultural traditions and allows the examination of these traditions in a more sophisticated and cosmopolitan manner.

Beginning, elementary and intermediate courses develop students’ abilities to understand, speak, read and write German or Russian with facility and confidence. Weekly exercises in the language resource center provide further practice in oral communication. Courses in advanced German or Russian language, literature, culture and civilization expose the student to a wealth of literary, cultural and humanistic traditions as well as facilitate a better understanding of the rich national cultures of the German-speaking countries and of Russia.

The Department. The Department of German and Russian Languages and Literatures offers instruction in German and Russian at all levels of competence, from beginning language courses at the 100 level to literature and civilization courses on the 300 and 400 levels.

THE GERMAN PROGRAM

Requirements for German Majors
The requirements for a major in German include competency in the target language and the successful completion of 10 courses (30 credit hours) above the three-semester language requirement, of which at least four have to be taken on the advanced level (300 or 400) within departmental offerings.

Supplementary majors are expected to demonstrate competency in German and complete a minimum of eight courses (24 credit hours) above the three-semester language requirement, of which at least three must be taken at the advanced level (300 or 400) within departmental offerings. For majors or supplementary majors in German, a year of study abroad in Innsbruck, Austria, is considered customary. They are, therefore, strongly encouraged to participate in this program during their sophomore or junior year. For further information, see International Study Programs on page 41.

Students are encouraged to consider taking a supplementary major in German. It is manageable to fulfill requirements next to any major. Past experience has shown that a major in German can be very helpful for any future career plans.

The Minor in German
15 credits, or 5 courses, of which at least four must be in German language and/or literature at the 200 level or above and conducted in German; of these four, at least one must be at the 300 or 400 level. The fifth course may be a course on German literature taught in English, or a course on a German subject in another discipline (Philosophy, Government, History, Theology, etc.).

Senior Thesis
German majors who wish to graduate with honors may write a Senior Thesis. For those German majors who elect to write a thesis, several requirements must be met: (1) The student must have a GPA of 3.5 or higher in the major, (2) the thesis must be at least 40 pages long, and (3) the thesis must be written in German.

The student writing a thesis enrolls in German 499 and receives one course credit (three credit hours) for the course. Although the thesis is graded by the advisor (to receive honors, the thesis must receive a grade of B+ or higher), the entire department reads the thesis, acting as an advisory body to the advisor. The thesis is due the week after spring break, and the student is strongly advised to begin thinking about it and start conferring with the advisor before the October break of the fall term.

THE RUSSIAN PROGRAM

Requirements for Russian Majors
Majors in Russian must complete 10 courses (30 credit hours) beyond the three-semester language requirement, of which four must be taken at the 300 or 400 level from departmental offerings. At least two of these courses must be literature in the original Russian (400-level). In addition, one course may be on a Russian subject in another discipline, e.g., art, government, or history.

Supplementary majors in Russian must complete eight courses (24 credit hours) beyond the three-semester language requirement, of which three must be taken at the 300 or 400 level from departmental offerings. At the major, two of these courses must be in Russian literature in the original. In addition, one course may be on a Russian subject in another discipline, e.g., art, government, or history.

Minor in Russian
15 credits, or five courses, of which at least four must be in Russian language and/or literature at the 200 level or above and conducted in Russian; of these four, at least one must be at the 400 level. The fifth course may be a course on Russian literature taught in English, or a course on a Russian subject in another discipline (e.g., art, philosophy, government, history, theology, etc.).

Minor in Russian and East European Studies
For a minor in Russian and East European studies, students must have (1) at least four college semesters or the equivalent of Russian or a language spoken in Central or Eastern Europe (German will be accepted in certain cases); (2) four area studies courses beyond the major, chosen from at least three departments (students with double majors can normally count two courses in the second major toward fulfilling this requirement); and (3) a thesis normally written in the senior year and directed by a faculty member in the Russian and East European Studies program. Students can typically attain six credits for this project, i.e., three credits for directed readings in the first semester and three credits for writing the thesis in the second.

Students studying Russian are urged to spend a summer or a semester in Russia through an approved international study program. Courses in language and literature taken in Russia in approved programs may substitute for certain Russian courses here.

Students are encouraged to consider taking a supplementary major in Russian. It is manageable to fulfill requirements next to any major. Past experience has shown that a supplementary major in Russian can be very helpful for any career plans.
Writing-Intensive Courses
All 300- and 400-level literature courses in German or Russian are writing intensive. Majors in German or Russian who take upper-level literature courses fulfill the writing-intensive requirement of the College of Arts and Letters.

Placement and Language Requirement
At the beginning of each semester, placement tests in German and Russian will be administered that will allow students either to test out of one or two semesters of the language requirement or enroll in a course commensurate with their language proficiency. The placement test is mandatory for students who had German or Russian in high school.

Students testing out of three semesters must complete an additional course at the 200 level or higher before receiving credit and testing out of the language requirement.

Course Descriptions. The following course descriptions give the number, title and a brief characterization of each course. Lecture or class hours per week, laboratory or tutorial hours per week and credits each semester are in parentheses. Not all of these courses are offered every year.

GERMAN

101-102. Beginning German I and II
(4-0-3) (4-0-3) Staff
No prerequisite.
An introductory course of the spoken and written language. Aims at the acquisition of basic structures, vocabulary and sound systems. For students with no previous study of the language.

101F-102F. Intensive Beginning German I and II
(6-0-5) (6-0-5) Weber
In this course students will develop skills in understanding, speaking, reading and writing German. They will also attain a grasp of the basic structures of the language. During class, emphasis will be placed on using the language to communicate and interact in a variety of situations and contexts. In addition, there will be a comprehensive introduction to the culture of German-speaking countries, with a particular emphasis on Austria, as this course is designed to prepare students with no previous study of German to participate in the International Studies Program in Innsbruck.

180. Literature University Seminar
(3-0-3) Staff
This course introduces students to German literature and culture while also serving as an introduction to the seminar method of instruction. The course is writing intensive with emphasis given to improving students' writing skills through the careful analysis of specific texts.

201. Intermediate German I
(3-0-3) Staff
Prerequisite: Two semesters or equivalent.
In this course, students will build on and develop their communicative abilities acquired in Beginning German I and II. The four skills approach (speaking, listening, reading, writing) is centered on authentic texts, recordings, videos, and other images. The course includes grammar review, concentrated vocabulary expansion, and intensive practice.

201F-202F. Intensive Intermediate German I and II
(4-1-5) (4-1-5) Weber
Prerequisite: Two semesters or equivalent.
Comprehensive training in all language skills leading to a balanced mastery of German. For students with two to three years of German in high school, this course serves as preparation for the Innsbruck International Study Program.

202. Intermediate German II
(3-0-3) Staff
Prerequisite: Three semesters or equivalent.
In this bridge course, students will strengthen and refine the four linguistic skills (speaking, listening, reading, writing). Students will work toward greater fluency, accuracy, and complexity of expression. They will debate, analyze, and express opinions. Materials and class discussions will center on a cultural topic that will carry through the entire semester.

210. Readings in German Cultural History
(3-0-3) Staff
Prerequisite: Three semesters or the equivalent.
An introduction to the development and flowering of the various epochs of German culture against the broader background of European history as a whole.

241. Intermediate Conversation and Composition
(3-0-3) Hagens, Wimmer
Prerequisite: Three semesters or the equivalent.
This course is designed to strengthen the student’s ability to master the German language in the principal skills of speaking, comprehension and writing. The various text selections used should help the student to become familiar with some of the issues and problems of contemporary life of German-speaking countries and to develop an ability to communicate thoughts on topics of general interest, both orally and in writing.

253. Philosophy of Power
(3-0-3) Hude
No prerequisite.
Power is a pervasive feature of human relations but nevertheless difficult to grasp. It is unavoidable and at the same time in dire need of moral restraints. This lecture course is dedicated to a logical analysis of the concept of power, to a phenomenology of its forms and to a systematization of the maxims of power-oriented individuals as well as to an ethical evaluation of those forms and those maxims. We will use many examples from history and literature.

301. Medieval German Literature (in German)
(3-0-3) Wimmer
Prerequisite: Four semesters. A survey of German literature from its beginnings during Germanic times until the 16th century.

302. The ABCs of Reading and Writing about Literature (in German)
(3-0-3) Profit
Prerequisite: 202 or equivalent.
At most two works will be read: Dürenmatt’s Der Richter und sein Henker and Der Besuch der alten Dame. We will read these carefully with great attention to detail. Writing assignments will evolve from the readings; they may include a character portrayal, the description of an outdoor event, a short conversation, description of a crime scene, etc. They will increase in length from a single paragraph to two or three pages.

310. Literary Forms and Composition
(3-0-3) Staff
Prerequisite: Four semesters. This course fosters careful reading and a sensitivity to different kinds of literary texts. Discussions and weekly essays will refine the student’s language skills and written expression in German.

313. Business German (in German)
(3-0-3) Wimmer
Prerequisite: Four semesters.
German business language and practices. Designed to introduce the internationally oriented business and German major to the language, customs and practices of the German business world.

315. Medieval German Literature
(3-0-3) Wimmer
Prerequisite: Four semesters or equivalent.
GE 315 constitutes a survey of German literature from its beginnings during Germanic times until the 16th century. Ideas, issues and topics are discussed in such a way that their continuity can be seen throughout the centuries. Lectures and discussions are in German, but individual students’ language abilities are taken into consideration. Readings include modern German selections from major medieval authors and works such as Hildebrandlied, Rolandlied, Nibelungenlied, Iwein, Parzival, Tristan, courtly lyric poetry, the German mystics, secular and religious medieval drama, Der Ackermann aus Böhmen, and the beast epic Reineke Fuchs. Class discussions and brief presentations in German by students on the selections are intended as an opportunity for stimulating exchange and formal use of German.
330. The Romantic Tradition
(3-0-3) Norton
No prerequisite.
Crosslisted with ENGL 366.
Between 1790 and 1830, the movement known as Romanticism profoundly changed the artistic, musical, historical, religious, and political sensibilities on the Continent and in Britain. Romanticism marked a turn from the rational formalism of the Classical period and reawakened an interest in myth, religious faith, the imagination, and emotional experience. In this course we will focus principally on the German contribution to Romanticism and trace its origins, development, and eventual decline in works of literature, philosophy, theology, music, painting, and architecture. Works to be studied will include those by the writers Ludwig Tieck, Friedrich von Hardenberg (Novalis), and Friedrich Schlegel; the philosophers Fichte and Schelling; the theologian Friedrich Schleiermacher; the painters Caspar David Friedrich and some members of the Nazarene school; the composers Franz Schubert, Felix Mendelssohn, and Robert Schumann; and the architect Karl Friedrich Schinkel.

350. The Nazi Past in Postwar German Film (in English)
(3-3-3) Hagens
Prerequisite: None for those taking the class in translation; to receive German credit, advanced standing in German (minimum of four semesters or the equivalent) is required.
How have German films since 1945 been trying to deal with the Nazi past? How do Germans picture their memories of the Third Reich, how do they define themselves within and against their country’s history, and how do they live with their remembrances now? Primarily, this class aims at increasing in communicative skills and greater facility in dealing with ideas in German and aims to expand the learners’ cultural knowledge acquired in previous German courses, with emphasis on communication and acquisition of the advanced language skills: genre-based reading and listening comprehension, and oral and written expression on contemporary topics. The conversational component of this course will require student/teacher and student/student interaction (in large and small group settings) to exchange cultural information, clarify meanings, express opinions, argue points of view, and engage in communicative functions that language is used for. This course will include an ongoing evaluation of students, using a variety of evaluative instruments and communicative contexts.

365. German Novelle
(3-0-3) Staff
Prerequisite: Four semesters or the equivalent.
This course will explore the German “Novelle,” one of the most popular genres of 19th-century German literature. Each work will be read and discussed with careful attention to its formal characteristics as well as its historical and cultural contexts. By proceeding chronologically through the literary periods of Romanticism, Biedermeier, Poetic Realism, and Naturalism, students will gain a sense of literary developments in the 19th century and how these reflect shifts within the broader culture. Among the writers to be read: Goethe, Tieck, Kleist, Hoffmann, Eichendorff, Stifter, Storm, Keller and Hauptmann. As a 300-level course, writing will be emphasized. Students will be required to rewrite each of their essays.

366. 19th-Century German Literature (in German)
(3-0-3) Norton
Prerequisite: Four semesters or equivalent.
The 70 years that separate the death of Goethe in 1832 and the turn of the 20th century are rich in examples of literary and cultural achievement. This diversity and complexity has given rise to a variety of epochal designations — Biedermeier, “Vormärz,” Realism, Naturalism, Symbolism, to name the most prominent — which have served to categorize each successive generation’s literary, political, and social agenda. In this course, we will consider the main outlines of 19th-century German literature (including in Austria and Switzerland) by studying representative works of all major genres — prose, poetry, drama — and by some of the greatest writers of their day: Mörke, Heine, Grillparzer, Hebbel, Keller, Meyer, Raabe, Fontane, George.

390. Germany and the New Millennium
(3-0-3) Lienasar
Prerequisite: Four semesters or the equivalent.
This course addresses the most important political, socioeconomic, cultural, and environmental issues currently confronting Germany, Austria, and Switzerland. The course is designed to develop confidence in communicative skills and greater facility in dealing with ideas in German and aims to expand the learners’ cultural knowledge acquired in previous German courses, with emphasis on communication and acquisition of the advanced language skills: genre-based reading and listening comprehension, and oral and written expression on contemporary topics. The conversational component of this course will require student/teacher and student/student interaction (in large and small group settings) to exchange cultural information, clarify meanings, express opinions, argue points of view, and engage in communicative functions that language is used for. This course will include an ongoing evaluation of students, using a variety of evaluative instruments and communicative contexts.

420. Love and Violence in Medieval German Literature (in German)
(3-0-3) Christensen
Prerequisite: Four semesters or the equivalent.
This course will investigate the interplay of love and violence in a fascinating variety of secular and religious texts by both women and men from the German Middle Ages. Knowledge of Middle High German is not required, but, where available, students will read modern German with facing medieval text.

440. Goethe and His Time
(3-0-3) Norton
Prerequisite: Four semesters.
An intensive study of Goethe’s major works of poetry, prose and drama within the cultural framework of his times.

455. German Drama 1750 to the Present (in German)
(3-0-3) Hagens
Prerequisite: Five semesters or the equivalent, or permission of the instructor.
We will read and discuss some of the greatest plays in the German dramatic tradition, by authors such as Lessing, Goethe, Schiller, Kleist, Grillparzer, Nestroy, Freitag, Hauptmann, Hofmannthä, Brecht, and Werfel. This semester we will focus on the so-called “drama of reconciliation,” a newly rediscovred genre in which the conflict is resolved but ends harmoniously. By interpreting classic German-language plays in the original, you will (1) learn how to approach drama analysis, and you will (2) develop a sense for the history of drama throughout the past 250 years. In addition, we will study a few short, often English-language, texts in the theory of drama (Aristotle, Schelling, Carriere, and Cavell, as well as our department’s own Hoyle and Roche), which will (3) allow you to differentiate between the basic genres of drama (tragedy, comedy, and drama of reconciliation), and you will (4) understand better the nature of conflict and reconciliation. Students interested in other national literatures will have the opportunity to draw comparisons with plays by authors such as Aeschylus, Sophocles, Shakespeare, Calderón, Corneille, Racine, and Ibsen; and those interested in film may branch out into analyzing works by directors such as Hitchcock, Renoir, Ford, Capra, Curtiz, Hawks, Chaplin, and Kurosawa.

470. Modern Lyric Poetry
(3-0-3) Profit
Prerequisite: Four semesters.
A close reading and analysis of 20th-century poetry from expressionism to the present.

471. 20th-Century Prose and Poetry
(3-0-3) Profit
Prerequisite: Four semesters.
To make the student aware of the rich diversity of both form and content extant in 20th-century literature, a wide variety of materials will be studied. They will not only encompass various genres (the poem, the short story, the novel and the drama) but will also represent various time periods, from the early 1900s to the 1970s. Among the readings will include Rilke: Die Weise von Liebe und Tod des Cornets Christoph Rilke; Kafka, Der Landarzt; Dürrenmatt, Der Richter und sein Henker; Borchert, Draussen vor der Tür.
472. The Modern German Short Story  
(3-0-3) Staff  
Prerequisite: Four semesters.  
Modern German Prose: the German short story and other forms of prose from the "Stunde Null" in 1945 to the 1990s. Authors range from East and West German writers of the immediate postwar era to the most recent commentators on issues of politics, society, gender and aesthetics.

473. Drama and Directors  
(3-0-3) Arons  
No prerequisite.  
"Brecht and Beyond." The German playwright and director Bertolt Brecht is considered to be one of the most influential theatre artists of the 20th century. This course will look at his impact on the development of theatre here and abroad. In the first half of the semester, we will read several of Brecht's plays and discuss his directorial practices and theoretical work. In the second half, we will look at plays and productions in the United States and Europe that have been influenced by Brecht's work.

475. The World as Theater (in German)  
(3-0-3) Hagens  
Prerequisite: Four semesters of German or the equivalent.  
"All the world's a stage" — this insight has been dramatized by many playwrights. While the core of this idea seems to have remained the same (namely, the world is like a theatre, human existence like a play, and we are like actors), the form of the idea has gone through many telling variations. By observing these changes, we will learn not only about the history of drama and theatre over the past 550 years but also about the relation between a stage play and the rest of reality; and most importantly, we will find out what the foremost dramatists advocated our proper role in life should be. We will read, discuss and write about some of the greatest dramas in the German-language tradition, by authors such as Weise, Tieck, Buechner, Schnitzler, Hofmannsthal, Brecht, Weiss, Handke, Duerrenmatt and Tabori.

477. Holocaust in German Film and Theatre (in German)  
(3-0-3) Hagens  
Prerequisite: Five semesters of German or permission of instructor.  
We will study German, Austrian, and Swiss stage plays and films that have the Holocaust for their central issue. Our close analyses will be framed by broader questions: How can the (re)presentation of evil on stage or screen become meaningful—or is such an endeavor beyond the limits of (re)presentation? What are the respective weaknesses and strengths of theatre and cinema when confronted with this challenging topic? How do German and Austrian plays and films about the Holocaust differ from the ones produced in other countries?

478. Kaspar Hauser  
(3-0-3) Schmitz-Emans  
Prerequisite: Four semesters.  
The historical Kaspar Hauser emerged in 1828 in Nürnberg: a 16- to 17-year-old boy who could hardly speak and had apparently been kept in isolated captivity since his earliest childhood before he was turned out by an unknown person. Kaspar Hauser's identity remained mysterious, as did the reasons for his later murder. Kaspar Hauser has become a symbol of modern consciousness. He is a metaphor for the homelessness of human beings in the world, for the problematic relationship between the individual and society, for the connection between the ability to use and understand language, self-consciousness and identity. Modernist poets above all have recognized themselves in him and have taken his case as the starting point of their own reflections on the difficulties of literary existence. Even today Kaspar Hauser remains an attractive theme in literature, the formative arts as well as in film. In this course we will follow this theme in the works of Jacob Wassermann, Paul Verlaine, Georg Trakl, Peter Handke, Wim Wenders, and Paul Auster.

479. Aesthetics, Aestheticism, Aestheticization (in English)  
(3-0-3) Norton  
No prerequisite.  
One of the persistent clichés of modern German culture was that Germany was the land of "poets and thinkers," with politics largely falling outside the equation. Obviously, this disregard for politics is itself a deeply political gesture, with potentially — and in Germany's case, verifiably — disastrous consequences. In this class, we explore the relationship between art, theories of art, and politics, with an emphasis on the peculiarly German desire to envision a political utopia based on aesthetic principles. Spanning nearly two centuries, the texts we study trace a development that began in the Enlightenment and reached a conclusion during the middle of this century. Readings may include works by Herder, Schiller, Hegel, Heine, Marx, Nietzsche, Thomas Mann, Walter Benjamin, Heidegger, Georg Lukács, and Adorno.

480. The German Novel Since 1945  
(3-0-3) Prof.  
Prerequisite: Four semesters.  
An extensive study of the post-World War II novel of the German-speaking countries, its characteristic themes and forms. Readings will include Böll, Wolf and Dürenmatt.

481. Die DDR: Die Ideen und die Menschen  
(3-0-3) Christensen  
Prerequisite: Four semesters.  
We will begin this course by discussing the end of World War II and the consequent division of Germany. We will study the German Democratic Republic from the inside, that is, through literature that was officially sanctioned by the GDR government. This will include writings to represent each decade from the 1940s through the 1980s, culminating with the fall of the Berlin Wall, by authors such as Friedrich Wolf, Willi Bredel, Stephan Hermlin, Christa Wolf, Ulrich Plenzdorf and Christoph Hein. To provide important perspective, we will also read works by artists who were compelled to leave the GDR to continue their craft, such as Wolf Biermann and Freya Klöwer. We will also consider news articles, letters, interviews, school texts and political cartoons, which will offer a diverse, provocative, authentic and sometimes quite personal approach to the study of the GDR. We will also study the short but significant span of time between the fall of the Wall and the unification of the two German states and will conclude by reading several short stories by Doris Döerrie treating the lasting complexities of unification.

482. Literature of Unified Germany 1989-2000  
(3-0-3) Christensen  
Prerequisite: Four semesters or the equivalent.  
How has German identity changed since 1989? In what ways has the status quo of divided Germany been maintained, even fortified, by unification? Is the literature written in Germany since 1989 merely reflecting or is it influencing societal, cultural or political change? Or is it indeed independent of such changes? To begin to answer these questions, we read a variety of texts written in Germany since late 1989. To facilitate deep exploration and discussion, we read a relatively small number of texts that will nonetheless represent a wide range of genres (novel, short story, drama, poetry, reportage). Authors include Christa Wolf, Günther Grass, Dürs Grünbein, Holger Teschke, Ingo Schulze, Luise Endlich, Dorris Dörrie. To illuminate the literary works we will read, we also read and debate what some German authors have written and are writing about their own social and historical role — and the role of their writings — in Germany today.

485. Religious Themes in Modern German Literature and Thought  
(3-0-3) Roche  
Prerequisite: Four semesters.  
This course addresses a variety of religious issues, ranging from 18th-century secularization and discussions of the theology of the 19th century's various critiques of religion and 20th-century discussions of the responsibility of the Church and of religion and intellectuals. The course addresses both the literary embodiment of religious themes and eschatological analyses of religious issues. Authors to be read and discussed include Lessing, Novalis, Hölderlin, Büchner, Grillparzer, Feuerbach, Marx, Nietzsche, Freud and Hochhuth.
486. The Development of German Drama
(3-0-3) Roche
Prerequisite: Four semesters.
Outstanding German dramas from the Enlightenment to the present will be read and discussed. Genres and subgenres considered will include tragedy, comedy, tragicomedy, the problem play, the drama of reconciliation, and documentary drama. Works will be chosen from authors such as Lessing, Schiller, Kleist, Büchner, Grillparzer, Schnitzler, Sternheim, Hofmannsthal, Brecht and Weiss.

487. Literature in the Age of Technology
(3-0-3) Roche
Prerequisite: Four semesters.
By way of philosophical analyses and literary examples we shall analyze the role of literature and the humanities in an age increasingly defined by technology. Works will be chosen from authors such as Schiller, Hoffmann, Storm, Kaiser, Benjamin, Heidegger, Benn and Dürrenmatt.

488. Philosophical Dialogues
(3-0-3) Hsieh
No prerequisite.
Philosophy is communicated in different literary genres, as essays, treatises, didactic poems, the choice of which influences in a subtle manner the contents exposed. One of the most interesting literary genres used by philosophers is certainly the dialogue, since it allows to hide the author’s mind behind a variety of different positions that get the chance to articulate themselves and since it shows the connection between philosophical ideas and discursive behavior. We shall read different texts ranging from Plato to Feyerabend to see how different philosophers have exploited the possibilities of this genre.

492. Schopenhauer
(3-0-3) Hsieh
Prerequisite: Senior standing, dean’s list.
Schopenhauer’s philosophy signifies a great break in the history of Western philosophy: No longer Reason, but the Will becomes the grounding principle; Schopenhauer claims furthermore to integrate in a productive way Buddhism into his pessimistic world view. His influence on the philosophy, but also on the arts of the 19th and 20th centuries, has been enormous, not least of all because of his original aesthetics. We will read his main work, The World as Will and Representation.

493. Nietzsche
(3-0-3) Hsieh
Prerequisite: Senior standing, dean’s list.
Nietzsche’s philosophy represents one of the greatest interruption moments in the history of philosophy: No one has destroyed as many assumptions as radically as Nietzsche. At the same time, his work represents a challenge to the literary mind inasmuch as Nietzsche discovered new forms of expression for philosophical thought. All who are interested in German intellectual history as well as in the philosophy of the 20th century should study his work, even if they conclude that Nietzsche’s arguments for this break in the tradition are not convincing.

494. Thomas Mann
(3-0-3) Hsieh
Thomas Mann is certainly the most influential German novelist of the 20th century. Rooted in the Bildungsroman of the 19th century, influenced by Richard Wagner and the philosophies of Arthur Schopenhauer and Friedrich Nietzsche, he is at the same time a profoundly modern writer with remarkable innovations in narrative techniques. We shall read three of his novels which deal with general cultural (and sometimes also very specific German) issues—the humanizing power of myth (Joseph and His Brothers), the greatness of an outstanding individual and its unhealthy impact on his environment (Losse in Weimar), the development of modern art at the price of the dissolution of its bonds with morality and its political consequences (Doktor Faustus).

498. Special Studies I and II
(3-0-3) Wimmer
Prerequisite: Senior standing, dean’s list.

101-102. Beginning Russian I and II
(3-0-3) (3-0-3) Dinega, Marullo
No prerequisite.
An intensive introduction to the essentials of Russian grammar, with specific emphasis on the noun and verbal systems. Aims at the acquisition of basic structures, vocabulary and sound systems.

201-202. Intermediate Russian I and II
(3-0-3) Gasparretti
Prerequisite: 102 or the equivalent.
This course is an intensive review of grammar designed to facilitate a native-like mastery of the form and function of the Russian noun, verbal, and adjectival systems. Exceptional forms are stressed, and reading selections on contemporary Russian life and excerpts from literary texts are employed to improve comprehension and build conversational skills.

241-242. Advanced Russian I and II
(3-0-3) (3-0-3) Staff
Prerequisite: 202 or the equivalent.
Drill in everyday patterns of conversation; emphasis on idiomatic Russian; vocabulary expansion; grammar review; reading and discussion of Russian literature and culture; written compositions, newspapers and magazines used as supplementary materials.

373-374. 19th-Century Russian Literature Survey I and II (in English)
(3-0-3) (3-0-3) Marullo
No prerequisite.
19th-Century Russian Literature I (1800-1860) in English is the first part of a two-semester survey of long and short fiction and focuses on the rise of Realism in Russia, in particular the early fiction of Turgenev, Tolstoy and Dostoevsky. Readings include Alexander Pushkin’s The Tales of Belkin (1830), “The Queen of Spades” (1830), “The Bronze Horseman” (1833) and Eugene Onegin (1833); Mikhail Lermontov’s A Hero of Our Time (1840); Nikolai Gogol’s “Nevsky Prospekt” (1835), “The Portrait” (1835), “The Overcoat” (1842) and Dead Souls (1842); Ivan Turgenev’s Notes of a Hunterman (1852) and Rudin (1856); Fyodor Dostoevsky’s Poor Folk (1845), The Double (1846) and Netschka Nezvanova (1849); and Leo Tolstoy’s Childhood (1852) and The Seastopol Sketches (1855-1856).

Topics to be included are the content and method of Realism (“genre,” “urban,” “classical,” “romantic,” and “psychological”); the evolution of the “family” chronicle; the nature and development of the Russian hero and heroine, particularly, the so-called “superfluous” and “little” man; the interplay of “patriarchal,” “matriarchal,” and messianic voices; the dynamics of Russian soul and soil; the interaction of lord and peasant; and finally, the conflict between city and country, “old” and “new,” Russia and the West.

Daily readings and discussions. Several small papers, projects, and exams.

375-376. 20th-Century Russian Literature I and II (in English)
(3-0-3) (3-0-3) Marullo
No prerequisite.
RU 375 investigates the literary expression that attended the explosion in the arts in Russia—for example, Stravinsky in music, Diaghilev in ballet, Chagall in painting—in the first 50 years of the 20th century. Literary movements covered include decadence, proletarian literature, and modernism. RU 376 focuses on literature as protest against Soviet totalitarianism and as an assertion of the freedom and dignity of the individual in the face of challenges from the state and from “modern life.”

379. Brothers Karamazov (in English)
(3-0-3) Gasparretti
No prerequisite.
This course is a multifaceted investigation into the philosophical, political, psychological, religious, and literary determinants of Dostoevsky’s longest and most complex novel. Emphasis is placed on daily, in-depth discussions based on a close reading of The Brothers Karamazov. Collateral assignments illuminate a variety of themes in the novel, from the author’s visionary political predictions and rejection of Western European materialism to his critique of rationalism and mockery of literary convention.
381. Russian Women Memoirs
(3-0-3) Dinega
Throughout the history of Russian literature, the
genres of autobiography, memoir, and diary have
provided a venue for women to find their voices in
a private arena safely distanced from the privileged
genres of novels and lyric poetry. This course exam-
ines the history and development of the female
memoir in Russian literature, from the 18th-cen-
tury memoirs of a courtier of Catherine the Great
to documents of the Stalinist terror and prison
camp life of the 20th century. We also will address
theoretical questions about women’s autobiogra-
phical writing and consider the relationship of
the works we read to the dominant “male” literary
tradition.

393. Dostoevsky (in English)
(3-0-3) Marullo
No prerequisite.
Selections from Dostoevsky’s short stories, novellas
and novels.

394. Tolstoy (in English)
(3-0-3) Staff
No prerequisite.
Selections from Tolstoy’s folk tales, short stories,
novellas and novels.

461. 19th-Century Russian Literature Survey
(in Russian)
(3-0-3) Gasperetti
Prerequisite: 202 or the equivalent.
Introduces the major movements and authors of
the 19th century. Special attention is given to the
genesis of the modern tradition of Russian litera-
ture in the first half of the century and to the role
literary culture played in the political and social fer-
ment of the period. Readings, discussions and writ-
ten assignments are in Russian.

462. 20th-Century Russian Literature Survey
(in Russian)
(3-0-3) Dinega, Gasperetti
Prerequisite: 202 or the equivalent.
Surveys the literary innovation and political sup-
pression of literature that defined Russia in the
20th century. Introduces such movements/periods
as Symbolism, Acmeism, Futurism, the “Fellow
Travelers,” Socialist Realism, and the “Thaw.”

471. Introduction to Russian Poetry (in
Russian)
(3-0-3) Dinega
Prerequisite: 202 or the equivalent.
An introduction to Russian poetry, poetic
movements, and verse forms. We will survey
the major periods and styles of Russian poetry,
including Classicism and the Baroque (18th
century), Romanticism and the post-Romantics
(19th century), and the early Modernist poetry of
the pre-Revolutionary period (including
Symbolism, Acmeism, and Futurism), as well as
later 20th-century Russian poetry. Readings will
include poems by Derzhavin, Pushkin, Pavlova,
Zhukovski, Tiutchev, Nekrasov, Blok, Akhmatova,
Mandelshtam, Pasternak, Khlebnikov,
Maiakovski, Tsvetaeva, Vysotskii, Brodskii, and
others. Emphasis will be placed on the evolution of
verse forms and poetics, as we attempt to fathom
the extraordinary power of the Russian poetic word
in the context of Russian society, history, and
culture. Students will be required to write short
compositions in Russian, make oral presentations,
and translate selected passages from assigned works.

493. Pushkin and His Time (in Russian)
(3-0-3) Dinega, Gasperetti
Prerequisite: 202 or the equivalent.
An analysis of the lyric and narrative poetry,
drama, and prose fiction of Russia’s national liter-
ary treasure. Discussions focus on Pushkin’s contri-
butions to the creation of a literary language, his
transition from Romanticism to Realism, his inno-
vative treatment of genres, and his role in the de-
velopment of the Russian tradition of prose fiction.

494. Tolstoy (in Russian)
(3-0-3) Gasperetti
Prerequisite: 202 or the equivalent.
Samples Tolstoy’s novellas, short stories, and
folktales, with excerpts from the major novels.
Themes include Tolstoy’s Realism, his critique of
the institutions of church and state, his philosophy
of nonviolence, and the impact of his religious “cri-
sis” on the latter half of his literary career.

498. Special Studies
(3-0-3) Staff
Prerequisite: Senior standing, dean’s list.
Comparative Literature

No prerequisites.

411. Self-Definition and the Quest for Happiness in Continental and American Prose of the 20th Century (English and German)
(3-0-3) Profit
Prerequisite: Four semesters of German or the equivalent.
Everyone from the ancients to the most technologically conscious CEOs tell us that those who succeed know the difference between the important and the unimportant and they allocate their time accordingly. But how does one make these choices? If in fact success and happiness are synonymous, as some would claim, which way lies success, lies happiness? And what are the guideposts?

What really matters? In an age such as ours, does anything have lasting value? Do I really matter? If I am most assuredly defined by my beliefs and my deeds, what then do I believe, what do I do? In the final analysis, who am I?

If literature, as so many maintain, not only mirrors but also foretells world events, how have several 20th-century authors representing diverse national traditions formulated the answers to these seminal questions? Readings will include F. Scott Fitzgerald, The Great Gatsby; Albert Camus, The Stranger; Max Frisch, Homo Faber.

470. The Outsider in 20th-Century European Fiction (English and German)
(3-0-3) Profit
Critical analysis of six modern works: Gide and Hesse among them, which will attempt to define the nature of the outsider, the man without a physical and spiritual home and his pivotal significance for our times.

491. Evil and the Lie (English and German)
(3-0-3) Profit
In an attempt to define the nature of evil and its relation to such phenomena as lying and the preservation of a self-image, this seminar will carefully analyze works spanning the years 1890-1972.

Among them will be Wilde, The Picture of Dorian Gray; Gide, The Immoralist; and Frisch, Andorra.

Further courses acceptable for Comparative Literature majors will be found listed by the Department of English. Consultation of program director is required.

Government and International Studies

Chair:
A. James McAdams (on leave fall 2001)

Director of Graduate Studies:
Michael J. Copplege

Director of Undergraduate Studies; Acting Chair 2001-02:
Michael Zuckert

Packet J. Dee Professor of Government and International Studies:
Fred R. Dallmayr

Helen Kellogg Professor of International Studies:
Guillermo O’Donnell (on leave fall 2001)

Joseph and Elizabeth Robbie Professor of Government and International Studies:
Donald P. Kommers

Helen Conley Professor of Government and International Studies:
Scott P. Mainwaring

Nancy Reese Drexel Professor of Government and International Studies:
Catherine Zuckert

Nancy Reese Drexel Professor of Government and International Studies:
Michael P. Zuckert

Packet J. Dee Assistant Professor of Government and International Studies:
Rodeny Hero

Packet J. Dee Assistant Professor of Government and International Studies:
Christina Wolfreth

Thomas J. and Robert T. Rolf Assistant Professor of Government and International Studies:
Layna Mosley

Professor:
Peri E. Arnold; Sotirios A. Barber; A. J. Beinzerger (emeritus); George A. Brinkley (emeritus); Rev. Raymond F. Cour, C.S.C. (emeritus); Alan K. Dowty; Michael J. Francis; Edward A. Goerner (emeritus); Vittorio G. Hosie (concurrent); Robert Johansen; David C. Lege; Gilhurt D. Loescher (emeritus spring 2002); George Lopez; A. James McAdams (on leave fall 2001); Peter R. Moody; Walter Nigroeski (concurrent); John Roos; Rev. Timothy R. Scully, C.S.C.; Raimo Vayrynen; A. Peter Walsh; Catherine Zuckert; Michael Zuckert

Associate Professors:
Michael Coppelge; Andrew C. Gould (on leave fall 2001); Frances Hagopian; Anthony M. Messina; Adhurosh Vartney

Assistant Professors:
Barbara M. Connelly; Gretchen Helmke; Eileen M. Hunt; Theodore B. Ivanus (emeritus); Mary M. Keys; Keir A. Lieber; Daniel A. Lindley III; Martha Merritt; Layna Mosley; Mitchell S. Sanders; Christopher Welna (concurrent); Christina Wolfreth; Mary B. Wong

Associate Professional Specialist:
Joshua B. Kaplan

Program of Studies. The Department of Government and International Studies offers its majors a liberal education in an important field of the social sciences. The major aims at educating the student in basic problems in understanding politics. The department offers courses in four main subfields: American politics, comparative politics, international relations and political theory. Students majoring in government and international studies go on to work in a wide variety of vocations, including government, law, non-governmental organizations, teaching, politics, journalism and business. Although government is one of the most popular majors at Notre Dame, the department tries to foster close and positive contact between students and faculty members.

Requirements. The major requires a minimum of 10 courses: an introductory 100- or 200-level course in each of the four subfields, four 300- or 400-level (below 491) courses and two senior writing seminars. When choosing their upper-level courses, students are free to specialize in a subfield or take courses in several different fields.

All majors are required to take a senior writing seminar or 500-level course in each semester of their senior year. These seminars are numbered 491 in the fall and 492 in the spring. Pi Sigma Alpha members may take these courses in the second semester of their junior year, with permission. These seminars give seniors the opportunity to take small, discussion-oriented courses, as well as do more writing in their field. The senior thesis can take the place of one of these seminars.

Students on the dean’s list may also take individual directed readings.

Honors Track. Students in the department may receive departmental honors. To receive departmental honors a student must have a 3.55 cumulative average and a 3.55 average in the major, must complete a senior honors essay or area studies essay with a grade of at least B-plus, and must replace one of their 300-level courses with an advanced course. The advanced course may be either an additional writing seminar, a 500-level course, or the research design course.

Senior Thesis. Students who achieve a grade point average of 3.5 or above are encouraged to write a senior thesis in their senior year. This year-long project involves working closely with a faculty reader on original research and offers the opportunity to explore more deeply and independently a topic of the student’s choice.
Pi Sigma Alpha. Students who have taken a minimum of four government courses, who have received no grade lower than a B in their government courses and who have a cumulative grade point average of 3.55 or above are eligible for Pi Sigma Alpha, the national political science honor society.

Course Descriptions. The following course descriptions give the number and title of each course. Lecture hours per week, laboratory and/or tutorial hours per week and credits each semester are in parentheses. The instructor’s name is also included.

Courses in the First Year of Studies

140. Introduction to American Politics
(3-0-3) Staff
GOVT 140 surveys the basic institutions and practices of American politics. It examines the institutional and constitutional framework of American politics to identify persistent patterns as well as innovations. The course examines recent developments in the role of political parties and interest groups — the traditional links between government and the people — and examines how American government both fragments and concentrates power. Although the course will prepare prospective government majors for further study of American politics, its primary aim is to introduce all students to understand American politics better and help them become more thoughtful and responsible citizens. This course is the equivalent of GOVT 240 and satisfies the American Government requirement for the major.

141. Introduction to International Relations
(3-0-3) Staff
This course examines how nations relate to each other in the contemporary world. The class begins with some historical materials and then confronts the problem of the shape of international relations since the end of the Cold War. In doing this, a number of aspects are examined: international economics, diplomacy, international law, the use of force, environmental issues, human rights, international organizations, foreign policy formulation and the relationship between the industrialized states and less-developed nations. This course is the equivalent of GOVT 241 and satisfies the International Relations requirement for the major.

142. Introduction to Comparative Politics
(3-0-3) Scully
Intended as an introduction to comparative politics, the course will explore the origin and developmental histories of different types of political regimes. Special emphasis will be placed on gaining a deeper appreciation for different institutional arrangements among liberal and nonliberal politics, and understanding the consequences of these differences for governability. In the final part of the course, we will turn our analysis to emerging political regimes in countries becoming newly democratic. Each student must attend the lectures and enroll in a Friday discussion section. This course is the equivalent of GOVT 242 and satisfies the Comparative Politics requirement for the major.

180E. University Seminar
(3-0-3) Staff
A seminar for first-year students devoted to an introductory topic in political science in which writing skills are stressed. It will fulfill the College of Arts and Letters social science requirements but does not ordinarily count toward the government major.

Required Courses in the Major

240. Introduction to American Government
(3-0-3) Staff
An introductory examination of the constitutional principles, organization and processes of American national government. This course is intended to introduce students to the essentials of American government and political processes and to raise questions about the central values that shape our life as a national community.

241. International Relations
(3-0-3) Staff
This course introduces students to the analysis of contemporary international relations. The course examines critical concepts, theories and event patterns in international affairs while paying special attention to changes since 1989.

242. Comparative Government
(3-0-3) Staff
This course serves as an introduction to comparing political systems and the factors that shape them. We will discuss several broad concepts and then study several regions of the world in order to compare the “shape” of these concepts in different political systems.

243. Political Theory
(3-0-3) Staff
This course aims to introduce students to the history of political theory, the modes of analysis political theorists use, and some major contemporary examples of political theory.

Elective Courses in the Major

American Government and Politics

304. Presidential Leadership
(3-0-3) Arnold
This course examines the role of the presidency in the American regime and its change over time. Particular attention will be given to expectations about presidential leadership through the course of American political history. Beginning with questions about the original design and role of the presidency, the course turns to consideration of the role of leadership styles for change and continuity in American politics. Finally, cases of presidential leadership are studied to comprehend the way leadership and political context interact.

305. The American Congress
(3-0-3) Root
This class will expose the student to the practical workings of the U.S. Congress, some major theories attempting to explain those workings, and some of the methods and materials needed to do research on Congress. It will place the study of Congress in the context of democratic theory, and in particular the problem of the way in which the institution across time grapples with the problem of the common good.

306. Gender and the Constitution
(3-0-3) M. Zuckert
This course will cover the decisions of the Supreme Court in the area of gender issues from the 19th-century beginnings of a constitutional law of gender through such 20th-century issues as abortion, equal rights, and affirmative action. Class will focus not only on court cases but also on the broader constitutional, ethical and philosophical implications.

308. American Voting and Elections
(3-0-3) Lege
This course will examine voting and opinions, and the linkage between political leaders and the mass public. Possible topics include an introduction to electoral analysis; the history of recent electoral politics; the nature of political participation, especially the rationality of voting turnout and non-electoral specialization; party identification and opinions, attitudes and ideology; social groups and cultural identities; mass media and image campaigns; and differences between presidential and congressional elections.
309. Religion and Politics
(3-0-3) Lege
An examination of the linkage among religious beliefs, world views, group identifications, political attitudes and behavior, based on literature in political science, sociology, psychology and theology. Topics include the meaning and measurement of religiosity; religious and anti-religious values embedded in American political institutions; religious world views and political philosophy; cue giving and political mobilization by religious groups, denominational traditions, partisanship and issue positions; religious movements, social conflict and political coalitions.

338. Democratic Regimes
(3-0-3) Helmkne
This course surveys the main theoretical and empirical issues around the topic of democratization. It will examine competing conceptions of democracy, the conditions under which democracies emerge and consolidate, and the impact of democratic regimes on economic development and political accountability. Because institutions in democratic regimes vary widely from country to country, particular emphasis will be placed on examining institutional choices and the subsequent effects of specific institutions—including presidentialism, parliamentarianism, political parties, and non-elected institutions such as courts, the military, and bureaucracies—on democratic governance. Empirical examples will be drawn from a broad array of countries in Latin America, Russia, and Eastern Europe.

348. Political Parties and Interest Groups
(3-0-3) Wolbrecht
American politics is the politics of groups and organizations. In this course we will examine groups that attempt to affect the political process through the electoral system (political parties) and groups that seek to affect the political process through external pressure on those in government (interest groups). We will explore a number of group-related issues grounded in empirical evidence from the American experience. When you have completed this class you should have an understanding of what roles parties and interest groups play in American political processes; how they, and their roles, have evolved over the course of American history; what organizational form(s) parties and interest groups take; and the sorts of activities and goals that characterize both types of political groups.

413. Constitutional Law
(3-0-3) Kommer
This course examines the main principles of American Constitutional law, the process of constitutional interpretation, and the role of the Supreme Court in the American political system. Topics covered are presidential war powers, congressional-executive relations, free speech, church-state relations, the right to life (abortion, right to die, and death penalty), race and gender discrimination, and the American federal system. A good deal of attention is given over to recent personnel changes on the Supreme Court and the extent to which these changes are reflected in the court’s opinions. A background in American national government is desirable.

416. Constitution and Federalism
(3-0-3) Barber
This course takes up our oldest and perhaps our most pervasive constitutional problem: the proper relationship between the powers of the national government and the powers of the states. The root of this problem lies in the kind of country and people the Constitution commits us to be. Its many branches include political and legal questions relating to the regulation of the economy, federal power over the nation’s morals, race relations in America, the nature of community in America and the nation’s obligation to the poor. This course is designed for undergraduates with a background in American national government.

418. Constitutional Interpretation
(3-0-3) Barber
Americans have always debated Supreme Court opinions on specific constitutional questions involving the powers of government and the rights of individuals and minorities. The leading objective of this course is to acquaint students with the basic issues of constitutional interpretation and to show how they influence questions involving constitutional rights and powers and the scope of judicial review.

476. Race and the Constitution
(3-0-3) M. Zuckert
This course will cover the decisions of the Supreme Court in the area of race relations, from the 19th-century problem of fugitive slaves to current problems involving school desegregation, affirmative action and “private” acts of race discrimination. Class will focus not only on court cases but also on the broader constitutional and philosophical implications.
U.S. soldiers into war? If so, into which wars and for what reasons? How do our economic policies affect others? Does trade help or hurt the U.S. economy and its citizens? We first study several theories about foreign policy. We then examine the U.S. foreign policy process, including the president, Congress, the bureaucracy, the media, and public opinion. To see how this all works, we turn to the history of U.S. foreign policy, from Washington’s farewell address through the World Wars and the Cold War to the Gulf War. We then study several major issue areas, including weapons of mass destruction, trade and economics, and the environment. Finally, we develop and debate forecasts and strategies for the future. This course requires papers about the history of American foreign policy and about a current policy problem, as well as a comprehensive final. Participation, debate, and oral presentation skills are also important.

326. International Law and Institutions (3-0-3) Mosley
International law and institutions are increasingly important for understanding the nature of world politics. This course investigates the interaction between international law and international politics. We examine how international institutions operate, the significance of international law to state behavior, and the connections between international norms and domestic law. The substantive issues addressed in this course include trade, human rights, and environmental protection.

328. International Organization (3-0-3)
Examination of governance in international relations, including both formal and informal institutions. The functioning of organizations such as the United Nations, International Monetary Fund, World Trade Organization, European Union, and multilateral development banks. Research papers on topics including peacekeeping and humanitarian intervention, political conflicts surrounding trade liberalization, and assessment of economic development programs.

330. International Political Economy (3-0-3) Mosley
This course examines the interactions between international politics and international economics by providing students with an overview of several key issues in international political economy. We begin with a brief overview of the economic rationale for trade and financial relations. We then examine the recent history of the world economy: How did the international trade and monetary systems operate in the early and mid-20th century, and what role did politics play in these systems? We then devote the bulk of the class to considering issues central to contemporary international political economy: trade liberalization, coordination and cooperation in monetary policy (including the advent of the single currency in Europe), implications of national and regional financial crises, and the links among economic globalization, environmental regulation, and human rights.

331. International Relations of the Middle East (3-0-3) Dowey
Prerequisite: GOVT 141 or 241.
This course covers the relations among the contemporary states of the core Middle East, with emphasis on the Arab-Israel conflict. It includes the historical and cultural background in the region, the foreign policy perspectives of contemporary states and current diplomatic issues.

334. International Relations in East Asia (3-0-3) Moody
This course is intended to provide the cultural, historical and political background necessary for understanding East Asia’s current conditions and speculating about its prospects.

335. U.S. Relations with Latin America (3-0-3) Francis
This class begins with a historical overview of United States relations with Latin America since World War II. It will analyze separately the Latin American politics of the presidents from Kennedy to Clinton. It will also focus on some particular questions, including the role of economic integration, theories of declining hegemony, the Cuban situation, illegal immigration into the United States and other problems. A number of videotapes will be shown during the semester. The form of the class and some of the assignments will be influenced by the size of the class, but at least one piece of research will be required, one group project, a midterm test and a final examination.

374. Conflict Resolution: Theory and Technique (3-0-3) Lopez
This course has two fundamental aims: (1) to acquaint students with the broad array of social conflict theory that exists in the social sciences as it relates to our ability to manage conflict, ranging from the interpersonal to international arenas; and (2) to teach basic skills of conflict resolution in low- and high-level disputes. Thus the course demands substantial reading as well as participation in simulation and training exercises. There are a series of short, written assignments as well as two exams during the course. This course is crosslisted from IIPS.

379. Latin American International Relations (3-0-3) Hagopian
This course examines the international relations of Latin America with an emphasis on what determines U.S. policy toward Latin America, and the policies of Latin American states toward the United States, other regions of the world, and each other. It analyzes recurring themes in U.S.-Latin American relations, including the response of the United States to dictatorships, expropriations of U.S.-owned property, and revolution. It also studies new directions and issues in Latin America’s international relations, e.g., trade policy, the environment, migration, and drugs in a post-Cold War world.

391. The European Union (3-0-3) Mosley
In this course, we will explore the process of financial and trade integration in Europe and the political forces that either promote or retard further integration. For example, we will consider the role of national governments, of national trade unions, and of business interest groups in the integration process. We will devote particular attention to the development and implementation of European Monetary Union and to the expansion of the European Union’s involvement in the areas of social policy and political cooperation. Students will read general course materials and will select additional reading materials that deal with particular topics or nations.

481. The International Economy and Domestic Politics (3-0-3) Mosley
In this course, we examine the reciprocal interaction between the international economy and domestic political processes, with an emphasis on developed democracies. The course employs concepts based in international relations, international economics and comparative politics. The first part of the course introduces the basic concepts needed to analyze the connections between the international economy and domestic politics. The second part of the course focuses on the ways in which private (“demand side”) actors — industries, firms, and investors — respond to changing international economic conditions. We consider how domestic actors are affected by and respond to international trade and financial relations.

Comparative Government

303. Beyond the Rio Grande (3-0-3) Scully
The purpose of this course is relatively bold: an interdisciplinary introduction to Latin American culture, politics, society and economy. Using a slightly eclectic approach, we seek to explore a variety of undervalued dimensions of Latin America’s path to development. To do so, we will trespass the traditional boundaries (sometimes arbitrarily) drawn between the social sciences and the humanities. Taking advantage of the resources at the Kellogg Institute, guest lectures by internationally known experts on Latin America will be a key component of the course.

329. Building the European Union (3-0-3) Mexina
This course introduces the contemporary project for greater economic, political, and security integration among the current 15 members of the European Union within its appropriate historical context, its current economic and political setting, and its projected future ambitions. The course is thus very much concerned with recent events and important European events in-the-making, including the implementation of the Amsterdam Treaty,
the expansion of the membership of the European Union and EU-sponsored strategies to facilitate democratic transitions in Eastern Europe.

337. The Political Economy of Post-Industrial States
(3-0-3) Messina
This course investigates the nexus between politics and economics in the advanced industrial democracies. After a brief discussion of the theoretical principles of economic liberalism, the course focuses on the impact of economic actors and conditions on politics and the political and economic consequences of the organization of the world economy along market principles. It concludes by examining the relationship between domestic politics and the project for economic integration in the case of the European Union.

343. European Politics and Institutions
(3-0-3) Gould
This course considers politics in Europe. We will examine the literature on three major issues: regional integration, origins of modern political authority, and industrial political-economy. Readings on the European Union, Germany, France, Spain, and contemporary political debates.

347. Nuts and Bolts of Russian Politics
(3-0-3) Merrit
How are we to understand a return to the symbolism of Russian royalty by those who were communists and now claim to be democrats? The frequent squabbles between president and parliament, including the October 1993 shelling of the Parliament Building? The high assassination rate for journalists, bankers and police officers? This course focuses on the nuts and bolts of Russian politics, including the similarities and differences between Communist Russia and the current Russian state. Familiarity with Soviet politics is a crucial precondition to analysis of the modern political scene, so students first develop an understanding of the nature of Bolshevik rule and its collapse.

349. Latin American Politics
(3-0-3) Mainwaring, Welna, Hagopian, Coppedge
This course is an introduction to Latin American politics. Thematically, we will focus on two of the great issues facing this region of the world at the end of the 20th century: democratization and strategies for promoting economic development. After spending the first part of the course examining these two issues in a broad way, we will then analyze these same issues, but focused on Brazil, Chile and Mexico.

351. Politics of Tropical Africa
(3-0-3) Walshe
Following an introduction to traditional political institutions, the colonial inheritance and the rise of African nationalism, the course concentrates on the current economic and political problems of tropical Africa. This includes case studies of political organizations, ideologies and government institutions in Ghana, Nigeria and Tanzania.

352. The Politics of Southern Africa
(3-0-3) Walshe
This course focuses on the key state of the region — the republic of South Africa. After outlining the political history of apartheid, the phenomenon of Afrikaner nationalism, and the rise of African nationalism and the liberation movements, attention turns to the country’s escalating turmoil of the 1980s and resulting political transition in the 1990s. South Africa’s political and economic prospects are also examined. The semester concludes with a survey of the transitions that brought South Africa’s neighboring territories to independence, the destabilization strategies of the apartheid regime and United States policy in that region.

356. Tradition and Modernization in China and Japan
(3-0-3) Moody
This course compares the traditional social, political, cultural and economic systems of China and Japan and compares the way in which each system has changed in response to the intrusion of the Western powers into east Asia. It concludes with an extended discussion and analysis of the contemporary situation in each country. Class requirements will include class participation, a midterm examination, two brief discussion papers dealing with material relevant to the course, and a final examination.

358. Comparative Politics of Eastern Europe
(3-0-3) McAdams
An examination of the principal characteristics of Eastern European politics and institutions in the post-war era, focusing on the communist experience, relations with the Soviet Union, and post-1989 efforts to create stable democracies and capitalist economies.
359. Introduction to Chinese Politics
(3-0-3) Moody
Study of the contemporary Chinese political system and process in the light of Chinese history and culture. Some of the topics treated include the traditional political order; the revolutionary movements; the rise of communism; Maoism and the rejection of Maoism; the political structure; leadership, personalities, and power struggles; economic policy; social policy and movements; problems of corruption and instability; and prospects for democratic development. There will be some attention to Taiwan and Hong Kong as special Chinese societies.

366. The Enlightenment and Its Revolutions
(3-0-3) Hunt
This course explores the enduring significance of the Enlightenment and its many revolutions: the scientific revolutions (Bacon, Newton), the philosophical and theological revolutions (Descartes, Voltaire, Hume, Kant), and the social revolutions in the family and civil society (Wollstonecraft, Smith). We will examine the legacy, both good and bad, of these Enlightenment revolutions for contemporary American liberalism.

370. The Political Economy of Latin America
(3-0-3) Hagopian
This course analyzes the political bases of the developmental and distributive strategies pursued by several Latin American countries in the postwar period and the relationship between economic crises in the region and political change. It explicitly examines the relationship between regime type and economic policies and performance.

372. Latin American Parties and Party Systems
(3-0-3) Scully
Permission required by instructor.

The purpose of this seminar is to explore the origins and developmental history of parties and party systems. The major themes of the course will include how patterns of social cleavage are translated into parties and other political institutions and the extent to which parties shape, and are shaped by, social forces. The give and take of these processes leads to the appearance of different types of parties and the emergence of different roles those parties play within the larger political system. We will examine the consequences of these differences for political stability by focusing on cases from Latin America, the United States and Europe. Students will be required to write two brief essays and a research paper.

372. Parties and Party Systems
(3-0-3) Coppendge
Political parties are the most crucial link between state and society in democratic regimes. They are responsible for recruiting candidates, devising programs, shaping the political agenda, aggregating interests, organizing the work of legislatures, bargaining with executives, and defending democracy. In some countries, they also help to administer government programs. Parties around the world vary tremendously in the ways they perform, or fail to perform, these functions; yet whether parties perform these tasks well or poorly, party characteristics powerfully influence the quality and stability of democracy. This course examines parties in comparative perspective, exploring how the nature of parties and party systems affects democratic governance primarily in Europe, Latin America, and the United States.

440. German Politics
(3-0-3) Koomers
This course examines various aspects of German government and politics, including the party system, elections and voting, patterns of political participation, civil liberties, policymaking institutions, and foreign policy. The course also deals with the historical debates over Germany’s past and current attempts to come to terms with it. It also focuses on Germany’s constitutional order together with the political and societal problems arising out of Germany’s reunification.

POLITICAL THEORY

314. Politics, Poetry, and Philosophy in Ancient Greece
(3-0-3) C. Zuckert
Democratic politics and philosophical investigations of nature—two distinctive components of Western civilization—were invented in ancient Greece. How and why did these distinctive forms of human activity arise? Are they essentially related to one another? If so, how? To answer these questions, in this course we will first read the celebration of replacement of military monarchy by the rule of law, based on popular consent in the tragedies of Aeschylus. Then we will look at Thucydides’ critique of the "poetic" account of the origins of political order and the more "imperialistic" description of political necessity he gives in his History of the Peloponnesian War. Aristotle opposed the politics of war with comedies advocating the pleasure of peace. He introduced a new element into the discussion of the requirements and most desirable form of politics, moreover, by attacking Socratic philosophy as a corrupting force. In the second half of the course, we will, therefore, examine Plato’s response to Aristotle’s critique in his Apology of Socrates and Symposium as well as Plato’s somewhat comic response to Aristotle’s attempt to formulate a comprehensive science of politics in the Politics. In all cases, we will be asking whether and to what extent the things these ancient authors say about political life still hold true for us.

315. Contemporary Liberal Theory
(3-0-3) M. Zuckert
Ever since the publication of John Rawls’ A Theory of Justice in 1971, liberal political theory has experienced a great revival and now is a flourishing enterprise. This course will take Rawls as its point of departure and survey the state of current liberal political philosophy, considering such thinkers as Ronald Dworkin, Joseph Raz, Richard Rorty, and Robert Nozick.

350. The Enlightenment Political Novel
(3-0-3) Hunt
This course will investigate the place of the novel in Enlightenment political theory. Authors such as Daniel Defoe (Robinson Crusoe) used the novel to express radical new moral and political ideas that deeply influenced later Enlightenment political theorists. Many of the great political theorists of the Enlightenment also used the novel alongside the philosophical treatise to express their innovative moral and political ideas. Enlightenment thinkers often have been narrowly construed as arch-rationalists and individualists who were inattentive to the role of the passions and human relationships in morality and politics. The political novels of Swift, Montesquieu, Rousseau, Voltaire, Wollstonecraft, and Godwin break down this inaccurate caricature of Enlightenment political theory. We will read the political novels of these thinkers alongside selections from their philosophical and political essays and treatises and examine how their novels both expound and reinterpret their “enlightened” ideas on rights, liberty, moral and civil laws, manners and mores, social and economic inequalities, political justice, love, family, and the good life.

Readings may include Robinson Crusoe; Gulliver’s Travels; The Persian Letters; Emile, Julie or the New Héloïse; Candide; Mary, a Fiction; Maria, or the Wrongs of Woman; and Caleb Williams.

362. Early Modern Political Theory
(3-0-3) M. Zuckert
An examination of the development of modern political theory from Machiavelli to Rousseau, focusing on Renaissance and Reformation individualism, emergence of national sovereignty (Bodin), variants of social contract theory (Hobbes, Locke, Rousseau), and Enlightenment ideas (Voltaire, Diderot).

363. Christian Political Theory
(3-0-3) Keys
This course introduces students to the rich tradition of Christian reflection on politics and its place in human life. Central questions include (1) the relation of Christian ethics to citizenship and to the sometimes harsh necessities of political leadership; and (2) the interplay between reason and revelation, philosophy and theology in the various theoretical approaches we will study. Readings will span the patristic, medieval and contemporary periods and will also include some documents from 20th-century Catholic social teaching.

364. American Political Thought
(3-0-3) M. Zuckert
A selective survey of classic works and thinkers in the American political tradition. Themes and readings will vary from time to time, but texts such as the Puritan writings on politics, the Federalist and Anti-Federalist writings on the Constitution, the writings of Thomas Jefferson, James Fenimore Cooper, Abraham Lincoln, Walt Whitman, Frederick Douglass, Herbert Croly, Reinhold Niebuhr, John Courtney Murray and Martin Luther King are among the materials to be studied.
367. Contemporary Political Theory
(3-0-3) Dallmayr
An introduction to contemporary political philosophy as articulated both by American and European thinkers. The main aim of the course is to investigate whether our century makes room for genuine political thought. Among those discussed are Leo Strauss, Michael Oakeshott, Eric Voegelin, Hannah Arendt, John Rawls, and Jürgen Habermas.

369. Continental Political Theory
(3-0-3) Dallmayr
This course offers an introduction to the social and political thought of Continental philosophy in the 20th century. After exploring the work of the main “founders” of phenomenology and existentialism (Husserl, Heidegger, Jaspers), the course will concentrate chiefly on the “French school” of existentialism and existential phenomenology (Marcel, Camus, Sartre, Merleau-Ponty and Ricoeur). The course will conclude with some reflections on contemporary post-phenomenology and deconstruction (Foucault, Derrida).

377. The Theory of the American Founding
(3-0-3) M. Zuckert
This course in political theory examines the philosophical, moral and political debates that led to the founding of the United States and that continue to shape its government and political culture.

382. Non-Western Political Thought
(3-0-3) Dallmayr
The course offers an introduction to prominent modes of non-Western thought, such as Islam, Hinduism, Buddhism, and Confucianism, with a focus on the political implications of these teachings. In each case, attention will be given both to classical and to modern texts and developments. Among classical sources, consideration will be given to Al-Farabi, Averroes, Ibn Khaldun, the Vedas, Upanishads, some Buddhist Sutras, and the Analects; among modern or recent developments the focus will be on Islamic “fundamentalism” and secularism, on Gandhi and Indian nationalism, and on “engaged Buddhism” and Chinese communism.

384. Politics and Literature
(3-0-3) C. Zuckert
This course involves the study of works of political philosophy and literature in order to address some of the central questions of political theory in the modern age. The examination of the relation between truth, faith and politics, and the nature of political action will form central questions of the course. We will pay special attention to the problems of founding politics and membership in political communities.

389. Republicanism and the Origins of American Liberalism
(3-0-3) Hunt
This course traces the evolution of republican political theory, from the ancient Greeks and Romans to the Italian and Northern European Renaissance to the British and French Enlightenments, and explores the legacy of republicanism for the American constitutional tradition. Readings may include Plato, Aristotle, Polybius, Cicero, Contarini, Machiavelli, Savonarola, Calvin, Milton, Locke, Montesquieu, Rousseau, Jefferson, Madison, Mill, Rawls, and Arendt.

392. 19th-Century Political Thought
(3-0-3) Kaplan
This course surveys the works and themes of selected 19th-century political theorists, including Joseph de Maistre, Auguste Comte, Alexis de Tocqueville, G.W.F. Hegel, and Karl Marx. The course focuses on the role of theory in the aftermath of the French Revolution. The goal of the course is to understand the characteristic concerns and approaches of 19th-century political theory and to consider the relevance of those concerns and approaches today.

396. War and Peace
(3-0-3) C. Zuckert
From the time political associations arose in ancient Greece, thoughtful observers have asked why the people within such societies and also the polities themselves seem always to come into conflict. Are such conflicts inevitable? Are they necessarily violent? Or can conflict be controlled, if not resolved peacefully? In this course, we will read a variety of different attempts to answer these questions in classic works of political theory by Thucydides, Machiavelli, Hobbes, Grotius, Montesquieu, and Kant.

450. Justice Seminar
(3-0-3) Roos
An examination of major theories of justice, both ancient and modern. Readings include representatives of liberal theorists of right, such as John Rawls, as well as perfectionist alternatives. The course also serves as the core seminar for the philosophy, politics and economics concentration.

OTHER COURSES

333. Social Concerns Seminar: Washington
(3-0-3) Brandenburger, McNell
See course description under THEO 363.

390. Research Design and Methods
(3-0-3) Staff
This course reviews approaches to the study of social and political phenomena. Students will learn to structure a research question and to review possible methods for answering the questions that are raised by observing political and social processes. The course will acquaint students with a variety of research methods and with the advantages and drawbacks each method introduces. The course is designed for junior government majors interested in writing a senior honors thesis and for other students whose careers may require research skills. Students will learn to develop research proposals and to critically review the research reported in the mass media and in more specialized source. Both qualitative and quantitative methods are presented to help students become critical consumers of research.

491/492. Writing Seminars
These intensive writing seminars are required courses. Open to senior majors and second-semester junior Pi Sigma Alpha members with permission of the director of undergraduate studies. The Writing Seminars give seniors the opportunity to work in a seminar setting, to explore a topic more deeply, and to gain experience writing in their field. Recent topics have included Issue Politics, the Constitution and Public Policy, Constitutional Rights, African Politics, Israeli Politics, Issues in Democratic Politics, Latin American Politics, The Problem of the Common Good, Women and Politics, Non-Western Political Thought, Politics and Literature, and The Politics of Cultural Differences.

496. Internships
(3-0-3) Arroyo
The goal of the internship program is to provide opportunities to integrate coursework with experiential learning. To this end we sponsor internships through the Notre Dame area with a variety of local government or government-related agencies. Learning through internships encompasses polishing your resume, honing your interviewing skills, and improving writing and analytical skills by entering the world of work and getting hands-on experience. All internships are nonpaid. Internship credits do not fulfill the government major requirements. Permission required.

497. Directed Readings: Reading and Research
(0-V-0) Staff
Students with a G.P.A. at the Dean’s list level are eligible for independent study under the direction of a faculty member. Registration requires a “contractual agreement” with professor prior to scheduling.

499. Senior Honors Thesis
(0-V-3) Staff
Seniors with a grade point average of 3.5 or above are encouraged to write a senior honors thesis. For this project, the student works closely with a faculty member on a topic of the student’s choice. The senior honors thesis builds on the student’s coursework, experience, and interests and trains the student to work deeply and independently. Three credits of this two-semester project fulfill one senior writing seminar requirement. The other three credits can count toward elective credit but not toward the government major.

500-Level Courses.
Many 500-level graduate courses are open to qualified undergraduates with a grade point average of 3.6 or higher and permission of the instructor. Descriptions of these courses are available in the Graduate School Bulletin of Information, as well as in the government department office.
History

Chair:
Thomas A. Kselman
Director of Graduate Studies:
Olivia Remie Constable
Director of Undergraduate Studies:
Rev. Thomas Blantz, C.S.C.
Andrew V. Tackes Professor of History:
Nathan O. Hatch
Andrew V. Tackes Professor of History:
John H. Van Engen
Andrew V. Tackes Professor of History:
Theresa P. Slaughter
Francis A. McIntyre Professor of History:
George M. Marsden
Rev. John A. O’Brien Associate Professor of History:
John T. McGreevy
Carl E. Koch Assistant Professor of History:
Richard Pierce
Rev. John J. Cavanaugh, C.S.C., Professor of Humanities:
James Turner
Robert M. Conway Director of the Medieval Institute:
Thomas Noble
John M. Rogan Jr. Director of the Joan B. Kroc Institute for International Peace Studies:
R. Scott Appleby

Professors:
R. Scott Appleby; Kathleen A. Biddick; Rev. Thomas Blantz, C.S.C.; Jay P. Dolan; Gary M. Hamburg; Christopher S. Hamlin (on leave 2001-02); Nathan O. Hatch; Ivan A. Jaksic; Thomas A. Kselman; George S. Maris; Dian H. Murray; Thomas Noble; Thomas P. Slaughter; James Turner; John H. Van Engen; J. Robert Wegs

Professors Emeritus:
Robert E. Burns; Vincent P. De Santis; J. Philip Gleason; Rev. Robert L. Kerby; Bernard P. Neuringer; Walter Nugent; Rev. Martin R. O’Connell; Andrzej Walicki

Associate Professors:
Gail Bederman; Doris Bergen (on leave fall 2001); Olivia Remie Constable; Gregory E. Dowd; John T. McGreevy (on leave fall 2001 and spring 2002); Rev. Wilson D. Miscamble, C.S.C.; James Smyth; Rev. Robert Sullivan; Julia Thomas; David Waldstreicher

Assistant Professors:
Ted Beaty; Paul Cobb; Laura A. Crago; Howard P. Louthan (on leave fall 2001 and spring 2002); Semon Lyndres; Aideen O’Leary; Emily Osborn; Richard B. Pierce

Research Associate:
David Harkey

Professional Specialist and Concurrent Associate Professor:
D’Arcy Jonathan Boulton

Assistant Professional Specialist:
Dorothy Pratt

Associated Faculty:
Michael J. Crowe (Program of Liberal Studies); Lionel Jensen (East Asian Languages and Literatures); Thomas Schlereth (American Studies); Phillip Sloan (Program of Liberal Studies); Kevin Whelan (Keough Institute for Irish Studies)

Program of Studies. The Department of History offers courses for undergraduates designed to expose them to life in the past as it was experienced in Europe, Asia and the Americas. In addition to courses that contribute to an understanding of Western culture and its roots, the department also offers courses on Middle Eastern, East Asian, Native American and African American history, as well as ones that explore the historical dimensions of issues of race, class and gender. Courses offered consist of lectures and seminars that require students to develop a critical appreciation of primary and secondary texts, and skills in historical writing.

To major in history, a student must take a total of 24 semester hours (eight courses) numbered 300 or above and distributed as follows:

- six hours in Old World (European, Asian, African) History before 1600
- six hours in Old World (European, Asian, African) History after 1600
- six hours in the history of New World (North or South America)
- six hours of electives

Given its relatively jargon-free discourse, the study of history provides an ideal context within which students can sharpen their analytical and verbal skills. To encourage this process, every history major is required to enroll in at least one departmental seminar, a course that will require students to engage in extensive research and write a major essay.

Qualified students, with the permission of the instructor, may elect courses in the 500 series of the history department (see the Graduate School Bulletin of Information). Work in one of the concentrations or area studies programs described below may also be undertaken in conjunction with the Department of History.

Course Descriptions. The following course descriptions give the number and title of each course. Lecture hours per week, laboratory and/or tutorial hours per week and credits each semester are in parentheses. The instructor’s name is also included.

111. Western Civilization I
(3-0-3)  Harley, Louthan, Noble, O’Leary
A survey of the major events and issues in Western history from the emergence of civilization in Egypt and Mesopotamia until the 15th century. Subjects studied at length include Greek culture, democracy, and imperialism; the Roman Republic and Empire; and the emergence of the Christian civilization of the Middle Ages. The contributions of Africa and Asia to Western culture will be discussed.

112. Western Civilization II
(3-0-3)  Bergen, Crago, Hamburg, Kselman, Louthan
This course will examine important topics in European history from the Renaissance to the present: the evolution of statecraft in Machiavelli’s Florence; the impact of the Reformation on European society and political life; the Scientific Revolution and the Enlightenment; the French Revolution and its aftermath; the development of liberalism, socialism, feminism and nationalism in the 19th century; the evolution of 20th-century warfare; the Russian Revolution of 1917; the bloody history of fascism and Nazism; the Holocaust; the “atomic age,” the Cold War and the collapse of the Soviet empire.

115. The Growth of the American Nation
(3-0-3)  Dowd, Waldstreicher
A survey of the social, cultural and political history of the British North American colonies and the United States to the close of the Civil War. Organized around the question of American “nationhood,” topics include Indian, European and African encounters; regional and sectional divergence; religious impulses and revivals; imperial conflict and revolution; constitutional development and argument; immigration and nativism; the frontier hypothesis and westward expansion; slavery and emancipation; sectional division and the Civil War.

116. The Development of Modern America
(3-0-3)  Blantz, McGreevy, Miscamble, Bederman
The purpose of this course is to provide the student with a basic understanding of the political, diplomatic, social and economic development of the United States from the end of the Civil War to the present. Major topics to be covered include the industrial revolution of the late 19th century; the Populist movement, the progressive presidencies of Theodore Roosevelt and Woodrow Wilson, the Great Depression, the causes and effects of World Wars I and II, the Cold War years of Presidents Harry Truman and Dwight Eisenhower, the New Frontier and Great Society, the Civil Rights Movement, Vietnam, President Richard Nixon and Watergate, and the presidency of Ronald Reagan. The class format will be two lectures and one discussion session per week.

150. Modern Russia 1600 to Present
(3-0-3)  Hamburg, Lyndres
This course is an introduction to the turbulent political and cultural history of modern Russia. Lectures will treat such topics as the rise and fall of the Russian empire, the bloody legacy of the Soviet Union and Russia’s current experiment with constitutional government and capitalism.
lectures as well as small group discussions based on reading of primary sources and literary works by writers such as Shelley, Marx, Flaubert, Dostoevsky, Ibsen, Freud, Kafka, Woolf, and Levi. We will also watch several classic films.

222. Burned at the Stake: Medieval Heresy (3-0-3) O’Leary
This class will cover the principal heresies of the Middle Ages, beginning with the teachings and developments of early heretical movements. Students will investigate what constituted a heresy and how “orthodox” Christianity responded to such challenges. Requirements include participation in class discussion, a final exam, and a paper on a topic of the student’s choice.

224. The Holocaust (3-0-3) Bergen
In this lecture/discussion class we will study the Nazi German program of mass killings that has come to be known as the Holocaust. We will explore the ideas, decisions, and actions that culminated in the murder of an estimated hundred thousand people deemed handicapped, half a million Roma (Gypsies), and six million European Jews. The role of historical prejudices, the impact of National Socialist ideology and leadership, and the crucial factor of the war itself will all be considered. We will address the experiences of those targeted for annihilation as well as the actions of perpetrators and the role of others: bystanders, witnesses, and rescuers. At the same time we will examine how attacks on other groups — for example, homosexuals, Polish intellectuals, Soviet prisoners of war, Jehovah’s Witnesses, and Afro-Germans — fit into the overall Nazi scheme for a “new world order.” The legacy of the Holocaust after 1945 will be discussed as well.

225. Roots of Latin America (3-0-3) Staff
This course will study the impact of Viking invaders in Europe and North America over four centuries, and will consider whether Scandinavians made any real contribution to the societies they terrorized. Discussion (including heated debates) will be based on medieval primary sources from England, Ireland, France, and Russia. Scandinavian life at home and the possible reasons for migration will also be considered, as background to the more exciting events abroad. The importance of archaeological evidence (including art), and modern treatments of Vikings in film and literature, will also be included.

226. History of Communication Technologies (3-0-3) Staff
The Internet is creating a revolution in the ways we communicate and organize information. This course seeks to deepen our understanding of current issues about the access to information, ownership of ideas and the possibilities for change. We can gain a new perspective by examining the history of previous shifts in the technology of communication in ancient, medieval and early modern societies. We begin by learning about the effects that the earliest forms of writing had on ancient societies. Next, we discuss the role of Christianity in the transfer from the scroll to the codex. The third and larger section explores the development of different kinds of books, from illuminated manuscripts like the fabulous Book of Kells and tiny books for private prayer to mass-produced books for university students. We then examine the shifts following the invention of the printing press in the 15th century. Finally, we consider the current revolution of cyberspace.
248. Martyrs, Monks, and Crusaders: The History of Christianity c. 200–1500
(3-0-3) Sterk
This course surveys the history of Christianity from its status as a minority religion of the Roman Empire to its position of dominance in medieval Europe and Byzantium. In addition to examining major figures, institutions and ideas, we will pay special attention to the relationship between Christianity and culture.

250. Modern Russia to the Present
(3-0-3) Hamburg, Lyandres
This course is an introduction to the turbulent political and cultural history of modern Russia. Lectures will treat such topics as the rise and fall of the Russian empire, the bloody legacy of the Soviet Union and Russia’s current experiment with constitutional government and capitalism.

258. American Art: History, Identity, Culture
(3-0-3) Schlereth
Introductory and historical overview of the role that several arts (architecture, painting, sculpture) played in American cultural history, 1640-1940. In addition to surveying major high style trends, attention will also be given to selected regional, folk, vernacular and popular artistic traditions.

261. American Catholic Experience
(3-0-3) Appleby
A survey of the history of Roman Catholicism in the United States from colonial times to the present, with emphasis on the 20th-century present, with emphasis on the 20th-century.

265. Visual America
(3-0-3) Schlereth
This course explores dimensions of several types of visual expression: popular photography, genre and historical painting, chromolithography, commercial arts in American culture history from Louis Daguerre’s development of photography in 1839 to the public exhibition of television at the 1939 New York World’s Fair.

270. The Civil Rights Movement
(3-0-3) Pierce
There may not be a term in American society which is as recognized yet misunderstood as “civil rights.” Often civil rights are conflated with human rights, even though each is distinct from the other. During the semester, we will trace the Civil Rights Movement in the United States during the 20th century and its lasting impact on American society.

285. King Arthur in History and Literature
(3-0-3) Boulton
This course, intended to introduce undergraduates to one of the major themes as well as to the interdisciplinary approaches characteristic of Medieval Studies, is a team-taught examination of the development and influence of the legend of Arthur, King of Britain, both in history and in literature.

305. Greek History
(3-0-3) Vacca
The primary purpose of the course is to provide a basic narrative history of Greece from the Bronze Age through the Roman conquest. Another purpose is systematic insight into special problems of two key phases of Greek development, the archaic and classical periods. The rapid growth of the city-state and the cultural ideals and problems that led to the invention of philosophy and tragedy are considered. The course then takes up the institutions and policies of democratic and imperialistic Athens and the political theories they embodied. The class ends with a look at the new Hellenistic world and the impact of Greek values on Christianity.

306. Roman History
(3-0-3) Mazurek
An introduction to ancient Roman history, tracing the development of Roman civilization through political, religious and social institutions of the Republic and Empire. Students read original sources in translation as well as secondary works by modern historians.

307. Middle Ages I
(3-0-3) Boulton
This course is designed as a topical introduction to European history between 500 and 1000. It will examine the evolution of various forms of economic systems, societies, and civilizations in Western Europe during this period, concentrating on France, Italy, England, and Germany. History majors as well as students interested in a historical introduction to medieval civilization are welcome.

308. Middle Ages II
(3-0-3) Constable
This course is designed as a topical introduction to European history between 1000 and 1500. It will examine the evolution of various forms of economic systems, societies, and civilizations in Western Europe during this period, concentrating on France, Italy, England, and Germany. History majors as well as students interested in a historical introduction to medieval civilization are welcome.

311. Gender/Sexuality/Power: Medieval Europe
(3-0-3) Biddick
What has gender to do with sexuality and how can we think about its entanglements in terms of a history of power? How do shifting borders between what counts as masculine and what counts as feminine produce other kinds of bodies in medieval societies: bodies that don’t matter? Using original sources and material remains produced from the third through 15th centuries, together with current feminist and queer theory, students will think about the work of gendered embodiment and the production of bodies that don’t matter.

314. Topics in English History, 1789 to the Present
(3-0-3) Sullivan
The course involves reading and thinking about and discussing both the history and the historical interpretations of some major elements in the development of modern English politics, society, and culture.

315. Medieval Church and Society
(3-0-3) Staff
This course surveys the history of the Christian Church and its impact on society during the Middle Ages. Topics covered include faith and superstition, morality, church institutions, saints and relics, religious life, heresy and popular piety.

316. Medieval Towns and Urban Life
(3-0-3) Constable
This lecture course will cover the structure and development of urban centers in Europe and the Mediterranean World from the Late Antique period until the 14th century. The course will begin with a general discussion of modern urban theory together with ancient and medieval conceptions of what makes a “city.” From this point, we will track the history of urban life in medieval Europe, Byzantium and the Islamic World, with lectures devoted to urban geography, architecture, society, economy and demography. We will also look in depth at medieval life in individual cities, including London, Paris, Cairo and Constantinople, in order to consider variations in urban society and institutions in different regions.

320. The Making of Modern Europe
(3-0-3) Louthan
This course traces the development of Europe as it emerged from the Middle Ages and slowly teetered forward to the modern era. Our focus will be on the growth of the modern state. From an interdisciplinary perspective we investigate critical changes in politics, science, economics, religion and the arts which helped usher in the new European system. Attention will also be paid to the segments of society who stood apart from many of these innovations affecting the European state. We will seek to understand the place of women, Jews and other “outsiders” in this new European order.
323. History of Modern Mexico  
(3-0-3) Beatty  
This course examines the complex nation that is Mexico in the 20th century, its challenges and its prospects. Focusing primarily on the period since 1870, we will study the social, economic, political and cultural forces that have shaped the history of the United States’ southern neighbor.

325. Enlightenment In Europe  
(3-0-3) Sullivan  
By studying works as diverse as Voltaire’s *Philosophical Dictionary*, *The Sun Rising Through Vapour* and Laclos’s *Dangerous Liaisons*, we first try to map the sheer variety of the cultural achievements of Europeans, from Dublin to Naples and Koenigsberg to Madrid, during the long 18th century (c. 1687-1807). Then we critically analyze some of the major scholarly efforts to reduce and organize into some unitary movement, usually called “the Enlightenment,” the stubborn complexity, and frequent contradiction, of the ways in which self-consciously modern, or enlightened, Europeans in their prose, poetry, paintings, and music represented power, knowledge, faith, emotions, history, and progress.

326. Irish History I  
(3-0-3) Smyth  
This course consists of lectures and readings examining Irish political history from the beginning of the Tudor Reconquest to the enactment of the legislative union in 1801. Attention is given to colonization, religious conflict, the Ulster Plantation, political and constitutional reactions to British government policies, and the rise of Protestant patriotism.

327. Making of the Irish Nation II  
(3-0-3) Smyth  
This course will consist of lectures and readings examining Irish political history and Anglo-Irish relations from 1801 up to and including the current conflict in contemporary Northern Ireland. Attention will be given to religious conflict, the development of romantic and revolutionary nationalism, the changing nature of Anglo-Irish relations, the Irish American dimension, and the special problems of the north.

332. Southern History  
(3-0-3) Pratt  
This survey relies on cultural, social, and political analysis to develop an understanding of the region and its identity. Circumstances and events unique to the South will be evaluated in context of the common experiences of the United States.

333. British History: 1660-1800  
(3-0-3) Smyth  
This course of lectures and readings concentrates on British history from the restoration of monarchy in 1660 to the great crisis detonated by the French Revolution and war in the 1790s. The other themes addressed include Protestant dissent, political ideologies, the role of parliament and the rise of the radical parliamentary reform movement.

340. Women and Men in Latin America: Gender, Ethnicity, and Class in Comparative Perspective  
(3-0-3) Staff  
This lecture and discussion course will focus on the experience of men and women in 19th- and 20th-century Latin America and the way their lives have been molded and influenced by their gender, their ethnic backgrounds, and their class positions. Using a combination of autobiographical, biographical, and literary texts, along with essays on social and cultural history of Latin American, we will compare and contrast people’s experiences over time.

343. Intellectuals and Politics in Latin American Society  
(3-0-3) Jaksic  
This course will discuss the role of intellectuals in the politics of modern Latin America. It will identify and define who is an intellectual in Latin America, review the range of their concerns, and ascertain the impact of their ideas on their respective nations. Themes to be addressed include the role of intellectuals in nation-building in 19th-century Latin America, the participation of intellectuals in electoral politics, their role in university reform movements, and their opposition to military dictatorship, among others. Intellectuals will also be seen in the larger context of such movements as liberalism, positivism, Marxism, and Christian democracy, among others.

344. Making of the Chinese Nation  
(3-0-3) Patton  
This lecture and discussion course will focus on the Chinese nation-state and the political, economic, and cultural developments that have shaped its formation and transformation over the past 2000 years. The course will examine the ways in which China has evolved from a traditional agrarian society to a modern industrial nation, and the impact of this transformation on Chinese society and identity.

345. Europe from the French Revolution to World War I  
(3-0-3) Kedman  
During this time Europe changed dramatically in ways that shaped the 20th century: political reform movements advocating nationalism, democracy, and socialism challenged established regimes; the industrial revolution led to massive changes in society and the economy, including the emergence of a large and affluent middle class and an industrial proletariat; European states consolidated power and mobilized popular support and an advanced technology for wars in Europe and throughout the world, into which they expanded as colonial powers; writers, artists, and composers reacted to the changes and conflicts with novels, paintings, songs, and symphonies that, in their variety of styles, suggest the vitality and anxiety of this period.

346. Making Australia  
(3-0-3) Miscamble  
This course will provide both a broad coverage of Australian history and an analysis of some issues and developments of special significance in contemporary Australia.

352. Gilded Age and Progressive Era  
(3-0-3) McGuirey  
Through discussion and lectures, students examine the emergence of a recognizable modern United States. Topics examined will include the emergence of the corporation, progressive reforms, the changing contours of American religion, the character of the New South, the battle for women’s suffrage, developments in the arts, and American involvement in the First World War.
356. American Social History (3-0-3) Staff
This upper-division course examines the social history of the United States. Format may include lectures, readings, discussions, exams and a paper.

360M. Media and American Culture from the Age of Print to the Internet (3-0-3) Waldstreicher
This course examines the myths and realities of media in the American past and present, paying particular attention to the ways in which old media and new have combined to change our lives, and the ways different groups of Americans have used various media to make history.

361M. Origins of American Political Traditions (3-0-3) Waldstreicher
The ideas, movements, and structures that shaped the development of American politics (and, arguably, American society) from the late colonial period until the eve of the Civil War. Topics will include theories of politics and society (monarchy; colonialism, republicanism, liberalism, democracy); political parties and their ideologies; constitutionalism; presidential leadership; social movements; rebellions; nationalism, regionalism and localism; and the popular political practices that made politics part of everyday life.

369. Jacksonian America (3-0-3) Staff
This course concentrates on the early 19th century of American history, specifically the period from the close of the War of 1812 to the coming of the Civil War. It focuses on the rise of democracy, the market revolution, and such social, intellectual and religious developments as slavery, abolitionism, women's rights, temperance, communitarianism, the labor movement, transcendentailism, the Second Great Awakening, the rise of the penny press, the literary explosion, political and education innovations, prison and asylum reforms, Shakers, Mormons, Disciples of Christ, and millenialists. The Bank War, Indian removal, nullification, Manifest Destiny, and the Mexican War will also be covered.

371. Survey of African American History I (3-0-3) Pierce
This course is a survey of the history of African Americans, beginning with an examination of their west African origins and ending with the Civil War era. We will discuss the 14th and 15th centuries, west African kingdoms, forms of domestic slavery and west African cultures, the Atlantic slave trade, early slave societies in the Caribbean, slavery in colonial America, the beginnings of African American cultures in the north and south during and after the revolutionary era, slave resistance and rebellions, the political economy of slavery and resulting sectional disputes, the significance of “bloody Kansas” and the Civil War.

372. Survey of African American History II (3-0-3) Pierce
This course will survey the history of African Americans from 1865 to 1980. Specifically, this course will focus on the problems of Reconstruction in the South after the Civil War, the adjustments and reactions of African Americans to freedom, the economic exploitation of sharecropping, northern black communities at the end of the 19th century, the migration of black Southerners to northern urban areas, black political leadership, the Civil Rights Movement, current examples of institutional racism and affirmative action in America.

375. Anglo-American Thought (3-0-3) Turner
A survey of the intellectual history of Britain and English-speaking America from around 1600 to the mid-19th century, including European backgrounds and contexts. Emphasis on writings about religion, government, national science, education and human nature.

377. Engendering War, Business, and Law (3-0-3) Bidlack
During the 12th century the Anglo-Norman royal court made revolutionary advances in killing, counting and judging at the same time that they patronized the emergence of Arthurian romance in historical writing. History textbooks usually compartmentalize the history of war, accounting, the law, and romance. This course, instead, asks what they have in common, specifically, how they were engendered on the bodies of imaginary dead maidens, cannibalized Muslims, and tortured Jews.

378. Polish History I: From the Jagiellonians to Stanislaw Augustus (3-0-3) Crago
This course will examine Polish history from the union of Lithuania with Poland in 1386 to the partitions of Poland. The lectures will place special emphasis on the political, social and cultural histories of Poles, Czechs, Slovaks, Croats and Hungarians.

380. East-Central Europe I (3-0-3) Crago
A survey of the history of East-Central Europe from A.D. 966 to the partitions of Poland. The lecture will place special emphasis on the political, social and cultural histories of Poles, Czechs, Slovaks, Croats and Hungarians.

380M. United States Labor History (3-0-3) Staff
Much of the structure of our daily lives is the legacy of centuries of conflict over the rules for and meanings of work. In this course we examine the history of paid and unpaid labor in the United States from colonial times to the present. We pay special attention to conceptual issues relevant to the historical narrative such as changing understandings of skill and value and the relation of work to racial and gender identities.

381. East-Central Europe II (3-0-3) Crago
A survey of the history of East-Central Europe from the partitions of Poland to the outbreak of World War II. The lecture will place special emphasis on the political, social and cultural histories of Poles, Czechs, Slovaks, Croats and Hungarians.

382. Eastern Europe Since 1945 (3-0-3) Crago
The course surveys the emergence of communist Eastern Europe in the wake of World War II and then explores the seminal developments which contributed to the collapse of communism. Emphasis will be placed on the Hungarian, Czech, Polish, and Yugoslav experiences. Students in the course will examine the evolution in Eastern European society by reading traditional historical and political writings as well as drawing on literary and film accounts of the period.
from the history of ideas to paleoclimatology, geographically from the ancient near east to modern America, topically from wood-cutting rights in medieval France to the rise of the organic farming movement and water-allocation laws in the 20th-century American West.

391. Religions in China
(3-0-3) Murray
This course will examine the religions of China from both the historical and cultural perspective. It will focus on Confucianism, Taoism, and Buddhism.

392. History of Christianity, 400-1600
(3-0-3) Sullivan
A survey of the development of Christianity from late antiquity to the eve of the 16th-century Reformation. Emphases include processes of Christianization, definitions of prescribed and proscribed beliefs and practices, institutional elaboration, relations with imperial and royal authority, impact of and on culture, and varieties of religious behaviors. Although the history of the Latin (Catholic) church is highlighted, the dynamics and consequences of its separation first from the Oriental and then from the Orthodox churches will be examined. The course aspires to achieve a routine of interactive lectures.

393. History of Christianity II, 1600 to the Present
(3-0-3) Sullivan
A course surveying the development of modern Christianity, with emphasis on the West. Subjects include ideas and movements of reform, church government and structures, missionary enterprises, forms of spirituality and worship, and the political role and cultural impact of Christianity.

394. Medieval Middle East
(3-0-3) Cobb
This course offers a survey of Middle Eastern history from the rise of Islam in the seventh century A.D. until the rise of Mongol successor polities in the 15th century. The course is structured to cover political and cultural developments and their relationship with broader changes in society during the formative centuries of Islamic civilization.

395. Modern Middle East
(3-0-3) Cobb
This course surveys Middle Eastern history from 1500 to the present. The primary themes to be covered include the emergence and demise of the last Muslim unitary states; European colonial and imperial penetration of the Middle East in the 19th century; the social and cultural impact of imperialism; state-building in the 20th century; new ideologies/nationalisms; contemporary problems of political and economic development. We will also consider the most important movements of Islamic reform and revival over the past two centuries.
410. The Reformation
(3-0-3) Louthan
This course examines the great religious convulsion that gripped Europe in the 16th and 17th centuries. Chronologically, however, we will begin in the late medieval period as we consider important changes that were occurring in European culture and society culminating with Europe’s first Reformation, not in Germany but in Bohemia. We conclude by considering the relaxation of religious tensions in the late 17th century and concurrent growth of toleration and skepticism. Throughout the course we will consider religion as a dynamic that has a broad impact on society affecting not only personal belief but also the politics, social patterns, and the intellectual and cultural production of the early modern world.

410M. English Women, 1553-1714
(3-0-3) Harley
This course will study Tudor and Stuart history, in all its aspects, through the experiences of women. Topics will include monarchy and revolution, orthodox religion and radicalism, the household and crime. The women whose lives, words and representations will feature as primary material will include queens and murderers, housewives, and prophets.

412. Religious Movements in the High Middle Ages
(3-0-3) Van Engen
This course will study major religious movements in the high middle ages, that is, beginning about the year 1200 and concluding about 1450. Religious movements refers broadly to a series of both organized and dissenting groups that helped set the tone for religious life in the higher middle ages. The purpose of the course is less to offer survey-style “coverage” than to introduce students to representative groups and especially to the writings that came from these groups. The religious women, and it will end with Hussites, a massive rebellion against the medieval church. It will include such groups as the Franciscans, both the accepted conventional varieties and the dissenting spirituals; the so-called “Rhinelander mystics”; and the “modern devotion.”

413. History/Fantasy/Colony
(3-0-3) Biddick
What is the relation of history, fantasy, colony? Using two major texts written in the 12th century (History of the Kings of Britain and History and Topography of Ireland), we will analyze the fabrication of Englishness and the other within not only in the 12th century but also as a repeating problem in history, fantasy, colony in 19th- and 20th-century Britain.

Some other course materials include two films: Handsome Songs (Black Audio Collective) and Robin Hood: Prince of Thieves. We also will question how major British cultural institutions, such as the Public Record Office, represent themselves on the Web and compare that representation with their contested histories. Students will work together in group discussion and reports.

414. Early Imperial Russia, 1700 to 1861
(3-0-3) Hamburg, Lyndres
This course explores the political, cultural and social history of Russia from Peter the Great’s reforms to the abolition of serfdom in 1861.

415. 20th-Century Russian History
(3-0-3) Hamburg, Lyndres
This course examines the birth of the Soviet state, the genesis and operation of the Stalinist system of government, post-Stalinist socialism and the end of the Soviet Union.

416. American Thought, Belief, and Values Since 1865
(3-0-3) Marden
A study of Americans’ most characteristic American intellectual, moral, and religious beliefs, especially as expressed by leading thinkers, and of why these beliefs have flourished in the American cultural setting. Topics will include questions such as the competing authorities of faith and science, the search for truth in a pluralistic society, professional and popular philosophies including pragmatism and post modernism, moral authority in democratic culture, social science and law, the relation of individuals to communities, the relation of American materialism to America beliefs, the outlooks of diverse sub-cultures, African-American outlooks, feminist perspectives, competing religious and secular faiths, and roles of various forms of Christianity and other religious beliefs in American life.

417. Dostoevsky’s Russia
(3-0-3) Hamburg, Lyndres
This course will focus: 1. on Dostoevsky’s life, his religious and ideological beliefs as articulated in major fictional and nonfictional works, his contributions to 19th-century debates about Russia’s place in the world and its historical “mission”; and 2. on the Russian social, religious and ideological context(s) in which Dostoevsky operated. The reading will likely include Dostoevsky’s Notes from the House of the Dead, Notes from the Underground, Crime and Punishment, The Idiot, and Brothers Karamazov.

418M. Witchcraft and the Occult, 1400-1700
(3-0-3) Harley
The persecution of witches took place during the period when modern rationality was being defined, from the High Renaissance to the early Enlightenment. Although the numbers executed were not as great as used to be thought, the notoriety of some cases and the widespread use of the concepts meant that the ideas involved were of considerable importance, not least in defining the nature of womanhood and the scope of the devil’s power in the world.

There was wide variation across Europe, with some Catholic and Protestant states prosecuting extensively and others largely avoiding trials for witchcraft or stopping them at an early date. In many countries and regions, most cases were against women; in some others, most were against men. The powers and character attributed to witches varied widely and the beliefs involved were not universally accepted as true. Explaining this complexity has proved to be one of historians’ most challenging tasks, provoking bitter disputes and very varied explanations.

This course will examine texts from the period, to see what contemporaries made of the matter, and it will address a wide range of historians, who have used anthropology, psychology and gender studies in an attempt to explain the phenomenon. Attention will also be paid to learned magic, alchemy and astrology, in order to provide contrast and context for early modern beliefs about the occult.

419. Pagans, Christians, and Barbarians
(3-0-3) Sterk
Between classical and medieval, pagan and Christian, Roman and “barbarian,” the late antique world was a civilization in transition. This course will focus on the Mediterranean region from c. A.D. 200 to c. A.D. 600 examining the social, cultural, political and religious transitions that characterized this period. Specific topics will include the conversion of Constantine, the rise of Constantinople, emperors and bishops, the monastic movement, the fall of Rome, the coming of the “barbarians,” the Christianization of Europe, and developments in philosophy, theology and education.

420. Austria from the Hapsburgs to Haider
(3-0-3) Wegs
The course will examine the political, social and cultural history of Austria. It will begin with Austria’s dominant position in Europe under the Habsburgs after the Napoleonic wars and continue with the struggle against Germany for dominance in Europe in the late 19th century and the destruction of the Habsburg Monarchy in World War I. The 20th century section will include Austrian fascism in the interwar period, the Second World War, Austria’s rebirth following the war and present political, social and cultural history including the emergence of a right-wing populist group led by Jörg Haider. Course requirement will include a midterm and final examination and an extended historical essay.
421. Europe in the Nazi Era
(3-0-3) Bergen
This class will explore Germany and those parts of Europe under German control between 1933 and 1945. An important focal point will be the Holocaust and its origins, course and context. Topics to be covered include National Socialist ideology; Hitler’s rise to power; European antisemitism; women’s and men’s roles in the Third Reich; persecutions of homosexuals, Jehovah’s Witnesses, Communists, Slavs and others and their relation to the Shoah; World War II in Europe; the so-called Euthanasia program and the attack on Europe’s Gypsies; ghettoization, deportation and murder of Jews; collaboration, rescue and resistance inside and outside Germany; the collapse of the Nazi empire.

422. Germany and Austria Since 1870
(3-0-3) Wegs
The German history segment will include the imperial period of Bismarck and Emperor Wilhelm II, World War I, the Weimar Republic, the Nazi period and the post-1945 period. The Austrian segment will consider the decline and fall of the Habsburg Monarchy, the interwar turn to authoritarianism, the Nazi occupation and the post-1945 recovery.

423. 20th-Century German History
(3-0-3) Bergen
This course examines modern Germany from national unification in 1871 to the recent unification of the two Germanies and beyond. We will investigate cultural, political and social dimensions of Germany’s dynamic role in Europe and in the world.

424. Holocaust
(3-0-3) Signer, Wegs
This course will combine lectures, discussions and films in an attempt to describe and reach some understanding of the Nazi policy of eliminating Europe’s Jewish population (The Holocaust). The course will consist of a background to German-Jewish relations before the Nazi period, the Nazi seizure of power and its impact on Germany’s Jewish population, World War II and the Holocaust, and the subsequent postwar problem of comprehending and coping with the Holocaust.

425. France in the Old Regime
(3-0-3) Kselman
In 1700, France, under the Sun King, Louis XIV, was the most powerful state in Europe. Louis’ court at Versailles was a brilliant cultural center envied by the rest of Europe, whose kings saw France as a model to be emulated. In 1789, the French Revolution challenged and eventually destroyed the monarchy, but the power of France nonetheless grew. By 1800, France under the leadership of the consul Napoleon was expanding rapidly in Europe and would eventually control an empire that included Spain, Italy and much of central Europe. This course examines French history from the establishment of the Bourbon family on the throne in 1589 to the rise of Napoleon in 1790s, with about one-third of the class concentrating on the revolutionary events that began in 1789. The course is organized around major political developments and seeks to understand how the monarchy, so potent in 1700, could have collapsed less than a century later.

426. Modern France
(3-0-3) Kselman
This course will examine the political, social and cultural developments in France from Napoleon through the present. After a review of the legacy of the Revolution of 1789, students will explore the continuing importance of the revolutionary tradition in France, which led to major upheavals in 1830, 1848, 1870 and 1968. The political history of France will be discussed in a context of social and economic development which produced class conflict that the state tried to control in a variety of ways, ranging from the repression of dissent to occasional flirtation with socialism. Social and political developments will also be related to changes occurred in private life, in family relations, and in the use of leisure time.

427. Medieval Spain
(3-0-3) Constable
This course, a smaller reading plus discussion course, examines the history of Spain in the Middle Ages. Topics to explore include the arrival of Islam, the Christian Reconquest, Iberian Jewish life, Iberian economy and urban life under Christian rule, the idea of Iberian society, and Jews and Muslims under Christian rule.

428. Anglo-Saxon England
(3-0-3) O’Leary
In this course (based on lectures and discussion), students will gain an appreciation of the major developments in England from pre-Christian times until the Norman conquest in the 11th century. Through weekly discussion of primary and secondary sources — political, ecclesiastical, and literary — students will form their own judgments on the principal issues in English history. We will also consider England’s political and cultural relations with her neighbors, especially Ireland, Scotland, Wales and France.

429. Late Imperial Russia
(3-0-3) Hamburg
This course examines Russian history from the end of serfdom in 1861 to the revolutions of 1917. The instructor will acquaint students not only with the political history of Russia in this turbulent period, but also with topics that are sometimes neglected in broad surveys: the legacies of Russian serfdom and American slavery; the history of family life, gender relations and sexuality in Russia; the role of religion in defining Russian identities; the psychological underpinnings of political radicalism and terrorism; the difficult relationships between various ethnic groups in the “prison of peoples.” Course requirements will include: a short essay, a midterm examination and a final examination. No prior knowledge of Russian history required.

431. The Nobility of Medieval England and France
(3-0-3) Boulton
This course is intended both to introduce students to the historiography of the dominant stratum of English society from the time of the Anglo-Saxon invasions of the fifth and sixth centuries to the Tudor period and to the problems and methods of historical research and analysis relative to the period and area in question. The course will concentrate on the period after the Norman Conquest of 1066 and will examine the development of the various strata of the noble class in England after that event: the baronage and peerage, the knightage and the lesser “gentry” of squires and gentlemen.

432. Tudor/Stuart England
(3-0-3) Harley
This course will examine England from the accession of Henry VII in 1485 to the death of Queen Anne in 1714. The topics covered will include the Tudor monarchy, the Reformation in England, political and religious controversy in the reigns of James I and Charles I, the Civil War and Commonwealth, the Restoration, and the “Glorious Revolution of 1688” and its consequence.

435. Medieval Ireland
(3-0-3) O’Leary
This course comprises a survey of the history and culture of the Irish and the other Celtic peoples from the Neolithic era to approximately A.D. 1500. We will explore the main documentary sources in translation—mythological and historical, ecclesiastical and secular—as well as discussing the importance of the archaeological evidence.

436M. Foreign Influences In Medieval Ireland
(3-0-3) O’Leary
This course is a broadly-based exploration of Ireland and her neighbors from the eighth century to the 16th. Beginning with the long-term consequences of Viking activity in Ireland and England, students will consider in detail the reasons behind the Norman conquests of Ireland and Britain, and the profound French political, social and cultural influence on the region. We will then focus on Irish interprovincial warfare, especially the extent to which the real Brian Boru corresponded to the saintly champion portrayed in some historical sources. We will assess relations among Ireland, England, Wales and France by examining questions of church and state; and investigate why propaganda and “forged” history became predominant in the British Isles in the twelfth century. The course also includes analysis of English colonization in Ireland from English, Irish and Scottish perspectives; and assessment of Gaelic politics and culture during the Tudor conquest.
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442M. The Emergence of Nationalism in Latin America
(3-0-3) Jaksic
This course provides an introduction to the major themes of 19th-century Latin American history. It provides an overview of the colonial background to the independence struggle that engulfed the region in the early part of the century, describes the motivations, and in many cases reluctance, of the colonies to disengage from the Spanish empire, and the legacies and opportunities for the construction of a new social, political and economic order in the region. The course examines the influence of regionalism in the emergence of the new nations, and pays particular attention to the impact of liberalism on social, political and economic structures in the region.

443. African History I
(3-0-3) Osborn
Introduces students to the history of Sub-Saharan Africa from earliest times to 1800.

444M. History of Chile
(3-0-3) Jaksic
Chile is generally considered as an exceptionally stable and even prosperous country when compared with many of its neighbors in the region. This course will explore the politics, culture, and economy of Chile since independence in order to assess whether the country is unique, or has shared many of the difficulties and challenges of other Latin American nations. The readings, lectures, and discussions will cover such topics as Chilean independence, wars and revolutions in the 19th century, as well as labor unrest, political mobilization, and state-led economic development. The course will also cover the Pinochet dictatorship and human rights, and the return to democracy in the 1990s. In addition to textbooks, students will use other sources, such as novels and films to explore different facets of Chilean history.

445. Modern China
(3-0-3) Murray
This course begins with a brief examination of certain key themes in Chinese history from the late Ming dynasty to the 18th century and devotes the major portion of the semester to a study of internal and external pressures for changes that led "traditional" China onto a path of "modernization." Special emphasis is placed on China's relations with the three nations — Japan, the United States and Russia — that helped chart its course toward revolution and communism. Topics to be examined include the collapse of the Manchu dynasty, the establishment of the first republic, the shift of power from the nationalists to the communists in the Civil War, the creation of the People's Republic of China, and some contemporary issues.

448. War/Money/Romance: 1100-1200
(3-0-3) Bidick
During the 12th century, the royal court of England made revolutionary advances in killing, counting, and judging at the same time that they patronized the emergence of Arthurian romance. History textbooks usually compartmentalize the history of war, accounting, the law, and romance. This course, instead, asks what they may have in common, specifically how they were engendered on the bodies of imaginary dead maidens, cannibalized Muslims, and tortured Jews.
We will study breakthroughs in royal accounting procedures as a powerful formal rhetoric with links to law and war. As a formal rhetoric capable of abstracting space, accounting transformed the social space of the body, household, and court and also inaugurated new notions of social time.
We also will consider how the same court patronized new forms of Arthurian romance. We will ask how romance renders violence and forgets the violence perpetrated by Christians elsewhere, especially on the Crusades (First Crusade, 1096-1102; Second Crusade, 1147-1149; Third Crusade, 1189-1192; Fourth Crusade, 1202-1204). Finally, we will question how accounting and violence intersect with the treatment of Jewish communities residing in England during the 12th century.

451. Colonial America
(3-0-3) Dowd
What is America and how did it happen? These are questions that run through this course. The historical setting is eastern North America from the first Spanish contracts to the beginnings of the imperial crises that led to the American Revolution. Themes of the course include the expansion of Europe overseas; the establishment of various English colonies; the complex relations among Indians, Europeans, and Africans; the rise of Puritanism and evangelical religion; the development of highly differentiated colonial societies; the problem of colonial unity; and the horror, meaning, and striking results of colonial warfare.

452. Revolutionary America
(3-0-3) Dowd
This course surveys the social, political, cultural, and military history of the American Revolution and Confederation period. Adopting a semi-continental approach, it treats the experiences of settlers, soldiers, slaves, and Indians (among others) as integral to the history of the period. Along the way, it asks: What made the revolution revolutionary, and what made the United States a nation?

453. The New Nation, 1781-1841
(3-0-3) Waldstreicher
This course examines the social, political, and cultural history of the United States from the ratification of the Constitution to the beginnings of the political crisis over expansion and slavery. It covers the democratization of politics and the problems of national independence in the wake of the Revolution; territorial expansion; economic change; the development of regional, class, religious, racial, ethnic, and gendered subcultures; slavery and resistance to slavery; and the new political and reform movements that respond to the era’s deep and lasting changes.

453M. Pre-Modern Japan
(3-0-3) Staff
This course examines the development of Japanese culture from earliest times to the early 19th century in the context of the major political and social forces that molded the country’s history. Major periods and cultural epochs to be examined include a courtier culture during the Heian period (794-1185), a samurai culture developing in the 12th century on, a Zen culture during a medieval age, the Christian century, a bourgeois culture and an urban popular culture during the Tokugawa period (1603-1868). Japan’s relations with other Asian and European nations is also examined to understand Japan’s receptivity to cultural influences from abroad and its effort to synthesize them with native taste.

454. Era of the Civil War, 1848-1877
(3-0-3) Pratt
In the mid-19th century the American political system collapsed. Divergent visions of the American ideal plunged north and south into the bloodiest war in the Republic’s history. This lecture course examines the roots of the nation’s sectional division, the disintegration of mechanisms for political compromise, the structures and policies of the wartime Confederate and Union governments, the strategic conduct of the armed conflict, the societies at war and the Union’s first hesitant steps toward reconstruction and recovery.

454M. Modern Japan
(3-0-3) Staff
The course examines the history of Japan as a modern nation. From the sixth century until the middle of the 19th century, Japan was immersed in the Chinese zone of civilization; after 1854, Japan embarked on rapid modernization and assimilated itself within the expanding frontiers of Western influence. Soon, Japan became the first nation in Asia to reach a high level of modernization. Japan, however, has always confronted the difficulty of participating in the Western-dominated world order as an equal of Western nations and vacillated between asserting its political and cultural identity in Western and Eastern terms. We will examine Japan’s modern history in the context of Western and Eastern civilization and discuss problems Japan has faced because of this dualism.
455M. Concepts of Nature and the Environment in Japan and Europe (3-0-3) Thomas
The purpose of this course is to explore Japanese concepts of nature in comparison with those of the West and then to ask how these concepts affect modern Japan’s understanding of environmental protection. In other words, this course combines intellectual history and environmental history in Japan and Europe. We discuss the relationship among nature, divinity, and human beings in the Bible and Shinto and Confucian texts. We read radical agrarianist Ando Shokeki and see how his vision of a natural state compares with that of his French counterpart, Rousseau. We consider how nature shapes political history in Hegel and Maruyama. Finally, we try to figure out what the claim that the Japanese love nature means both in terms of aesthetics and nationalism and in terms of environmental protection.

456. The United States, 1900-1945 (3-0-3) Blantz
The purpose of this course is to study the political, diplomatic, economic, social and cultural development of the United States from 1900 to 1945. The principle topics to be investigated will be the Progressive Period legislation of Presidents Theodore Roosevelt, William Taft, and Woodrow Wilson, the causes and effects of World War I, the cultural developments of the 1920s, the causes of the Wall Street Crash and Great Depression, the New Deal legislation of President Franklin Roosevelt, the diplomacy of the interwar period, and the home from during World War II.

457. United States Since World War II (3-0-3) Blantz
The purpose of this course is to study the political, diplomatic, economic, social and cultural development of the United States from 1945 through the presidency of Ronald Reagan. Although the military and diplomatic history of World War II will be considered by way of background, the principal topics of investigation will be the Fair Deal Program of President Truman, the Cold War, the Korean Conflict, the Eisenhower Presidency, the New Frontier, Vietnam, President Johnson’s Great Society, the Civil Rights Movement, the Nixon Years, the social and intellectual climate of this period, and the presidencies of Jimmy Carter and Ronald Reagan.

458. U.S. Presidents: FDR to Clinton (3-0-3) DeSantis
A study of the personalities, style, policies and performances of American presidents from Franklin D. Roosevelt to Bill Clinton as they developed the modern American presidency and made it the most important elective office in the world.

461. Survey of Latin American History (3-0-3) Beatty, Jakic
This course surveys the history of Latin America from A.D. 900 to 1810. In particular, it looks at the impact of the conquest on Amerindian groups and the formation of a distinctive colonial society and economy. Topics will include the nature of pre-Columbian populations, European expansion, the conquest of the Aztec and Inca Empires, the Columbian Exchange, the formation of export economics, the beginnings of the African slave trade and slavery, the introduction of Christianity to the hemisphere, and the consolidation of colonial society.

462M. Latin American History II (3-0-3) Beatty, Jakic
The goal of this course is to enable students to understand contemporary Latin America — its structures, problems and alternatives — by placing them within a historical perspective. Economic growth, integration into the world market, social change, authoritarian rule, reform and revolution are some of the themes that will be treated. Examples will be drawn from the histories of Mexico, Cuba, Brazil, Bolivia, Chile, Argentina and Central America.

464. Society and Culture in the High Middle Ages (3-0-3) Van Engen
This course will introduce students to major topics in current historical debates about the European middle ages, focusing upon the 12th and 13th centuries. The readings will juxtapose primary sources with current interpretations. The major topics to be covered include the founding of universities and the thought of schoolmen, the forming of court culture and vernacular lyric, new religious groups and a literature of devotion and mysticism, animal tales as allegories for society, and history-writing as a form of social critique.

468. American Indian History (3-0-3) Dowd
This course examines the complicated history of American Indian relations with the British North American colonies and the United States. Beginning with a brief survey of American Indian cultures, we will focus on relations along the moving frontier between the two peoples. Topics include mutual adaptation and exchange, invasion and resistance, environment and economics, racism and ethnic identity. Covering almost half a millennium, the course will give roughly equal time to the four centuries that followed the first serious attempt at British colonization (1585). Almost two-thirds of the course will therefore deal with peoples east of the Mississippi River in the years before 1838.

469. History of American Women I (3-0-3) Bederman
This course surveys the social, cultural and political developments that shaped American women’s lives from the colonial period to 1890. It will analyze both the ways American culture defined women’s place during different historical periods and the ways women themselves worked to comply with or to resist those definitions. Topics include pre-industrial society, transformations in work and family life, industrialism and class formation, slavery, women’s culture and the emergence of a woman’s movement. Throughout, stress will be laid on the importance of class, race and ethnicity in shaping women’s historical experience.

470. History of American Women II (3-0-3) Bederman
This course surveys women’s relationship to the social, cultural and political developments shaping American society from 1890 to the present, concentrating on developments in women’s activism and in popular culture. Topics include the new woman and Progressivism, the transformation of feminism in the 1920s, women’s paid and unpaid labor, the “feminine mystique,” the Women’s Liberation Movement of the 1960s, and changing gender roles in recent decades. Particular attention will be paid to the impact of class, race and ethnicity on issues of gender.

471. U.S. and the Vietnam War (3-0-3) Miscamble
This course examines the participation of the United States in its “longest war”: the conflict in Vietnam. The course is taught primarily from an “American” as opposed to a “Vietnamese” perspective.

472. U.S. Foreign Policy Before 1945 (3-0-3) Miscamble
This course covers the main developments in American foreign policy from the Spanish American War in 1898 through World War II. It traces the emergence of the United States as a major world power and examines in some detail how the United States became involved in two world wars.

473. U.S. Foreign Policy Since 1945 (3-0-3) Miscamble
This course covers the main developments in American foreign policy from World War II through the Bush presidency. The principal topics of investigation will be wartime diplomacy and the origins of the Cold War; the Cold War and containment in Europe and Asia; Eisenhower/Dulles diplomacy; Kennedy-Johnson and Vietnam; Nixon-Kissinger and detente; Carter and the diplomacy of Human Rights; Reagan and the revival of containment; Bush and the end of the Cold War.
474. American Peace Movement Since World War II
(3-0-3) DeSanctis
This course examines the emergence of the Modern American Peace Movement between the two World Wars and its development in the Nuclear Age since World War II. It examines the shifting patterns of support for the peace movement, the curious ways Americans have searched and worked for peace, and some of the important peace groups and leaders.

477. Pre-Modern China
(3-0-3) Murray
The course will provide a general survey of Chinese history from the Shang Dynasty (1766-1027 B.C.) to A.D. 1600. Besides highlighting the major developments of each dynasty, the course will devote special attention to the Confucian and Legalist underpinnings of the Chinese empire, the influence of Buddhism on Chinese society, the emergence of gentry culture and the civil service examination system, and the phenomenon of "barbarian" conquest and cultural interaction.

478. History of Medicine to 1700
(3-0-3) Harley
Medical theory and practice reaches into every aspect of a society's life and thought. This course will examine the development of European medicine from the ancient Greeks and Romans to the beginning of the Enlightenment, exploring continuity and change in the treatment of sickness, health, and gender. There will be three strands to the course: social history, gender history, and intellectual history. All students will be expected to contribute to at least two of these strands, and to participate in discussion of primary texts from all three.

479. American Religious History
(3-0-3) Appleby
This course will review the interaction between religion and America from at least four sets of perspectives: the perspectives of Native Americans, New England Puritans and their descendants, Catholic and Jewish immigrants, and 20th-century social reformers.

482. Technology of War and Peace
(3-0-3) Hamlin
This course surveys the impact of military technologies on world history. Topics include the rise of gunpowder weaponry and the fortification revolution in the early modern period, navalism, particularly in the nineteenth century, the role of military technologies in European colonial expansion, and the science-based military of the 20th century, leading up to the age of nuclear weapons. The course considers also military technologies as deterrents, and issues of war and peace as stimuli to technological development.

483. Sensibility, Mind, and Culture in Late Medieval Europe
(3-0-3) Van Engen
This course studies the culture and thought of medieval Europe on the eve of its transition into the modern world, focusing on the fourteenth and fifteenth centuries. This era is often depicted as a time of extremes, of mystics, sophisticated court masques, impenetrably difficult scholastic thought, and the dance of death. Because contemporaries proved unusually articulate in expressing their passions and worries in literature and art, historians can examine their sense of life and of death with care. Combination of lectures and discussions; readings in primary and secondary materials.

486. Medicine in Modern History
(3-0-3) Hamlin
An exploration of themes in European and American medicine. This course integrates the perspectives and issues of social history — who were the medical practitioners, who were their patients, what relations existed between these groups, how have the realities of illness and death figured in the lives of ordinary people in different places and times — with the perspectives and issues of the history or medicine as a science: What understandings of the human body and its ills have practitioners had, what tools have they developed and used for intervening in illnesses? Topics include the human pathology, epidemics as social crises, the rise of pathological anatomy, the germ theory and public health, the transformation of the hospital, the history of nursing, changing modes of health care, finance and administration, relations between "regular" doctors and sectarian medical traditions such as homeopathy and osteopathy.

487. Technology in History
(3-0-3) Hamlin
A thematic survey of the history of technology, from the Neolithic discovery of agriculture to the information age. Topics include the chemistry and metallurgy of antiquity (high-tech ca. 1000 B.C.), technology in Christian theology; the power revolution of 1200; arms races from the 15th century onward; the marriage of art and science; the industrial, agricultural, transport and communications revolutions; the American system of manufactures; the evolution of the engineering profession; and modern efforts to plan the technological future. These topics form the basis for exploring the following themes: How does technology change? How did we get where we are — do we have the technology now that we must have, should have, or need to have? What guides technical creativity? How have social effects of technologies been assessed and dealt with? How have technologies fundamentally changed ordinary life and societal organization?

491, 492, 493. Seminar Series in History
All history majors must take one seminar, though the faculty encourages majors to take at least two. Juniors, in particular, should consider enrolling in a seminar during the spring semester. Each seminar treats a special theme by reading, discussion, and writing of a paper based on original research. Enrollment in each seminar is limited to 15.

491A. America in the 20th Century
(3-0-3) Blantz
The purpose of this course is twofold. First, it permits the student to gain a greater familiarity with several of the major topics in 20th-century American history — the Progressive Period of Theodore Roosevelt and Woodrow Wilson; the Wall Street Crash of 1929 and Great Depression that followed; the New Deal legislation of Franklin Roosevelt; the origins of World War I and World War II; the Cold War; the domestic legislation of Presidents Harry Truman, Dwight Eisenhower, John Kennedy, and Lyndon Johnson; the Civil Rights Movement and the Feminist Movement; Richard Nixon and Watergate; aspects of 20th-century American culture; and the presidency of Ronald Reagan. Second, and more importantly, the course offers each student the opportunity to research and produce a major paper on a topic of one’s own choosing in 20th-century American history.

491F. Notre Dame History
(3-0-3) Turner
Using Notre Dame as a case study, this course will explore the social, intellectual, religious, and institutional history of American higher education. The major work of the course will be a 25- to 30-page paper based on primary research in the Notre Dame archives.

491G. Americans in Paris and Vice Versa
(3-0-3) Kelman
Americans love to go to Paris and love to return with stories about how difficult the Parisians were. This typical tourist experience suggests a long-standing love-hate relationship between France and the United States that will be the subject matter of this seminar. Ranging from diplomatic to cultural history, we will begin with some general readings about the history of French-American relations. Students will then focus on particular topics based on their interests and produce a seminar paper of about 25 pages based on research in primary sources.

491H. Ireland in the Age of Revolution
(3-0-3) Smyth
This seminar focuses on the crisis of Irish politics and society in the final quarter of the 18th century. It consists of close readings and discussion of secondary and contemporary literature, mapping the road from reformism, through radicalism to revolution.
491J. Latin American Independence Movements
(3-0-3)  Jaksic
This seminar will focus on the breakdown of the Spanish empire in Latin America and the emergence of new nation-states in the region in the first quarter of the 19th century. Contra to common expectations, the former colonies did not form a united nation but rather split into 10 different republics that developed their own unique histories, only to split further apart during the course of the century. This seminar will examine the origins and actors of the independence movements, the development of an ideology of emancipation, and the variegated causes of fragmentation.

491K. Irish American Politics: From Boss Tweed to JFK
(3-0-3)  Dolan
This seminar will examine the Irish affinity for politics. It will look at the rise of the political machine and the emergence of Boss Politics. We will then focus on some memorable Irish politicians such as George Washington Plunkitt, Al Smith, James M. Curley, and Richard Daley. Students will be expected to write a research paper on some aspect of Irish American politics.

491M. The United States and the Cold War
(3-0-3)  Miscamble
This course will examine the various issues surrounding the United States and the Cold War, from its inception to the tearing down of the Berlin Wall.

491N. Jerusalem
(3-0-3)  Cobb
This research seminar provides an in-depth examination of the city of Jerusalem and its diverse historical experiences from the rise of Islam to the present (c. 600-2000). This course is primarily student-driven: students will lead portions of discussions, present their research, and constructively critique the work of their peers.

491P. Europe in the Two World Wars
(3-0-3)  Bergen
Students in this seminar will devote much of their time to producing a major research paper on some aspect of European history in the age of the world wars. Substantial work with primary sources is required. As a group we will also read and discuss some important studies by scholars of World Wars I and II.

491Q. North American Indians to 1890
(3-0-3)  Dowd
In this seminar, we will discuss both histories and documents of Native American relations with the British colonies and the United States. We will begin with the first English efforts at settlement and end with the 1890s, the “low point” of American Indian history. Topics include: trade and warfare; accommodation and resistance; missions and religious revitalization; environment and economics; racism and ethnic identity. The emphasis in this course is on research and writing. In the first half of the course, students and the professor will read and discuss a small portion of the vast literature on American Indian history. In the second part of the course, students will conduct their research and produce their papers. The object, as in all history seminars, is a 25-page paper, based largely upon “primary” sources. There are abundant sources in the library for such work.

491R. Ideas in Society
(3-0-3)  Harley
The period from the late Renaissance to the early Enlightenment witnessed an explosion of new ideas, including the movements known as the Reformation and the Scientific Revolution. Many of the most important thinkers have had an influence that continues to the present. This course will study a range of major figures in various fields, including political theory, natural sciences and theology, in order to understand the ferment of ideas in its social and intellectual context. By studying thinkers working at the same time on different fields of knowledge, it should be possible to understand them far better than if a single discipline were to be isolated for analysis. For example, the famous work of John Locke on psychology and political theory can be understood better if seen together with his less well known interests, and set both into a political context and alongside the work of his close friends Thomas Sydenham (medicine), Robert Boyle (chemistry, natural theology), and Isaac Newton (alchemy, biblical criticism, natural philosophy). Students will be encouraged to do their own primary research on either a lesser but interesting figure or on some neglected aspect of a major figure’s work.

491X. Sem: Nationalism in Europe
(3-0-3)  Crago
This course will begin with several joint sessions devoted to an examination of the role nationalism has played in shaping modern European history. Given the broad nature of the course, emphasis will be placed on the theoretical underpinnings of nationalism and on how national mythology influences historiography. The second portion of the course offers students an opportunity to conduct research on topics approved by the instructor.

491Y. Heretics and Friars, Mystics and Nuns
(3-0-3)  VanEngen
From about 1100 until about 1400, European society witnessed wave after wave of new religious movements. These energies yielded groups and teachers of all stripes, men and women regarded as heretics and as saints. This course will treat the most important of these, from the Cistercian monks who rejected the established ways of their fellow Benedictines around 1100, to Francis of Assisi’s lay penitents and preachers, to suspect beguines in the Lowlands and the Rhineland mystics. The emphasis will fall upon studying texts from these religious teachers and actors that will help us get at the aspirations of these new religious, while setting them into their social and cultural environments.

494. Introduction to Historical Methods
(3-0-3)  Bederman, Crago
This seminar, offered for the first time in fall 1999, provides select, invited juniors an opportunity to gain a general introduction to research methodologies used by historians. It is specifically designed for students who have yet to take the research seminar but nonetheless have defined a future professional interest in research and writing. The emphasis in the seminar will be on learning how to conduct primary research, to master the mechanics of scholarly writing, and to transform research into a well-argued piece of historiography. The seminar will focus on the ability to think creatively and to translate both thoughts and inquiries into a clear, concise, well-researched piece of scholarship.

498. Special Studies
(0-1-3)  Staff
Prerequisites: Written consent of instructor. Independent study, writing and research under the direction of a faculty member.
Mathematics

Chair:
Stephen A. Buechler

Associate Chair:
Alan Howard

Director of Graduate Studies:
Federico Xavier

Director of Undergraduate Studies:
Juan Migliore

William J. Hank Family Professor of Mathematics:
William G. Dwyer

Charles L. Huisking Professor of Mathematics:
Julia F. Knight (on leave 2001-02)

Vincent J. Duncan and Annamarie Micus Duncan Professor of Mathematics:
Andrew Sommese

John A. Zahm, C.S.C., Professor of Mathematics

William J. Hank Family Professor of Mathematics:
Stephen A. Stolz (on leave 2001-02)

Kenna Associate Professor of Mathematics:
Xiaobo Liu

Professors:
Steven A. Buechler; Francis X. Connolly; Leonid Faybusovich (on leave fall 2001); Alexander J. Hahn; Alex A. Himonas; Alan Howard; Bei Hu; Juan Migliore; Timothy O'Meara (Kenna Professor of Mathematics, emeritus, and provost emeritus); Richard R. Otter (emeritus); Barth Pollak (emeritus); Joachim Rosenthal; Mei-Chi Shaw; Brian Smyth; Dennis M. Snow; Nancy K. Stanton; Wilhelm Stoll (Duncan Professor of Mathematics, emeritus); Laurence R. Taylor; E. Bruce Williams; Pit-Mann Wong; Warren J. Wong; Frederico Xavier

Associate Professors:
Mark S. Alber; Mario Borelli; Ferdinand L. Brown, C.S.C. (emeritus); Jianguo Cao; Peter A. Cholak; John E. Derwent; Matthew J. Dyer; Samuel R. Evans; Michael Gekhtman; Abraham Goetz (emeritus); Brian C. Hall; Jing Han (on leave 2001-02); Cecil B. Maat (emeritus); Gerard K. Misiolek; Sergei Starchenko; Vladeta Vučković (emeritus)

Assistant Professors:
Karen A. Chandler; Jeffrey A. Diller; Richard Hind; Liviu Nicolaescu

Program of Studies. Students in the College of Arts and Letters may pursue a major in mathematics with a concentration in honors. (Note that this program should not be confused with the Arts and Letters/Science Honors program and that several concentrations, including Honors, are available with a major in mathematics in the College of Science.) The mathematics major in arts and letters aims to give the student a thorough liberal intellectual discipline and to furnish an adequate background for other fields of study. At the same time it prepares the student for graduate work in mathematics, and many of those who have taken the program have entered graduate schools in that field. Others have entered philosophy, medicine, law, economics and industrial management.

Students intending to follow this major in the College of Arts and Letters must declare their intention to the advisor indicated by the mathematics department and the dean of arts and letters at advance registration in the spring of their freshman year. Students must have completed or be completing satisfactory work in MATH 165 and 166. The program of their studies is subject in its entirety to approval by the advisor.

Students whose first major is in the College of Arts and Letters may also pursue a second major in mathematics. See “Mathematics As a Second Major” on page 286 of this Bulletin for information about this option.

THE PROGRAM OF COURSES

First Year

First Semester

English 3

History or Social Science 3

MATH 165: Honors Calculus I 4

Natural Science 3

Language: (French, German or Russian recommended) 3

Physical Education

Second Semester

Introduction to Philosophy 3

Core Course 3

Theology 3

MATH 262: Honors Algebra II 3

MATH 266: Honors Calculus IV 4

Junior Year

First Semester

MATH 361: Honors Algebra III 3

MATH 365: Honors Analysis I 3

Elective 5

History or Social Science 3

Second Semester

Philosophy 3

MATH 362: Honors Algebra IV 3

MATH 366: Honors Analysis II 3

English/American Literature 3

Elective 3

Senior Year

First Semester

Mathematics Electives 6

Electives 9

Second Semester

Mathematics Electives 6

Electives 9

(At least six credits of mathematics electives must be at the 400 level.)

Course Descriptions. See the College of Science section of this Bulletin on page 284.
Medieval Studies

Robert M. Conway Director of the Medieval Institute: Thomas F.X. Noble
Director of Undergraduate Studies: Calvin M. Bower
Faculty of the Institute: Professors: The Rt. Rev. Abbot Astrik Gabriel (emeritus); Stephen Ellis Gersh (philosophy)
Librarians: Marina Smyth
Associated Faculty: Professors: Kathleen A. Biddick (history); Alexander Blachly (music); Maureen McCann Boulton (Romance languages: French); Calvin M. Bower (music); Rev. David Burrell, C.S.C. (philosophy); Theodore J. Cachey (Romance languages: Italian); Rev. Brian E. Daley, S.J. (theology); Alfred J. Frederosso (philosophy); Dolores Warwick Frese (English); Michael Lapidge (English); Ralph M. McInerny (philosophy); Jill Mann (English); Katherine O’Brien O’Keeffe (English); Jean Porter (theology); Charles Rosenberg (art history); Dayle Seidenspinner-Náñez (Romance languages: Spanish); Daniel J. Sheerin (Romance languages: French); Rev. John Van Engen (history)
Associate Professors: Joseph Amar (Classics: Arabic); John C. Cavadini (theology); Olivia Remie Constable (history); Robert Coleman (art history); JoAnn Della Neva (Romance languages: French); Rev. Michael Driscoll (theology); Kent Emery Jr. (liberal studies: philosophy); Stephen Dumont (philosophy); Paula Higgins (music); Rev. John Jenkins, C.S.C. (philosophy); Blake Leyerle (theology); Susan Guise Sheridan (anthropology, archaeology); Joseph P. Wawrykow (theology); Albert Wimmer (German)
Concurrent Associate Professor: D’Arcy Jonathan Boulton (history)
Assistant Professors: Asma Aftaruddin (Classics: Arabic); Charles Barber (art history); Kirsten Christensen (German); Paul Cobb (history); Meredith Gill (art history); Li Guo (Classics: Arabic); Mary Keys (government); Howard Louthan (history); Julia Marvin (liberal studies); Christian R. Mooers (Romance languages: Italian); Maura Nolan (English); Aideen O’Leary (history); Thomas Pruegl (theology); Constantina Scourtis; Constantina Scourtis (theology)
Instructor: David Harley (history)
Mellen Visiting Fellow: Alice J. Sheppard

The Medieval Institute Undergraduate Programs.
The liberal arts were first cultivated as a university curriculum during the Middle Ages; thus, the undergraduate programs in Medieval Institute offer an ideal context in which to pursue them in the modern world. Medieval Studies foster close reading, precise textual analysis, careful writing, and vigorous discussion. Medieval Studies therefore provide not only a solid foundation for graduate study, but also—and even more significantly—a superb liberal arts education relevant to a wide variety of personal and professional goals. The objective of undergraduate programs in the Medieval Institute is to introduce students to medieval culture and to the disciplinary and interdisciplinary skills necessary for the serious pursuit of the liberal arts in general and medieval studies in particular.

Undergraduate studies in the Medieval Institute may follow one of four tracks:

1. Major in Medieval Studies
2. The Supplementary Major
3. The Major in Medieval Studies with Specialist Option
4. The Minor in Medieval Studies

All four of these programs enable students to take a wide variety of courses focused on the intellectual, cultural, and religious heritage of Europe. Students have access to the resources of the collection and of the Hesburgh Library; they also are encouraged to participate in the intellectual life of the Medieval Institute, located on the seventh floor of the Hesburgh Library; they also are encouraged to participate in the intellectual life of the Medieval Institute, particularly to attend the institute’s lecture series and to engage guest scholars, faculty members, and graduate students, as well as undergraduate colleagues. Undergraduates in the institute may be counted below in G.

A. Two semesters of a language appropriate to Medieval Studies. 6 or 0 credits

Two semesters of a language appropriate to Medieval Studies forms a prerequisite for any major. Normally, Latin will form the language component in the program, but the student is encouraged to study Greek, Hebrew, or Arabic if his or her interest lies in Eastern Europe or in Arabic culture. Syriac may be taken if the student has a strong interest in Eastern literatures and patristic studies. If the student counts two semesters of Latin, for example, as the college requirement, the prerequisite is fulfilled, but the credit does not apply to the major; if, on the other hand, the student uses another language to meet the college requirement, two semesters of Latin may be added to the major. Courses in an appropriate language above 300 may be counted below in G.

B. Both courses from the Medieval History sequence (307 and 308) 6 credits

C. An interdisciplinary course 3 credits

Normally, this course should be one offered within the Medieval Institute.

D. One course in Medieval Art History, Music History, or Vernacular Literature 3 credits

E. One course in Medieval Philosophy or Theology 3 credits

F. One advanced seminar (400 level or above) in Medieval Studies 3 credits

This course will be selected carefully in consultation with the undergraduate advisor. The course normally will be taken in an area in which the student has a strong background and, in certain cases, even may be a graduate-level seminar.

G. Four (or two) further courses in Medieval Studies chosen from any of the participating disciplines. 6 or 12 credits

These courses should be chosen in consultation with the undergraduate advisor, so that they both strengthen the student’s principal interests and broaden the student’s background and disciplinary skills. Upper-level courses in an additional foreign language may fulfill this requirement. (Cf. requirement A: If Latin is counted as credit in the major, two further courses meet this requirement.)

Total credits for major: 36
2. The Supplementary Major.
Many students pursuing a major in one of the departments that participate and contribute to the broad mission of the Medieval Institute may wish to supplement and strengthen their primary major with a second major in Medieval Studies. The following program is available to students as a supplementary major.

A. Two semesters of a language appropriate to Medieval Studies 6 or 0 credits
See qualifications stated above under major.

B. Both courses from the Medieval History sequence (307 and 308) 6 credits

C. An interdisciplinary course 3 credits
Normally, this course should be one offered within the Medieval Institute.

D. One course in Medieval Art History, Music History, or Vernacular Literature 3 credits

E. One course in Medieval Philosophy or Theology 3 credits

F. One advanced seminar (400 level or above) in Medieval Studies 3 credits
This course will be selected carefully in consultation with the undergraduate advisor. The course normally will be taken in an area in which the student has a strong background and, in certain cases, even may be a graduate-level seminar.

G. Two further courses in Medieval Studies chosen from any of the participating disciplines 0 or 6 credits
These courses should be chosen in consultation with the undergraduate advisor, so that they both strengthen the primary field of interest and broaden the student’s background and disciplinary skills. Upper-level courses in an additional foreign language may fulfill this requirement.

Total credits for supplementary major: 30

3. The Medieval Studies Major—Specialist Option (in Either History, English, or Comparative Literature)

Students with an interest in medieval culture and a clear disciplinary focus in Comparative Literature, English, or History may pursue the Medieval Studies Major with specialist option. The goal of this program is to prepare students for advanced study by providing them with (1) a broad overview of the major events and developments of the Middle Ages, (2) a grounding in the topics and approaches to medieval studies in one particular discipline, (3) an introduction the study of medieval culture in two or three other disciplines, and (4) certain basic skills (linguistic, methodological and theoretical) necessary for the serious pursuit of medieval studies on the graduate level. Twelve courses are required in this curriculum, distributed as follows.

A. Two semesters of a language appropriate to Medieval Studies 6 credits
Normally, Latin (any level) will form the language component in the program, especially if the student is specializing in English or Comparative Literature. The student may study Greek or Arabic if his or her interest lies in Eastern Europe or in Arabic culture.

B. Both courses from the Medieval History sequence (307 and 308) 6 credits

C. An interdisciplinary course 3 credits
Normally, this course should be one offered within the Medieval Institute.

D. One course in Medieval Art History, Music History, or Vernacular Literature 3 credits
Vernacular Literature is highly recommended for students whose specialist discipline is English or Comparative Literature.

E. One advanced seminar (400 level or above) in Medieval Studies 3 credits
This course will be selected carefully in consultation with the undergraduate advisor. The course normally will be taken in an area in which the student has a strong background and, in certain cases, even may be a graduate-level seminar.

F. One seminar in the history, methodology, or theory of the history or literature 3 credits

P. Requirements determined by specialist: 3 or 6 credits
1. History: two semesters of medieval survey in one discipline or two disciplines. (6)
2. For English, one medieval English survey. (3)
3. Comparative Literature: one medieval literature survey. (3)

Q. Two or three additional courses in the specialist discipline (if only one seminar was taken under F) 9 or 6 credits

Total credits for major with specialist option: 36

4. The Medieval Studies Minor.
The Minor in Medieval Studies allows students who are also committed to other programs of study to pursue their interests in medieval culture by combining a focused group of courses treating the Middle Ages with a Major and/or a Supplementary Major in other departments.

Requirements:
Five courses treating aspects of the Middle Ages distributed among three disciplines. Students are encouraged to use at least one course offered in the Medieval Institute itself as one of the “disciplines.” While the minor has no specific language requirement, the student is encouraged to use courses in a language to complete the minor. Minors are taken seriously in the Medieval Institute and participate fully in the graduation ceremony sponsored by the institute. For further details, see the listing under Minors.

Most courses in the major and minor programs are drawn from participating departments, and full course descriptions should be sought in the relevant sections of the Bulletin. For additional information on specific programs in the institute and availability and sequence of courses, see the director of undergraduate studies.

Course Descriptions. The following course descriptions give the number and title of each course. Lecture hours per week, studio hours per week and credits each semester are in parentheses. The instructor’s name is also included.

180. University Seminar
Because medieval studies is an interdisciplinary program, this seminar, depending on the expertise of the instructor, will introduce students to the paradigms of medieval philosophy, history or literature and in doing so will satisfy the respective University requirement. In addition, each course contains a significant writing component with a minimum of 24 pages required of each student.

222. Burning at the Stake: Medieval Heresy (3-0-3) O’Leary
See HIST 222.

241. Music History I: Medieval and Renaissance
(3-0-3) Bower
See MUS 241.

248. Martyrs, Monks, and Crusaders: The History of Christianity, c.200-1500 (3-0-3) Staff
See HIST 248.

301. Ancient and Medieval Philosophy
(3-0-3) Burrell, Dumont, or Freddoso
See PHIL 301.

302. Medieval German Literature
(3-0-3) Wimmer
See GE 315.

307. Middle Ages I: The Transformation of the Roman World, 235-1054 (3-0-3) D.J. Boulton
See HIST 307.

308. Middle Ages II (3-0-3) Van Engen
See HIST 308.
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Instructor(s)</th>
<th>Class Format</th>
<th>Credits</th>
<th>Remarks</th>
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</thead>
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<tr>
<td>311</td>
<td>Gender, Sexuality, and Power in the Middle Ages</td>
<td>Biddick</td>
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<td>316</td>
<td>Medieval Towns and Urban Life</td>
<td>Constable</td>
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<td>Survey of Spanish Literature I</td>
<td>Seidenspinner-Núñez</td>
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<td>Introduction to Italian Literature I</td>
<td>Moevs</td>
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<td>Canon and Literature of Islam</td>
<td>Afsaruddin</td>
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<tr>
<td>371</td>
<td>Survey of French Literature I</td>
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<td>Wawrykow</td>
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<td>Chivalry, Faith and Splendor</td>
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<tr>
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<td>J. Boulton</td>
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<td>Medieval Spain</td>
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<td>428</td>
<td>Anglo-Saxon England</td>
<td>O’Leary</td>
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<tr>
<td>430B</td>
<td>History of the English Language</td>
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<tr>
<td>430C</td>
<td>Introduction to Old English</td>
<td>O’Brien K’O’Keeffe</td>
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<tr>
<td>431B</td>
<td>Readings in Medieval Literature</td>
<td>Frese</td>
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<tr>
<td>435A</td>
<td>Life, Love, and Literature in Renaissance Lyon</td>
<td>Della Neva</td>
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<tr>
<td>438A</td>
<td>Medieval Romance</td>
<td>Nolan</td>
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<tr>
<td>438B</td>
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<td>442</td>
<td>15th-Century Italian Renaissance Art</td>
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<td>443</td>
<td>Northern Renaissance Painting</td>
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<td>445</td>
<td>Jews and Christians Throughout History</td>
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<td>448</td>
<td>War/Money/Romance: 1100-1200</td>
<td>Biddick</td>
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<td>457</td>
<td>Byzantine Art</td>
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<tr>
<td>459</td>
<td>Aquinas and Scotus on God</td>
<td>Wawrykow and Dumont</td>
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<tr>
<td>460</td>
<td>Heretics and Friars, Mystics and Nuns in the High Middle Ages</td>
<td>Van Engen</td>
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<td>See HIST 491Y.</td>
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<tr>
<td>471</td>
<td>The Vulgate and Related Texts</td>
<td>Bower</td>
<td></td>
<td>3-0-3</td>
<td>Readings in the Latin of the Vulgate, texts by Jerome associated with this translation, and readings from Augustine (de doctrina christiana) concerning how scriptures should be read.</td>
</tr>
<tr>
<td>472</td>
<td>Martyrs and Monastic Lives</td>
<td>Leyerle</td>
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<td>3-0-3</td>
<td>See THEO 356.</td>
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<tr>
<td>481</td>
<td>The Medieval Book</td>
<td>Bower</td>
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<td>3-0-3</td>
<td>A historical survey of the medieval book as a cultural, archeological, artistic, and commercial object from about A.D. 300 to 1500.</td>
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<tr>
<td>491</td>
<td>Jerusalem</td>
<td>Cobb</td>
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<td>494F</td>
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<td>See HIST 497.</td>
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</tbody>
</table>
The major in performance waives the College requirements for a second social science and a course in the fine arts.

The requirements for a 54-credit music history major are:

**CLASS** | **CREDITS**
---|---
Music History Survey I-III | 9
Theory I-V | 15
Musicianship I-IV | 4
Applied Lessons | 8
Advanced History | 9
Counterpoint | 3
Orchestration | 3
Senior Honors Thesis | 3
Music total | 54
Collegiate/University Requirements | 60
Electives | 6
**Total** | **120**

The requirements for a 54-credit music theory major are:

**CLASS** | **CREDITS**
---|---
Music History Survey I-III | 9
Theory I-V | 15
Musicianship I-IV | 4
Applied Lessons | 8
Advanced Theory | 9
Counterpoint | 3
Orchestration | 3
Senior Honors Thesis | 3
Music total | 54
Collegiate/University requirements | 60
Electives | 6
**Total** | **120**

The requirements for a 54-credit major in sacred music are:

**CLASS** | **CREDITS**
---|---
Music History I-III | 9
Theory I-V | 15
Musicianship I-IV | 4
Conducting I-II | 4
Music of the Catholic Rite | 3
Counterpoint or Orchestration | 3
Senior Seminar in Sacred Music | 3
Applied Music | 13-15
**Total** | **54-56**

Students considering these programs should contact the department as early as possible, preferably in the freshman year. Given the number of credits required for these specializations, it is difficult to complete the curriculum if the student does not begin intensive musical studies in the freshman year.
All of the major degree programs have requirements beyond the course work. These can include recitals, juries, piano proficiency and so forth. Students should contact the department for details.

All students who wish to participate in large or small ensembles must qualify through audition. Students who elect courses in music may do so with permission of the student’s dean or faculty advisor. Applied music lessons are available to all students, with or without credit; a fee of $160 is required of students for the 14 half-hour lessons per semester. (Fees are charged to the students’ accounts, and no partial refunds are made after the third week of class.)

Course Descriptions. The following course descriptions give the number and title of each course. Lecture hours per week, laboratory and/or tutorial hours per week and credits each semester are in parentheses. The instructor’s name is also included.

### MUSIC ORGANIZATIONS

**100. Band (Marching-Varsity)**
(V-0-1) Dye, Wiskirchen
Performs for athletic events and special functions. Admission by audition.

**101. Orchestra**
(V-0-1) Stowe
Performs music from the 18th to the 20th century in several concerts a year. Admission by audition.

**103. Glee Club**
(V-0-1) Stowe
Notre Dame’s traditional all-male choir. Admission by audition.

**107. Concert Band**
(V-0-1) Dye, Wiskirchen
The large wind ensemble. Tours during spring vacation. Admission by audition.

**110. Chamber Ensemble**
(V-0-1) Staff

**121D. Jazz Ensemble**
(V-0-1) Wiskirchen
Open through audition.

**170. Collegium Musicum**
(V-0-1) Stowe
A select choir that concentrates its performances in the medieval and Renaissance repertoire. Admission by audition.

**203. Chorale**
(V-0-1) Blachly
A select group devoted to the singing of diversified sacred and secular literature. Performs at Notre Dame and on tour. Admission by audition.

**407. Brass Ensemble**
(1-0-1) Wiskirchen

**408. Woodwind Ensemble**
(1-0-1) Dye

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## APPLIED MUSIC INSTRUCTION

**210. Piano Class**
(1-0-1) Stablein
A class for beginners in piano.

**213. Guitar Class**
(1-0-1) Staff
A class for beginners in guitar.

**214. Voice Class**
(1-0-1) Resick
A class for beginners in voice.

**308. Harp**
(V-0-V) Staff
Prerequisite: Musical background.
Individual instruction.

**310. Piano**
(V-0-V) Stablein
Prerequisite: Musical background, Individual instruction.

**311. Organ**
(V-0-V) Cramer
Prerequisite: Musical background.
Individual instruction.

**312. Harpsichord**
(V-0-V) Catello
Prerequisite: Musical background.
Individual instruction.

**313. Classical Guitar**
(V-0-V) Staff
Prerequisite: Musical background.
Individual instruction.

**314. Voice**
(V-0-V) Resick
Prerequisite: Musical background.
Individual instruction.

**315A. Violin**
(V-0-V) Plummer
Prerequisite: Musical background.
Individual instruction.

**315C. String Bass**
(V-0-V) Staff
Prerequisite: Musical background.
Individual instruction.

**316. Cello**
(V-0-V) Buranskas
Prerequisite: Musical background.
Individual instruction.

**417. Brass**
(V-0-V) Wiskirchen
Prerequisite: Musical background.
Individual instruction.

**418. Woodwinds**
(V-0-V) Dye
Prerequisite: Musical background.
Individual instruction.

**419. Percussion**
(V-0-V) Dye
Lessons for advanced students.
120/220. Introduction to Music  
(3-0-3)  
The principles that underlie the perception and enjoyment of music. Open to all students as an elective.

121/221. Introduction to Jazz  
(3-0-3)  Wiskirchen  
A music appreciation course requiring no musical background and no prerequisites. General coverage of the history, various styles and major performers of jazz, with an emphasis on current practice. Open to all students as an elective.

123/223. Introduction to Music of the Catholic Rite  
(3-0-3)  Frandsen  
A study of the music composed for the Mass, the Offices, and the Requiem Mass from Gregorian Chant to Vatican II. No previous musical experience required.

126/226. Introduction to American Music  
(3-0-3)  Phillips  
An appreciation-level course that will concentrate upon the major stylistic and historical developments of American music since the colonial period. Open to all students as an elective.

180. Fine Arts University Seminar  
The nature and principles of music in cultural context.

222. Introduction to Gender, Class, and Race in Western Musical Culture  
(3-0-3)  Higgins  
A music appreciation course requiring no musical background and no prerequisites.

225. Current Jazz  
(3-0-3)  Wiskirchen  
A study of the jazz performers and practices of today and of the preceding decade — the roots, stylistic developments and directions of individual artists, small combos and big bands. Open to all students as an elective.

228. Introduction to 20th-Century Music  
(3-0-3)  Johnson  
An introduction to the history and ideas of Western classical music from 1900 to 1998. Open to all students as an elective.

229. Introduction to Music of the 18th Century  
(3-0-3)  Frandsen  
Introduction to the major composers and genres of the 18th century, including Bach, Handel and Mozart. No musical background required.

230. Theory for Non-Majors  
(3-0-3)  Haimo, Smith  
A one-semester survey of the structure of tonal music. Topics covered include chord formation, voice leading, harmonic progression, cadences, dissonance treatment and form.

231-232. Music Theory I and II  
(3-0-3)  Haimo, Johnson, Smith  
Prerequisite: Musical background. A systematic approach to the understanding and manipulation of the basic materials of music. Required of and intended for music majors, but open to students with sufficient musical background.

233-234. Musicanship I and II  
(2-0-1)  Stowe  
Exercise and mastery of basic skills in music: melodic, harmonic, rhythmic and keyboard. To be taken along with Theory I and II. Required of all students intending to major in music.

241-242-243. Music History I, II and III  
(3-0-3)  Blachly, Bower, Frandsen, Higgins, Youens  
A survey of music. The study of the major forms and styles in Western history. Required of music majors.

251. Music Theory III  
(3-0-3)  Haimo, Johnson, Smith  
Prerequisite: Music Theory I and II. Studies in advanced harmony.

263-264. Musicanship III and IV  
(2-0-1)  Stowe  
Exercise and mastery of more advanced skills in music: melodic, harmonic, rhythmic, keyboard and score-reading. To be taken along with Theory III and IV. Required of all students majoring in music.

335. Music Theory V  
(3-0-3)  Haimo, Johnson, Smith  
Prerequisite: Theory I-IV. A study of the procedures for harmonic, melodic, rhythmic and formal analysis.

409. Chamber Music  
(1-0-1)  Buranskas, Plummer  
Study and performance of selected chamber compositions. Intended for music majors or with special permission.

425-426. Conducting I and II  
(2-0-2)  Ginter  
Prerequisite: Individual approval. Basic techniques of instrumental and choral conducting. Opportunities for practical experience.

432. 20th-Century/Music Theory IV  
(3-0-3)  Haimo, Johnson  
Prerequisite: Approved background. The theoretical and historical sources and development of music from Debussy to the present.

461. Counterpoint  
(3-0-3)  Haimo, Johnson, Smith  
Prerequisite: Approved background. The technique of writing counterpoint and the use of contrapuntal devices.
Philosophy

Chair:  
Stephen H. Watson  
Michael P. Grace Professor of Medieval Studies:  
Ralph McInerney  
F.J. and H.M. O’Neill Professor of Science, Technology and Values:  
Kristin Shroeder-Frechette  
Rev. Theodore M. Hesburgh Professor of Arts and Letters:  
Rev. David Burrell, C.S.C.  
McMahon/Hank Professor of Philosophy:  
Karl Ameriks  
Rev. John A. O’Brien Professor of Philosophy:  
Alvin Plantinga; Philip L. Quinn  
John Cardinal O’Hara Professor Emeritus of Philosophy:  
Rev. Ernan McMullin (emeritus)  
John Cardinal O’Hara Professor of Philosophy:  
Peter Van Inwagen  
I.A. O’Shaughnessy Professor of Philosophy:  
Michael J. Loux  
Senior Research Professor:  
Alasdair C. MacIntyre  
Professors:  
Joseph Bobik; Cornelius F. Delaney; Michael R. DePaul; Michael Detlefsen; Thomas P. Flint; Alfred Freddoso; Gary M. Gutting; Don A. Howard; Lynn Joy; Edward Manier; Kenneth Sayre; Sun-Joo Shin; James P. Sterba; Stephen H. Watson  
Associate Professors:  
Patricia Blanchette; Sheilah Brennan (emerita); Marian A. David; Stephen Du Mont; Rev. John Jenkins; C.S.C.; Janet A. Kourany; Michael J. Kremer; Vaughn R. McKim; David K. O’Connor; William Ramsey; Michael Rea; Rev. Herman Reith, C.S.C. (emeritus); John Robinson; W. David Solomon; Leopold Stubenberg; Ted A. Warfield; Paul J. Weithman  
Assistant Professors:  
Timothy Bays; Paul Franks; Lenny Moss; Fred Rush; Rev. Charles Weither, C.S.C. (emeritus)  
Professional Specialists:  
Monroe G. Holloway; Alven Neiman

Program of Studies. There are two ways to major in philosophy: Regular philosophy majors are required to take eight courses in philosophy beyond the general two-course University requirement. Three specific courses must be included among the eight: a two-semester sequence of courses in the history of philosophy, Ancient and Medieval Philosophy (PHIL 301) and Modern Philosophy (PHIL 302), and a course in formal logic (PHIL 313 or, for qualified students, PHIL 513). The logic requirement can also be fulfilled by MATH 210, though this course does not count toward the eight courses required for the major. In addition, regular majors must take at least two courses at the 400-level on some topic in contemporary philosophy and three upper-division electives. Students in the Arts and Letters Preprofessional Program or the Arts and Letters Engineering Program who take the regular major in philosophy are required to take seven rather than eight philosophy courses beyond the two-course University requirement but otherwise must fulfill all other requirements for the major.

Honors philosophy majors are required to take 10 courses in philosophy beyond the general two-course University requirement. In addition to the courses taken to satisfy the regular major requirements, honors majors must take one additional 400-level seminar in a contemporary area of philosophy and write a senior thesis (PHIL 499) in the fall semester of the senior year. The senior thesis will count as a regular three-hour course and should be planned with the director of undergraduate studies during the semester prior to its writing. The honors major is intended primarily for students planning postgraduate study, and a minimum grade point average of 3.5 is expected, though exceptions are possible. Students in the Arts and Letters Preprofessional Program or the Arts and Letters Engineering Program who take the honors major in philosophy are required to take nine rather than 10 philosophy courses beyond the two-course University requirement but otherwise must fulfill all other requirements for the major.

Students majoring in other departments may complete a supplementary major in philosophy by taking six courses beyond the two-course University requirement. These six courses must include the history of philosophy sequence (PHIL 301 and 302) and two additional courses at the 300-level or higher, selected in consultation with one of the philosophy department’s faculty advisors. Students in the Program of Liberal Studies may complete the supplementary major with five rather than six courses beyond the University two-course requirement but otherwise must fulfill all other requirements for the second major. Philosophy also contributes to a number of interdepartmental concentrations in the College of Arts and Letters. Details can be found in the section of the Bulletin on Interdisciplinary Minors Within the College.

Course Descriptions. The following course descriptions give the number and title of each course. Lecture hours per week, laboratory and/or tutorial hours per week and credits each semester are in parentheses. The instructor’s name is also included.

101. Introduction to Philosophy  
(3-0-3) Staff  
A general introduction to philosophy, with emphasis on perennial problems such as the existence of God, human freedom and moral obligation. The course is also intended to sharpen the student’s skills of critical thinking. Satisfies the University requirement for a first course in philosophy. For first-year students only.

180. Philosophy University Seminar  
(3-0-3) Staff  
A general introduction to philosophy, with emphasis on perennial problems such as the existence of God, human freedom and moral obligation. The course is also intended to sharpen the student’s skills of critical thinking. Satisfies the University requirement for a first course in philosophy.

195. Honors Philosophy Seminar  
(3-0-3) Staff  
A general introduction to philosophy, with emphasis on perennial problems such as the existence of God, human freedom, and moral obligation. The course is also intended to sharpen the student’s skills of critical thinking. Satisfies the University requirement for a first course in philosophy. For students in the Arts and Letters/Science Honors Program.

201. Introduction to Philosophy  
(3-0-3) Staff  
A general introduction to philosophy, with emphasis on perennial problems such as the existence of God, human freedom, and moral obligation. The course is also intended to sharpen the student’s skills of critical thinking. Satisfies the University requirement for a first course in philosophy.

207. Knowledge and Mind  
(3-0-3) Stubenberg  
An introductory survey of a number of issues in the theory of knowledge and the philosophy of mind.

210. Simone De Beauvoir  
(3-0-3) Shrader-Frechette  
An analysis of the philosophical writings of the greatest feminist theorist of the 20th century, perhaps of all time. The main focus of the course is on The Second Sex, but the readings also include The Ethics of Ambiguity, Old Age, and The Woman Destroyed.

216. Ancient Wisdom and Modern Love  
(3-0-3) O’Connor  
An examination of contemporary issues of love and friendship from the perspective of ancient philosophy. Course materials range from Plato and Aristotle to Shakespeare and contemporary film.

217. Visual Thinking  
(3-0-3) Shin  
A examination of the relation between thought and imagery, one of the most debated topics in philosophy, psychology, and anthropology.

221. Philosophy of Human Nature  
(3-0-3) Weihre, Kremer, Moss  
An examination of some competing views of human nature based on classical readings ranging from Plato to the present day.
222. Images of Humanity: Existentialist Themes  
(3-0-3) Ameriks, Watson  
An examination of fundamental questions about the nature of human beings and their destiny-based on a critical examination of the work of pivotal existentialist thinkers: Kierkegaard, Marcel and Sartre.

224. Memoirs of Madness  
(3-0-3) Manier  
An introduction to biological, psychological and cultural perspectives on mental disorders. The overarching philosophical issue of the course is the problem of personal identity, the construction of the self as a center of responsible human agency. The most important subtopic is the social and cultural construction of gender roles and their relationship to human sexual dimorphism. A large, growing number of excellent "memoirs of madness" facilitate discursive analysis of the subject.

225. Images of Humanity: Scientific Perspectives  
(3-0-3) Howard, Ramsey  
An inquiry into the conception of a person suggested by the results of modern science. Such issues as the mind-body problem, the problem of human freedom and the uniqueness of human rationality will be dealt with in light of research findings in neurophysiology, psychology, linguistics, biology and the physical sciences.

226. Images of Humanity: Aesthetics and the Philosophy of Art  
(3-0-3) Rash  
An introductory course in the application of philosophical methods to questions of aesthetics and art. The first part of the course will concern the history of aesthetics, concentrating on the views of Plato, Aristotle, Horace, Aquinas, Kant and Hegel. The second part of the course will consider contemporary approaches to problems such as the nature of aesthetic properties and categories, what distinguishes art from other things, and the role of critical interpretation in the experience of art.

227. Ways of Knowing  
(3-0-3) David, Stubenberg  
This course examines a number of "ways of knowing": mathematical, scientific, historical, literary, legal and theological, in order to determine significant differences and similarities. The course will draw upon the experience students have had in different major fields of study. It is thus primarily designed for upper-level students.

228. Philosophy and the Arts  
(3-0-3) A. Guttin  
A consideration of the nature of art and the aesthetic using both philosophical texts and works of art drawn from a wide variety of media (painting, literature, film, architecture, etc.).

229. Death and Dying  
(3-0-3) Warfield  
This course examines metaphysical and ethical issues associated with bodily death. Metaphysical issues taken up in this course include the following: What is death? Is death a bad thing? Is there any hope for survival of death? Ethical issues to be discussed include suicide, euthanasia and abortion.

232. Women: Alternative Philosophical Perspectives  
(3-0-3) Kourany  
An examination of some of the most pressing problems currently confronting women, the more important theories, from the ultraconservative to the radical feminist, that have been proposed to explain these problems and the concrete proposals for change in society suggested by such theories.

235. Philosophy and Fantasy  
(3-0-3) Sayre  
A consideration of fantasy literature from a philosophic vantage point as dramatizing human beings’ age-old wonderment regarding the nature of the universe and their place within it.

236. Classics of Political and Constitutional Theory  
(3-0-3) Flint  
An examination of a number of the fundamental texts in political and constitutional theory, with an emphasis on works of special importance to the British and American political systems.

237. Philosophy and Classical Physics  
(3-0-3) Howard  
A survey of the history of natural philosophy and physics from antiquity to the end of the 19th century, but with an emphasis on the philosophical issues that arise in this history, meaning questions of metaphysics, epistemology and scientific methodology.

238. Education of the Spirit  
(3-0-3) Neiman  
What is spirituality? Is there such a thing as spiritual intelligence, or what the ancients called wisdom? If so, can it be taught? Finally, if education of the spirit is possible, is it compatible with education for democratic virtue (with its separation of church and state)? In this course we examine some answers to these questions as suggested by the Christian Monastic tradition, the pragmatism of William James, “12-step groups” and several versions of feminism.

239. Minds, Brains and Persons  
(3-0-3) Jenkins, Stubenberg  
This course will treat some central issues in the philosophy of mind, such as freedom of the will, personal identity and the relationship between mind and body.
251. Modern Physics and Moral Responsibility (3-0-3) Howard
An examination of such questions as: What are the moral responsibilities of the scientist? Should the scientist be held accountable for what might be done with the results of his or her scientific research? Does the scientist have any special role to play, as a citizen, in public debate about science policy? Should the scientist sometimes simply refuse to engage in some kinds of research because of moral concerns about the consequences of that research?

253. Philosophy of Power (3-0-3) Hasle
A course dedicated to a logical analysis of the concept of power, to a phenomenology of its forms and to a systematization of the maxims of power-oriented individuals as well as to an ethical evaluation of those forms and those maxims.

254. Morality and Modernity (3-0-3) Solomon
An examination of the complex relation of morality and modernity, both to moral critiques of modernity and to the claim that morality is a particularly modern phenomenon.

255. Contemporary Social and Political Philosophy (3-0-3) Sterba
A critical evaluation of the major political ideals of our time, namely, libertarian justice, welfare liberal justice, socialist justice, feminist justice, communitarian justice, and postmodern justice. Further consideration will be given to how these political ideals apply to a range of practical problems.

261. Philosophy of Religion (3-0-3) Bobik, Van Inwagen, Weihrauch
A discussion of some basic issues: the nature of the philosophy of religion, the notion of God, grounds for belief and disbelief in God, faith, revelation, religious language and knowledge, verification, immortality.

263. Science and Religion (3-0-3) Staff
An examination of the interrelation and tension between contemporary science and traditional religious belief.
PHILOSOPHY

354. Gender and Science
(3-0-3) Kourany
An exploration of the ways in which science is
gendered, starting with the ways in which women
have been excluded from science, and moving
through such issues as the invisibility and shabby
treatment of women with the products of scientific
research, the contributions of women to science
and whether these are different in kind from the
contributions of men, and the differential effects of
science on men’s and women’s lives.

389. Physics and Philosophy
(3-0-3) Cushing
This course is intended for non-science students
who desire to begin an examination of the origins
of the modern laws of physics and for science stu-
dents who wish to know the actual route to the dis-
covery and broader implications of the formal
theories with which they are already familiar.

402. The Moral Doctrine of Thomas Aquinas
(3-0-3) McNemey
A lecture course in which the main features of the
moral teaching of Thomas Aquinas will be system-
atically discussed. The Summa theologicae, prima
secunda and Thomas’s Commentary on the
Nicomachean Ethics will be the principal sources.

403. Plato
(3-0-3) Sayre
A detailed and systematic reading, in translation,
of the fragments of the pre-Socratics and of the
following Platonic dialogues: Euthyphro, Apology,
Crito, Meno, Protagoras, Phaedo, Republic, Phaedrus,
Symposium and Theaetetus.

404. Aristotle
(3-0-3) Loux
An examination and evaluation of Aristotle’s phi-
losophy, with special emphasis on the logical,
physical and metaphysical writings.

405. Aquinas on Love and Justice
(3-0-3) Freddoso
An in-depth examination of St. Thomas’s general
account of virtue and his detailed treatments of the
two central virtues of the will, viz., love (charity)
and justice.

406. The Ethics of Thomas Aquinas
(3-0-3) Freddoso
A seminar on the philosophical thought of
Aquinas, focusing upon the first part of the second
part of the Summa Theologiae, viz., the treatises on
happiness, action, passion, habit, virtue, sin, law
and grace.

407. Descartes and Locke
(3-0-3) David
An attempt to understand and an evaluation of the
opposing views of Descartes, the figurehead of
modern rationalism, and Locke, the figurehead of
modern empiricists.

408. Kant
(3-0-3) Ameriks
An examination of the background of Kant’s work,
followed by a tracing of some of the principal
themes of the Critiques, especially the
major themes of The Critique of Pure Reason.

409. Philosophy and Literature Seminar
(4-0-4) O’Connor, Ziarek, Watson
This intensive four-credit seminar is the introduc-
tion to the concentration in philosophy and litera-
ture and will pursue interdisciplinary approaches to
literary, theoretical and philosophical texts.

411. Agustine and William James
(3-0-3) Neiman
A course devoted, for the most part, to a careful
reading of significant parts of Augustine’s Confes-
sions and James’ The Variety of Religious Experience.
The goal is to come to an understanding of what
these two great philosophers and psychologists can
Teach us about the spiritual quest.

414. History of Ethics
(3-0-3) Sterba
This course will attempt to take seriously the femi-
nist and multicultural critiques that have been di-
rected against the history of ethics as it is usually
presented. Traditional works in the history of
Western ethics will be discussed along with works
by women philosophers and philosophers from
other cultural perspectives.

415. Logic and Metaphysics
(3-0-3) Kremer
An introduction to the logic and philosophy of mo-
dality, specifically necessity and possibility.

416. Intermediate Symbolic Logic
(3-0-3) Detlefsen, Blanchette, Kremer
This course is a sequel to PHIL 315. It will
acquaint students with the standard soundness and
completeness theorems for first-order logic and in-
trude them to the basic results of model theory
(e.g., the compactness theorem and the
Loevenheim-Skolem theorems) and proof theory
(e.g., Church’s theorem and Godel’s incompleteness
theorems). Important for those who want to
do graduate work in philosophy.

418. Kierkegaard and William James
(3-0-3) Neiman
An examination of the views of Kierkegaard and
James on the traditional philosophical ideas of
meaning and truth, knowledge and explanation.

420. Locke’s Moral Philosophy
(3-0-3) Shrader-Fechette
A careful, evaluative reading of Locke’s Letter Con-
cerning Toleration, his Second Treatise on Civil
Government, and his Questions Concerning the Law of
Nature as well as a more cursory look at his Some
Thoughts Concerning Education.

421. Three Catholic Philosophers
(3-0-3) Machny
A study of the enquiries of three 20th-century
Catholic philosophers at work within three very
different philosophical traditions, designed to iden-
tify the relationship between a commitment to
philosophical enquiry and Catholic faith. To be
considered are Jacques Maritain’s pursuit of ques-
tions opened up by Aristotle and Aquinas, Edith
Stein’s progress beyond Husserl in her phenomeno-
logical enquiries, and G.E.M. Anscombe’s response
to Wittgenstein.

422. Epistemology
(3-0-3) David, Stubenberg
The aim of this class is to provide an understanding
of the fundamental issues and positions in the con-
temporary theory of knowledge.

423. Ethical Theory
(3-0-3) Solomon, Sterba
A systematic study of philosophical foundations of
morality, drawing from major historical develop-
ments. Basic concepts of classical ethics will be de-
veloped — human nature, happiness or fulfillment,
freedom, virtue — and their place in relation to
moral judgment will be examined. Special attention
to subjectivism vs. objectivism on the question of
ethical norms and principles.

424. Metaphysics
(3-0-3) Flinn, Freddoso, Loux, Van Inwagen
An examination of the nature of metaphysics and of
those metaphysical issues that have proved cen-
tral in Western philosophical tradition. Topics dis-
cussed will include mind-body problem, freedom
of will, universals, substance, time, categories and
God.

425. Topics in Philosophy of Religion
(3-0-3) Warfield
An examination of central topics in contemporary
philosophy of religion and Christian philosophical
theology.

427. Advanced Moral Problems
(3-0-3) Sterba
An in-depth discussion of three very important
moral problems of our time: Affirmative Action,
Animal Rights, and Sexual Harassment.

429. Philosophy of Mind
(3-0-3) Ramsey, Stubenberg
Dualist and reductionist emphases in recent analy-
ses of mind. Topics covered will include identity of
mind and body, intentionality, actions and their
explanation and problems about other minds.

430. Political Philosophy: Justice
(3-0-3) Sterba
A critical examination of alternative conceptions of
justice, specifically libertarian, socialist, welfare
liberal, feminist and postmodern conceptions, and
a consideration of how these conceptions apply to
such problems as multicultural societies, women
and the military, and environmental concerns.

431. Contemporary Philosophy of Religion
(3-0-3) Quinn
A critical examination of the philosophical import of
some contemporary theories of religion. The
course will be organized around the attempt to dis-
cover a meaningful place for religious forms of life
in a secular culture.
433. Justice Seminar
(3-0-3) O’Connor, Solomon, Weirman
A critical examination of major theories of justice, both deontological (e.g., contract theories) and teleological (e.g., utilitarian and virtue-based theories). The seminar focuses on the careful reading of one or more major theoretical works and requires substantial participation of the students both in the form of seminar papers and in oral discussion. This is the core course for the minor in philosophy, politics, and economics (PPE).

435. Philosophy of Science
(3-0-3) Howard, Kourany
A detailed consideration of the central methodological and epistemological questions bearing on science.

439. Faith and Reason
(3-0-3) Freddoso
An examination of some key theoretical issues concerning faith and reason. Among these issues are the nature of faith, the nature of intellectual inquiry, the role of affectations in intellectual inquiry, the main competing accounts of intellectual inquiry and of the philosophical life. Authors to be read include Aquinas, Descartes, Hume, Mill, Nietzsche, Chesterton and Pope John Paul II.

442. The Origins of Analytic Philosophy
(3-0-3) Blancheette
An examination of fundamental writings at the beginning of the 20th century that ushered in the linguistic and logical tradition of analytic philosophy.

443. Analytic Philosophy
(3-0-3) Kremer, McKim
An in-depth survey focusing on the techniques and presuppositions of linguistic analysis (of both ideal and ordinary language varieties) as they have been developed by English and American philosophers in this century.

444. Postmodern Analytic Philosophy
(3-0-3) Gutting
A study of several philosophers who combine an analytic commitment to clarity and argument with an interest in the history and critique of modern thought. Philosophers to be considered are Richard Rorty, Charles Taylor, Bernard Williams, and Martha Nussbaum.

445. Recent French Philosophy
(3-0-4) Gutting
A study of the main French philosophical movements from roughly 1940 onward.

447. Recent Continental Philosophy
(3-0-3) Watson
An examination of leading issues in contemporary movements in continental philosophy (e.g., existentialism, hermeneutics, structuralism) in authors such as Habermas, Gadamer, Sartre, Derrida, Foucault.

448. Philosophy of Language
(3-0-3) Blancheette, David, Shin
The aim of this course is to provide an overview of the field. Major topics include the relation between truth and meaning; truth-conditional semantics; the meaning of sentences, proper names, definite descriptions, general terms and indexicals; the relations between expressing a belief; making a statement and uttering a sentence.

451. Aristotle’s Philosophy of Success:
The Ethics and the Politics
(3-0-3) O’Connor
How do pleasure, power, wealth, friendship, and insight each contribute to living a successful life? Aristotle’s answers to this question are as challenging and surprising today as they were 2,300 years ago, and this course will focus on their practical relevance to contemporary life.

452. Contemporary German Philosophy:
Habermas
(3-0-3) Moss
The course will attempt to cover the “formative” phase of Habermas’ career extending from his point of departure from Marx, and his analysis of the public sphere, through his critique of the human sciences and up to the beginning of his theory of communicative action.

455. Anselm
(3-0-3) Flint
An examination of the major philosophical and theological writings of St. Anselm. His Monologion, Proslogion, and Cur Deus Homo will be of central concern, but several lesser-known texts will also be read. Topics discussed in these writings include arguments for the existence of God, the divine nature, the Trinity, the Incarnation, freedom (and its compatibility with divine foreknowledge), and truth.

456. Divine Attributes
(3-0-3) Flint
A consideration of the attributes Christians have traditionally ascribed to God, such as omnipotence, omniscience, omnipresence, eternity and simplicity. The course will examine both the reasons for attributing such properties to God and the ways in which philosophers have tried to explicate these concepts.

457. Wittgenstein
(3-0-3) Sayre
A careful reading and detailed discussion of several of Wittgenstein’s works, including Tractatus Logico-Philosophicus, Philosophical Investigations, Culture and Value, On Certainty, and Remarks on the Foundations of Mathematics.

458. Classical Philosophy of Religion
(3-0-3) Quinn
A critical examination of some classical philosophical theories of religion. The central focus of the course will be issues concerning justification and explanation in religion.

459. Philosophical Poets: Dante and Claudel
(3-0-3) McNerney
A discussion of the difference between poetic and philosophical modes of discourse, with special reference to Dante and Paul Claudel.

460. Joint Seminar in Philosophy and Theology
(3-0-3) Staff
Prerequisite: Six hours in theology; permission is required.

465. The Question
(3-0-3) Sayre
A consideration of the perennial question of the meaning of life through complementary readings of philosophy and literature.

469. Philosophy of Law
(3-0-3) Warfield
A survey of theoretical topics in philosophy of law and the relation between philosophy of law and other areas of philosophical inquiry, and an examination of topics in “applied” philosophy of law.

471. Episodes in Ethics
(3-0-3) MacIntyre
A study of three debates in the history of ethics, that in which Aristotle responds to earlier Greek thought and practice, that in which Aquinas confronts problems of law in the 13th century, and that in which Hume, Diderot, Kant and Mill define moral modernity.

472. Kierkegaard and Newman
(3-0-3) McNerney
An examination of the thought of two 19th-century figures of fundamental importance: Soren Kierkegaard (1813-1855) and John Henry Newman (1801-1890).

473. Social Epistemology
(3-0-3) DePaul
A close reading of Alvin Goldman’s book Knowledge in a Social World.

474. Philosophy and Psychiatry
in the 20th Century
(3-0-3) Manier
A course dealing with (1) the intellectual history of psychiatry from the time of Freud and Kraepelin to the present, (2) the social history of the care of the mentally ill since World War II, and (3) the interpretation and critique of Freud and psychiatry.

478. Do Faith and Reason Clash?—Religion and Science
(3-0-3) Plantinga
A course focusing on such questions as: Does current science, or perhaps the method of science imply or suggest that Christian and theistic ways of thinking of ourselves are out of date or superseded? Are religion and science two different ways of coming to know important truths about ourselves? Can they conflict? If they do, what is the right response — give up the science! Give up the religious ways
of thinking? Try not to think about them at the same time! Or what?

479. Environmental Risk Assessment
(3-0-3) Shrader-Frechette
An investigation of the probabilistic and decision-theoretic methods of evaluating environmental hazards. Emphasis is on the epistemological and ethical assumptions in the methods and the consequences following from their acceptance or use.

481. Einstein’s Philosophy of Science
(3-0-3) Howard
A survey of the historical development of Albert Einstein’s philosophy of science, paying special attention to the contemporary intellectual and philosophical context. Topics covered include the influence upon Einstein of such movements or schools as Machian positivism, Marburg neo-Kantianism, conventionalism, and Vienna Circle logical empiricism, as well as Einstein’s influence on the further development of the philosophy of science in the 20th century, with special emphasis on issues such as the structure and interpretation of theories and the realism-instrumentalism debate. The nature and significance of interactions between science and philosophy are also considered. Note: No background in physics or mathematics is assumed.

482. Philosophy of Math
(3-0-3) Blanchette, Bays
An examination of such questions as: How do we come to know truths of mathematics, since we can not see or touch its (apparent) subject matter? Are there really such purely mathematical things as numbers and functions, or are these just useful fictions? How are abstract mathematical truths able to play such an important role in empirical applications? No particular mathematical background is presupposed.

483. Ethics of Scientific Research
(3-0-3) Shrader-Frechette
An analysis of the ethical theories provided by contemporary philosophers to guide scientific research and an investigation of the different norms provided by alternative ethical theories. The course will cover professional codes of ethics adopted by scientific societies, as well as case studies of ethical problems in community ecology, conservation biology, toxicology, and engineering design.

484. Problems in Human Evolution: Co-evolution of Language and Brain
(3-0-3) Manier
An advanced course in the philosophy of science analyzing investigative and explanatory models in current use in evolutionary biology, physical anthropology, paleontology, archeology and biopsycholinguistics. We seek clarification of the concept of a “simplest possible” human language, distinguishing language from infralinguistic forms of animal communication. Controversially diverse models of sexual dimorphism and the social/cultural construction of gender roles play central roles in investigations of the co-evolution of language and brain; these are appraised.

486. Philosophy of Social Science
(3-0-3) McKim
An exploration of central philosophical issues that arise from reflection on the nature and practice of social science, viz., causal/explanatory vs. interpretative conceptions of social inquiry, individual rationality and cultural relativism, the role of values/ideology in social theorizing, and questions about the metaphysical status of social reality (holism vs. individualism).

487. Biomedical Ethics and Public Health Risk
(3-0-3) Shrader-Frechette
An analysis of the ethical theories provided by contemporary philosophers to guide research and practice in biomedicine. The course will focus on analysis of contemporary public health problems created by environmental/technological pollution and will address classic cases of biomedical ethics problems.

490. Topics in Philosophical Anthropology: Emotions
(3-0-3) Moss
An examination of recent empirical work in areas including neurobiology, evolutionary biology, and developmental psychology which attempt to characterize and explain the causes of emotion. The course will survey some of this new work and attempt to bring it into a larger philosophical perspective.

491. Mind and Language
(3-0-3) Shin
An examination of the Innateness Hypothesis as an answer to the question of how human beings acquire their first languages.

493. Kierkegaard and Socrates
(3-0-3) Neiman
A consideration of Kierkegaard’s Philosophical Fragments and Concluding Unscientific Postscript in which he sets out to confront and complicate various answers to Socrates’ most basic questions, including Socrates’ own answers. These questions include: What is philosophy? What kind of education, or self-knowledge can philosophy provide? In what way is philosophy a process of learning to die, and rebirth?

497. Directed Readings
(V-0-V) Staff
Prerequisites: Dean’s list average, written consent of instructor and approval of department. Advanced seniors are permitted to take a tutorial with a faculty member; readings will be assigned in a particular area and writing assignments required.

499. Senior Thesis
(3-0-3) Staff
An opportunity for senior philosophy majors to work on a sustained piece of research in a one-to-one relationship with a faculty member.

Philosophy and Theology Joint Major

Director: Joseph P. Wawrykow, theology
Faculty: Additional faculty for the joint major are drawn from the departments of philosophy and theology.

Program of Studies. The joint major is intended for undergraduates who are intrigued by philosophical and theological ideas and who have an equal commitment to both disciplines. It seeks to equip such students to handle theology and philosophy adeptly. The major is structured, providing undergraduates with a suitable introduction to the study of both disciplines, but also flexible, granting students considerable scope for the pursuit of their own interests.

The joint major offers the opportunity for an informed investigation of religious and philosophical ideas and should appeal especially to those who intend to pursue graduate work in philosophy or theology.

The joint major incorporates the University requirements in the two departments and most of the formal requirements of the first majors in theology and philosophy. Students in the joint major will take the two-semester sequence in Christian Traditions and an upper-level course in Scripture. The joint major, however, does not require the one-credit preseminar in theology.

Other formal requirements are peculiar to the joint major. Students will study a classical language for two semesters. (For practical as well as pedagogical reasons, this will normally be Greek.) Majors will also be expected to take the joint seminar offered each spring. Each seminar, led by a theologian and a philosopher, will examine an issue in which the differing approaches of philosophy and theology may prove fruitful. The topic and instructors will change from year to year. Finally, each major will submit a senior thesis prepared under the direction of two advisors, drawn from each department. At the option of the directors, this thesis may be presented and discussed in an informal colloquium consisting of the other students in the joint major.

The remaining courses in the joint major will be at the discretion of the student. Normally taken at the 400 level, there should be an equal distribution in the electives between theology and philosophy. However, students who wish may devote up to six hours within the joint major to additional language work. These hours may add to the classical language previously studied, or used to begin another language of significance for philosophical and theological work.
Program of Liberal Studies

Chair:
F. Clark Power
Rev. John J. Cavanaugh, C.S.C.,
Professor of Humanities:
Michael J. Crowe

Associate Professor:
Edward J. Cronin (emeritus); Stephen M. Fallon; G. Felicita Munzel; Gretchen Reynard-Schihl; M. Katherine Tillman; Henry M. Weinfield
Assistant Professor:
Steven G. Affeldt; Francesca Bordogna; Edmund Goehring; Julia Marvin; Fabian E. Udoh

Program of Studies. The Program of Liberal Studies, Notre Dame’s Great Books program, offers an integrated three-year sequence of studies leading to the bachelor of arts degree. Students enter the program at the end of the First Year of Studies.

Fundamental to the program is a conception of a liberal arts education that aims to avoid the separation of the humanities and sciences. The program seeks to provide a unified undergraduate education in all of the liberal arts. For this reason the program is not to be equated with a “general humanities” educational program. The study of literature, philosophy, natural and social science, theology, history and fine arts will take place within a larger unifying conception of the liberal arts that cuts across many of the disciplinary boundaries suggested by these names. Because the goal of the program education is more than an introduction to various subject matters, none of the tutorials or seminars stands alone in the program. The curriculum grows organically over the three years, with each course assuming all of its predecessors.

Although the program emphasizes education in the liberal arts, it also considers the liberal arts in themselves as insufficient for a complete education. The liberal arts are the critical tools of learning, but they are also to be related to the larger search for genuine understanding and philosophic wisdom. Philosophy, which explores the basic questions of epistemology, ethics, and politics, is also related to the claims of the Christian tradition. The program maintains specific tutorials in the various disciplines to enable these relationships to develop systematically.

The normal method of instruction in the program is through the reading and discussion of primary texts. The student is asked to take an active role in the learning process. Particularly in the seminar, the authors of the great books are considered to be the primary teachers.

The program requires writing throughout the curriculum, especially in the tutorial classes. In the spring semester of their senior year, all students are required to write a major research essay under the direction of a faculty advisor. The senior essay offers students a particularly intensive writing experience and an opportunity to investigate a specialized topic of interest in depth.

To accomplish the goals of the program, the student must take the entire sequence of courses, each building upon the earlier components to achieve a cumulative and organic educational experience. For this reason, the program must constitute the student’s major. Sufficient electives are available in each of the three years, however, to allow outside concentrations to be completed. Supplementary majors are difficult but not impossible and can be accommodated.

Students must formally apply for entrance into the program by a stated date in the spring of the first year, and application blanks will be available by mid-January. Students interested in entering the program are urged to complete the University science, mathematics, and first theology requirement in the first year. In some special cases, typically involving international study, a student may begin the program at a later date, but in no case after the beginning of the junior year. Students admitted to the program at later stages must be prepared to make up prior components.

### Sequence of Courses

#### Sophomore Year

**First Semester**

- **241. Philosophical Inquiry** 3
- **243. Literature I; Poetic Diction** 3
- **281. Great Books Seminar I** 4
- **Elective** 3
- **Elective** 3

= 16

**Second Semester**

- **244. Mathematical Sciences and Classical Astronomy** 3
- **246. The Bible and Its Interpretation** 3
- **282. Great Books Seminar II** 4
- **Elective** 3
- **Elective** 3

= 16
Junior Year
First Semester
341. Fine Arts 3
343. Mechanics/Life Sciences 3
347. Ethics 3
381. Great Books Seminar III 4
Elective 3

Second Semester
346. Literature II: Shakespeare and Milton/Spenser/Wordsworth 3
348. Political and Constitutional Theory 3
382. Great Books Seminar IV 4
Elective 3
Elective 3

Senior Year
First Semester
443. Christian Theological Tradition 3
445. Intellectual and Cultural History 3
481. Great Books Seminar V 4
Elective 3
Elective 3

Second Semester
444. Metaphysics and Epistemology 3
446. Modern Astronomy/Developmental Psychology 3
462. Essay Tutorial 3
482. Great Books Seminar VI 4
Elective 3

Course Descriptions. The following course descriptions give the number and title of each course. Lecture hours per week, laboratory and/or tutorial hours per week and credits each semester are in parentheses. The instructor’s name is also included.

SEMINARS

180. Literature University Seminar I and II (3-0-3) (3-0-3) Staff
The introductory seminar to the program will fulfill the University literature requirement. It is designed to develop the art of careful reading, discussion and writing. Students will read foundational works of Greek and Latin civilization. Authors treated include Homer, the Greek dramatists, Thucydides, Plato, Aristotle, Virgil, and Augustine.

281-282. Great Books Seminar I and II (4-0-4) (4-0-4) Staff
The introductory seminar sequence is designed to introduce the student to the great books seminar methodology. A discussion format is intended to develop the art of discussion and the communication of complex ideas through readings in the foundational works of Greek and Latin civilization. Authors treated include Homer, the Greek dramatists, Herodotus, Thucydides, Plato, Aristotle, Cicero, Virgil, Augustine, and Bonaventure.

381-382. Great Books Seminar III and IV (4-0-4) (4-0-4) Staff
The second seminar sequence deals with the primary works of the High Middle Ages, the Renaissance, and early modern authors through the Enlightenment. Authors treated include Thomas Aquinas, Dante, Chaucer, Luther, Cervantes, Bacon, Descartes, Hobbes, Pascal, Milton, Hume, Rousseau, Swift, Austen, Kant, and Goethe.

481-482. Great Books Seminar V and VI (4-0-4) (4-0-4) Staff
The third sequence deals with 19th- and 20th-century works, including some consideration of the primary works of the Eastern tradition. Authors treated include selected writings of Chinese and Hindu authors, Hegel, Tocqueville, Melville, Tolstoy, Mill, Marx, Kierkegaard, Newman, Darwin, Nietzsche, Freud, Peirce, James, Heidegger, Woolf, Wittgenstein, Ellison, and Dostoevsky.

LITERATURE

243. Literature I: Poetic Diction (3-0-3) Fallon, Marvin
An introduction to poetry through intensive study of several lyric poets writing in English. Through close reading of selected works in English, students will become familiar with central literary devices, including rhythm and meter, image, metaphor, symbol, paradox and irony. Authors may include Shakespeare, Herbert, Marvell, Keats, Wordsworth, Yeats, and Eliot. Fall.

346. Literature II: The Longer Forms (3-0-3) Fallon, Marvin
Building on the techniques of close reading developed in Literature I, this course will turn to longer literary works. Attention will be focused on methods by which authors unify long works and on the expressive power of literary genres, modes, and conventions. The reading list normally will include works by Shakespeare and at least one of the central narrative poets in English (Chaucer, Spenser, Milton, Pope, Wordsworth). Spring.
PHILOSOPHY AND THEOLOGY

241. Philosophical Inquiry
(3-0-3)  Reydams-Schils, Staff
Exercises in philosophical inquiry in the context of the liberal arts tradition, including a study of both classical and modern texts and an introduction to the forms of logical argument. Fall.

246. The Bible and Its Interpretations
(3-0-3)  Ayo
A close study of the Bible. Selected passages will be analyzed in detail. The course will consider the role of the Bible in the life of the church, the history of its interpretation and the various approaches of modern scholarship. Spring.

347. Ethics
(3-0-3)  Affeldt
An examination of modes of moral reasoning and what constitutes the good life, based primarily on the study of the ethical teachings of some of the main philosophers and theologians of the Western tradition. Readings will include Aristotle and Kant and a selection from such authors as Augustine, Rousseau, and Mill and from works on moral development. Fall.

348. Political and Constitutional Theory: Ancient and Modern
(3-0-3)  Affeldt, Niczorski
An approach to understanding the fundamental problems of political community and the nature of various solutions to these, especially the democratic solution. Readings include Aristotle’s Politics, Locke’s Second Treatise, and The Federalist. Spring.

433. Christian Theological Tradition
(3-0-3)  Ayo, Emery
A study of the major Christian doctrines in their development, including God, creation and humanity, incarnation and redemption, and the sacraments. The course moves toward a historical and systematic understanding of Christianity, specifically the Roman Catholic tradition. Readings typically include patristic authors, medieval authors such as Aquinas, and the documents of Vatican II. Fall.

444. Metaphysics and Epistemology
(3-0-3)  Murnel, Reydams-Schils
An inquiry into the nature of knowledge and reality, and their relation, based on close study of select writings of Plato, Aristotle, Aquinas, Kant, Arendt and others. Spring.

SCIENCE

244. Mathematical Sciences and Classical Astronomy
(3-0-3)  Bordogna, Sloan
Drawing on a great-books approach to science through use of classic texts, the science tutorial courses constitute a distinctive attempt to understand the main principles and developments in the sciences and mathematics that have most dramatically influenced humanity’s view of itself and its universe through the study of select primary sources. Laboratory and observatory experience will be incorporated to bring students into direct contact with the critical scientific observations and experiments. The first half of the first natural science course explores the nature of mathematical reasoning, primarily by the study of Euclidean geometry. The second half, focused on a study of the Copernican revolution, begins with readings from Aristotle, Plato and Proemly, followed by a selective study of the new theories of Copernicus, Kepler and Galileo. Spring.

343. Mechanics/Life Sciences
(3-0-3)  Sloan
This course is divided into halves. The first half studies the development of mechanics by a consideration of the contributions of such authors as Aristotle, Descartes, Galileo, Newton and Einstein. The second unit concentrates on the sciences of living nature, exploring this first through a case study of the development of Harvey’s theory of the circulation of the blood, with readings from Galen, Harvey and Descartes. This will be followed by the analysis of Darwin’s theory of evolution and the Darwin debates, concentrating on a reading of The Origin of Species and related texts. Fall.

446. Modern Astronomy/Developmental Psychology
(3-0-3)  Crowe, Power
This semester will be composed of two half-semester units. One will deal with the development of stellar and extra-galactic astronomy. Writings under consideration will include works by Herschel, Shapley, and Hubble. The second unit will examine modern social science. The focus of this unit will be on the cognitive developmental psychology of Jean Piaget with supplementary readings from John Dewey, Lawrence Kohlberg and Stanley Milgram. Spring.

FINE ARTS

341. Fine Arts
(3-0-3)  Staff
This course serves as an introduction to the arts, aesthetics, critical vocabularies, and ways of seeing and hearing of literate Western culture. Principal emphasis is placed on the major genres of Western art—music from the Middle Ages to the present, including the Mass, oratorio, opera, symphony, and song—but more important developments in the visual arts and relevant literary and intellectual movements may also be considered. Using various live artistic resources of the Michiana and Chicago areas, recordings and reproductions, slides and films, as well as important readings on theory, aesthetics and criticism, students will develop a conceptual framework through which to evaluate and discuss the arts. Fall.

HISTORY

445. Intellectual and Cultural History
(3-0-3)  Staff
This tutorial will deal with the issue of history and its location in the great-books curriculum. The first portion of the course will examine the issues of historiography and the use of historical analysis and contextualized reading. The course after this point will examine selectively critical issues in the foundations of the modern era by means of primary and secondary sources dealing with the French Revolution and its aftermath, the transformation at the end of the 18th century in philosophy, and the Industrial Revolution. The course will conclude with a select examination of issues at the end of the 19th century. Texts to be treated will include Carr, What is History; Montesquieu, The Spirit of the Laws; Rousseau, The Social Contract; Kant, What is Enlightenment and Idea of a Universal Peace; primary documents on the French Revolution; Dickens, Hard Times; Mann, The Magic Mountain; Eliade, Cosmos and History. Fall.

SPECIAL COURSES

462. Essay Tutorial
(3-0-3)  Staff
This course provides the framework in which seniors in the program prepare a substantial essay, culminating their three years in the program. Faculty members working with small groups of students help them define their topics and guide them, usually on a one-to-one basis, in the preparation of their essays. Spring.

497. Directed Readings
(3-0-3)  Staff

498. Special Studies
(3-0-3)  Staff
Instructor’s written permission and permission of chair required. Reading courses in areas of interest to the student.
Psychology

Chair:
Jeanne D. Day

Director of Undergraduate Studies:
Anré Venter

Andrew J. McKenna Professor of Psychology:
John G. Borkowski

Nancy Reeves Drexas Professor of Psychology:
Naomi M. Meara

Matthew A. Fitzsimmons Professor of Psychology:
Scott E. Maxwell

Notre Dame Professor of Catholic Education:
G. Michael Presley

Professors:
Rev. William A. Botrum, C.S.C. (emeritus);
David A. Cole; E. Mark Cummings; Jeanne D. Day; George S. Howard; Don Pope-Davis; Thomas L. Whitman

Associate Professors:
Willis E. Bartlett (emeritus); Cindy S. Bergeman; Julie M. Braungart-Ricker; Laura Carlson; Charles R. Crowell; William E. Dawson; Bradley S. Gibson; Anita E. Kelly; Sheridan P. McCabe (emeritus); Thomas V. Merhuzi; Daëzia Narváez; G.A. Radavansky; David A. Smith

Chair:
Psychology

Assistants:
Kolberg

Psychology

Program of Studies. Psychology is the scientific study of the behavior of organisms with a primary focus on human behavior. It is concerned with the biological and environmental determinants of behavior as reflected in the study of physiological, sensory, perceptual, cognitive, motivational, learning, developmental, aging and social processes. The undergraduate program seeks a balance between exposure to basic psychological principles and theories and their extension to the applied areas such as child education, counseling, mental retardation and behavioral deviancy.

The undergraduate courses are intended to meet the needs of students who plan to (1) major in psychology and later attend graduate school in psychology or affiliated fields, (2) major in psychology as part of a general cultural program, (3) obtain training in psychology as a special supplement to their major interest or (4) use psychology to satisfy social science requirements or electives.

One of the department’s main features is an emphasis on opportunities for close faculty-student involvement in research projects at the undergraduate level. The research specialties in which majors may become involved range from basic research in such areas as psychophysics, human and animal learning, child development, aging and psycholinguistics, to applied research in a community setting. Students planning to do graduate work in psychology will plan their program in close coordination with their faculty advisors.

Undergraduate major. The psychology major requires a minimum of seven three-credit courses, two four-credit courses (341 and 342) and one one-credit course (300), and, therefore, a minimum of 30 credit hours.

The specific requirements comprising the minimum 30 credit hours are as follows. All majors are required to take three credits of PSY 111, Introductory Psychology (for freshmen), or PSY 211 or 211A, Introductory Psychology (for upperclass students) as a prerequisite for the content psychology courses. In addition, all psychology majors are required to take PSY 341, Experimental Psychology I: Statistics (four credits), and PSY 342, Experimental Psychology II: Research Methods (four credits). Majors then have a choice in that they are required to complete two of the following four courses in the Social and Developmental Processes (CLASS A): PSY 350, Developmental Psychology; PSY 352, Social Psychology; PSY 353, Personality; and PSY 354, Abnormal Psychology. Similarly, majors are required to complete two of the following four courses in the Biological and Learning Processes (CLASS B): PSY 355, Physiological Psychology; PSY 356, Learning and Memory; PSY 357, Sensation and Perception; and PSY 359, Cognition. In their senior year each major must take two content courses at the 400 level, which are small, in-depth discussion-oriented seminars generally in the instructor’s specific area of expertise. All 400-level seminars are designated writing-intensive courses, satisfying the College of Arts and Letters writing requirement. (See arts and letters writing requirement, page 79.) PSY 498, Special Studies, cannot be used to satisfy the 400-level major requirement. Finally, in the spring semester following their declaration of a major in psychology, new majors are expected to participate in a one-credit-hour seminar called PSY 500, Psychology: Science, Practice, Policy, which provides an introduction to the department and the faculty.

Note: PSY 398 or PSY 498, Special Studies cannot be used to satisfy any of the 300 level or 400 level courses. However, these credits are strongly recommended for any students intent on pursuing a graduate career in psychology. In addition, even though Introductory Psychology (PSY 111, PSY 211, or PSY 211A) is a prerequisite for the content area courses, it does not fulfill any of the 30-credit-hour requirements for the major.

Course Descriptions. The following course descriptions give the number and title of each course. Lecture hours per week, laboratory and/or tutorial hours per week and credits each semester are in parentheses. The instructor’s name is also included.

111. Introductory Psychology FY
(3-0-3) Borkowski, Radavansky, Utz
A broad coverage of the methods and findings which characterize scientific psychology, including a description of historical and recent developments in the areas of learning and motivation; perceptual, cognitive and physiological processes; social, personality and child development; and abnormal behavior and clinical treatment. Open to first-year students only.

180. Social Science University Seminar
(3-0-3) Staff
These seminars are designed for further understanding of the myriad ways psychology is embedded in the biological, social and cultural contexts of one’s everyday life.

211. Introductory Psychology SJS
(3-0-3) Corning
A broad coverage of the methods and findings which characterize scientific psychology, including a description of historical and recent developments in the areas of learning and motivation; perceptual, cognitive and physiological processes; social, personality and child development and abnormal behavior and clinical treatment. Open only to sophomores, juniors and seniors.

211A. Introductory Psychology PSI
(0-0-3) Crowell
This course covers the same content as PSY 211 but is taught using an individualized, self-paced method of instruction. This method is a variant of the Personalized System of Instruction (PSI) format and includes features such as self-paced learning, emphasis upon mastery of the written rather than the spoken word, frequent testing and an option to retake unsatisfactory quizzes.

The department requires that Introductory Psychology (PSY 111, PSY 211, or PSY 211A) precede its 300- and 400-level courses.

300. Psychology: Science, Practice, and Policy
(1-0-1) Borkowski
This one-credit seminar introduces the department’s programs and faculty research interests as well as the profession of psychology. The goal is to encourage more active reflection on how psychology can be useful, both personally and professionally; and also to present the major tensions within contemporary psychology as well as its potential impact on public policies in the decade ahead.

341. Experimental Psychology I: Statistics
(3-2-4) Ghiaseddin, Gibson, Knoedler, Schuster, Venter, Wenger
An introduction to the analysis and evaluation of experimental data, with particular emphasis upon measures of central tendency, variability and covariability and their relationship to psychological theory and explanation.
342. Experimental Psychology II: Methods
(3-3-4) Bergeman, Braungart-Rieker, Carlson, Knoedler, West
Prerequisite: PSY 341.
A continuation of Psychology 341, with emphasis on the design and methods of execution of psychological research. Training in writing reports in professional format is also provided.

345. Dynamical Systems Analysis
Boker
Questions posed by researchers in psychology require studying evolving behavior over time. Dynamical systems methods were developed to study just such evolving systems and can be helpful in both experimental design and analysis of resulting data. This course presents methods that can be used to analyze intra-individual variability from a dynamical systems perspective. Recently developed techniques such as mutual information, state-space embedding, fractal dimension, and surrogate data tests are presented along with more traditional time series and linear statistical methods.

350. Developmental Psychology
(3-0-3) Braungart, Gondoli
Major theories and research findings on social, emotional and cognitive development are covered. Although emphasis is on the time from birth to early adulthood, some research on adulthood and the elderly is included. Attention is given to how different environments enhance or hinder healthy development.

352. Social Psychology
(3-0-3) Venter
An introduction to the major theoretical orientations within the field of experimental social psychology and a survey of the research findings in selected areas such as attitude formation and change, affiliation, interpersonal attraction and social cognition.

353. Psychology of Personality
(3-0-3) Kelly, Meara
An introduction to personality development from birth to old age. Emphasis is given to the role of heredity and environment in personality development and the importance of motivation, traumas, learning, perception, thought, creativity and abnormality for an understanding of personality function.

354. Abnormal Psychology
(3-0-3) Cole, Smith
Defines the concept of abnormal or maladaptive behavior; reviews the principles involved in human development and adjustment and describes the common clinical syndromes, their causes and treatments.

355. Physiological Psychology
(3-V-3) Crowell
An introduction to the biological bases of behavior, with a major emphasis being placed upon the neurological correlates of behavior. May be offered with lab section.

356. Learning and Memory
(3-0-3) Radavansky, West
A survey of the theories and methods relating to basic processes in learning and memory from both biological and cognitive perspectives.

357. Sensation and Perception
(3-0-3) Dawson, Gibson, Knoedler, Wenger
Includes a diverse range of topics, from sensory processes and perceptual development to sensory deprivation and visual illusions. Emphasis is on auditory and visual perception.

359. Cognitive Psychology
(3-0-3) Carlson, Eberhard, Gibson, Knoedler, Radavansky
A lecture course presenting a cognitive approach to higher processes such as memory, problem solving, learning, concept formation and language.

385. Practicum in Teaching Technology
(3-0-3) Crowell
Prerequisite: Consent of instructor.
An introduction to and experience in applying the principles and methods of behavior instruction in the classroom.

388. Computers in Psychological Research and Education
(3-0-3) (3-0-3) Crowell
Permission of instructor required.
Possible projects include: education, work productivity, decision making, database management, expert systems, knowledge retrieval, data analysis and experiment control. Projects may require campus mainframe computer or microcomputers, particularly the Macintosh or IBM PC. Same as CAPP 481C.

390B. Practicum in Developmental Dysfunction
Whitman
This practicum/seminar is the logical outgrowth of a long informal relationship that student volunteers have had with families in the Michiana community who have autistic and other special-needs children. The practicum aspect of the course will involve students going into a family home and working in a structured program with an autistic child for, on average, three times a week and a total of six to seven hours. In addition, students will meet in class once a week for discussion on a range of topics relating to autism, including issues regarding its definition, assessment, etiology, and treatment, as well as topics regarding the impact of autism on the family, community resources, and social policy. A number of classes will feature discussions led by parents of autistic children. This class is recommended particularly for students interested in child clinical psychology, education, developmental psychology, and social work.

394. Culture and Community Psychology
(3-0-3) Pope-Davis
Prerequisite: PSY 341.
The course will address cultural identity theory, research and practice in society, and how it affects the psychosocial development of different cultural groups. Cultural assumptions, values, and attitudes will also be examined.

397. Directed Readings
(0-0-3)
Prerequisite: Consent of instructor.
Directed reading is carried out under the supervision of a faculty member. A typewritten report on the reading is required.

398. Special Studies
(0-V-V) Staff
Prerequisite: Consent of instructor. Majors only. Independent research carried out under supervision of a faculty member. A typewritten report of a research literature or an experimental study is required.
The following advanced courses and seminars are primarily for majors; however, non-majors may enroll with the consent of the instructor.

401. Motivation
(3-0-3) Crowell
Overview of theory and research relating to the concept of motivation. Both historical and contemporary issues are considered.

402. Psychological Testing
(3-0-3) Staff
Prerequisite: PSY 341.
An introduction to the theory of psychological measurement. The course surveys representative tests of intelligence, personality, attitudes, interests and aptitudes.

405. Children and Poverty: Developmental Implications
(3-0-3) Brandenberger
Examines the impact of rising levels of child poverty and related concerns from the perspective of developmental and social psychology.

406. Learning for Change: Alternative Pedagogies and Moral Imagination
(3-0-3) Brandenberger
Exploration of broad issues relating education and the common good with an emphasis on the pedagogical practices promoting moral development and moral imagination.

407. Leadership and Social Responsibility
(3-0-3) Brandenberger
This course examines leadership and empowerment issues from multidisciplinary perspectives, focusing on the role of the leader within organizations that promote service, social action or other forms of social responsibility. Alternative models of leadership are explored, with attention to value and moral implications.

420. Teaching and the Development of Thought
(3-0-3) Day
An examination of current research in cognition and instruction. The focus is on how cognitive processes can be enhanced through education. Also included are readings and discussions on how individual differences, such as special aptitudes, may influence learning in the classroom.
421. Infancy and Early Childhood  
(3-0-3) Braungart-Rieker  
This seminar is designed for advanced students who are interested in developmental psychology, particularly the period of infancy and early childhood. The course focuses on major theories and empirical research on developmental processes during infancy and early childhood.

422. Human Resiliency  
(3-0-3) Whitman  
As part of being alive, human beings confront routine stressors, major life challenges and severe traumas. Individuals vary considerably in their ability to cope with such events. This course examines a range of stressors (e.g., adolescence, school and job "failure," divorce, parenting, chronic illness and disabilities, aging, death, poverty, prejudice, child abuse, and war) and how people manage them. Particular emphasis will be placed on examining why some individuals develop serious problems such as depression when challenged and others are resilient, that is, able to meet life’s challenges and grow stronger. Theoretical (e.g., biological, psychoanalytic, humanistic, existential and behavioral) perspectives on resiliency are evaluated along with relevant empirical research. Fictional and nonfictional examples of resilient individuals are examined. An important focus of the course is on thinking about how resiliency can be fostered through parenting, education, therapy and social policy. Specific techniques for managing routine and exceptional stressors will be discussed. The course is especially recommended for students interested in clinical, counseling, educational and developmental psychology.

423. Cognitive Processes in Children  
(3-0-3) Day  
Concentrated introduction to cognition focusing on the development of intelligence. Primary emphasis will be given to the developmental psychology of Piaget, followed by reviews of other selected theories for comparison.

424. Seminar in Sensory Processes and Psychophysics  
(3-0-3) Dawson  
An in-depth look at the major human sense exploring their physical, physiological, and psychological aspects. It covers specification, description, and measures of the relevant physical stimuli, physiological mechanisms, as well as the various psychological or sensory results that occur in sensation. Also covered will be the various psychophysical methods that have been and are used to assess sensory function. These include measures of absolute and differential sensitivity plus methods of psychophysical scaling.

427. Formal Representations of Psychological Hypotheses I  
(3-0-3) Wenger  
This course serves as an introduction to methods for representing hypotheses regarding psychological processes and phenomena as mathematical and/or computational models. Emphasis is placed on stochastic models, and analytic and computational tools for constructing and exploring such models, in the context of particular psychological phenomena, will be introduced. Issues of model identifiability and testability will be emphasized. Students will be responsible for constructing and exploring the predictions of a formal representation of a hypothesis in their own area of expertise or interest.

431. Health Psychology  
(3-0-3) Merluzzi  
An overview of health psychology and behavioral medicine, with the following topics: psychology and medicine, health psychology models, stress and health, adaptation to illness, psychological aspects of some severe illnesses, and professional opportunities.

452. Moral and Spiritual Development  
Narvaez  
As an introductory course to the field of moral psychology, we examine major research traditions. We study the theoretical underpinnings, goals, and practices of major approaches to moral education.

453. Behavioral Pediatrics  
(3-0-3) Whitman, Kolibert  
This course is directed toward premedical students interested in pediatric medicine and psychology majors interested in health psychology. It exposes areas of psychology, biology and medicine pertinent to children. Specific emphasis is placed on studying infants who are at risk for developmental problems.

453A. Psychology and Medicine  
Kohlberg  
This course has two basic objectives. First, it examines from a lifespan and psychobiological perspective the factors that place individuals at different stages of life at risk for illness and assist them in maintaining their health. In addition, it addresses a variety of challenging psychological and social issues that physicians and other healthcare professionals must face in the practice of medicine. The course covers a range of topics dealing with health issues related to different stages of human development (childhood, adolescence, and adulthood), disabled populations, culture and gender, stress, physician-patient interactions, death and dying, professional ethics, and social policies relating to health care. The course is primarily intended for students intending to enter medical school.

Most classes will involve brief formal presentations by the instructors and invited guests, followed by discussion of assigned readings pertinent to the day’s topic. In addition, students will be exposed, via a limited practicum, to a variety of medical settings.

454. Behavior Therapy  
(3-0-3) Whitman  
Prerequisite: PSY 356 recommended. Introduction to the wide array of learning and cognitive theory-based technologies and their application in psychiatric, special education, regular education and home environments. Reviews research evaluating this approach to changing human behavior and the ethical implications of human control procedures.

455. Adulthood and Aging  
(3-0-3) Bergeman  
Prerequisite: PSY 342 strongly recommended. A study of change from young adulthood to old age, the course covers a broad range of topics, including demographic information, biological, social and cognitive changes, mental illness and death and dying.

456. Mental Health and Aging  
(3-0-3) Bergeman  
An introduction to the mental health problems of the elderly. Etiologies of mental health disorders as well as therapeutic interventions will be discussed.

457. Behavioral Genetics  
(3-0-3) Bergeman  
An introduction to the principles necessary to understand genetic and environmental influences on development, with an overview of the methods and research.

458. Social Support Across the Lifespan  
(3-0-3) Bergeman  
A focus on research in social support, including the way social support is measured, the relationship with developmental outcomes such as physical and mental health, and the use of social support strategies as an intervention technique.

461. History and Systems of Psychology  
(3-0-3) Dawson, Meara, Radavansky  
Traces the development of contemporary psychology from its early philosophical origins to the present. An emphasis is placed on the era of modern psychology (mid-1800s to the present) with considerable discussion of current issues and movements.

462. Psychological Disorders of Childhood and Adolescence  
(3-0-3) Staff  
An overview of the major dysfunctions within the context of normal development, the basic theories seeking to explain these dysfunctions, together with a review and a critique of the empirical approaches to assessment and treatment of them.

465. Seminar in Counseling Theories  
(3-0-3) Kelly  
This seminar will address the following questions: Does counseling work? If so, how does counseling help people reduce their symptoms of depression, anxiety and other types of problems? We will discuss several of the key traditional and nontraditional theories of counseling and show how these theories are applied to clients’ problems.
466. Professional Psychology: Methods and Practice
Students will be introduced to the key research methods, empirical findings, and theories from the clinical/counseling psychology literature. Prospects for developing and testing new theories of psychotherapy will be discussed. Students will be encouraged to begin forming concepts for research projects and developing their own integrated theoretical approaches to treating clients.

469. Interpersonal Communication Skills
(3-0-3) Corning
Prerequisite: Consent of instructor.
The Human Relations Training Program provides instruction and experience in developing effective communication and basic helping skills. Attending, empathy, respect, immediacy, self-disclosure and self-exploration are studied and practiced in small-group format. Open only to juniors and seniors.

470. Seminar: Developmental Psychology
(3-0-3) Day
Introductory lectures followed by reading and discussion of selected topics in the area of developmental psychology.

470B. Infant Development and Dysfunction
(3-0-3) Whitman
Addresses physical, emotional, cognitive and social factors that influence infant development, particularly as disruptions in those factors place infants at risk for developmental problems.

470C. Adolescent Development
(3-0-3) Gondoli
Focuses on adolescent development within various social contexts, including family, peer groups and the workplace. Special emphasis on normative development at the transition from childhood to adolescence.

471. Infant and Child Development
(3-0-3) Braungart-Rieker
This course focuses on physical, cognitive, and socio-emotional development during infancy and childhood. Readings will include a textbook and several articles. Topics for reading and discussion include methods for studying infants and young children, prenatal development, cognitive processes, language development, emotional processes, parent-child relationships, and peer relationships.

474. The Neuropsychology of Consciousness
(3-0-3) Gibson
Considers the extent to which perception, personality and various states of consciousness (e.g., dreams) are due to the brain’s anatomy and physiology.

474A. Language and Space
(3-0-3) Carlson
Presents the theoretical work of psycholinguists and cognitive psychologists to address the issue of “how we talk about what we see.”

474C. Cognitive Science
(3-0-3) Eberhard
Explores an interdisciplinary approach to answering questions about the nature of the human mind and its relation to the brain.

475. Seminar: Psycholinguistics
(3-0-3) Eberhard
An interdisciplinary seminar with emphasis upon student participation covering topics such as linguistics, memory and perception for language stimuli, child language, bilingualism and social psychology of language.

476E. Psychology of Sports
(3-0-3) Franco
Social, psychological and personological approaches to issues of sports and athletic performance.

477. Seminar: Sensation and Perception
(3-0-3) Dawson
Introductory lectures followed by reading and discussion of selected topics in the area of sensation and perception.

478A. Stereotyping: A Social Psychological Approach
(3-0-3) Staff
Seminar exploring the cognitive and motivational biases underlying the formation, maintenance and utilization of stereotypes.

478C. Attitudes and Persuasion
(3-0-3) Staff
Discussion of both classic and contemporary theories in the area of attitudes and attitude change, with an emphasis on applying the principles and techniques of persuasion to marketing.

479. Seminar: Theory and Research in Aging
Prerequisite: Some previous coursework in aging desired but not essential.
A research-oriented seminar discussing current investigations, methodologies and theory in the study of adult aging. An emphasis is placed on the current issues and research possibilities in geropsychology.

480. Seminar: Motivation
(3-0-3) Staff
Introductory lectures followed by reading and discussion of selected topics, research and current issues in motivation.
480A. Motivation and Academic Learning
Turner

Traditional studies of learning have focused almost exclusively on cognitive, or "hot," processes. Recent research on learning illustrates how "hot" processes also influence thinking and academic learning. In this course, we focus on how social, motivational, and emotional influences interact with cognitive processes to affect academic learning. Social influences will include students’ social goals in school, friendships, and family dynamics. Motivational influences are explored through the study of major theories of achievement motivation, including attribution, self-efficacy, intrinsic motivation, "possible selves," and goal theories. Emotional factors such as coping mechanisms, test anxiety, and well-being are also discussed. In addition, we explore how development affects students’ social, motivational, and emotional responses to learning. Child, adolescent, and adult models are discussed, and applications to educational child settings will be an integral part of the course.

480B. Implications of Psychology for Education
(3-0-3) Staff

Examines the manner in which cognitive and developmental psychology can inform educational practice, especially instruction.

480C. Research in Educational Psychology
(3-0-3) Presley

This course develops the understanding of a range of basic and applied educational psychology research and research design and analytic strategies.

481. Seminar: Personality and Psychology
(3-0-3) Merluzzi

Introductory lectures followed by reading and discussion of selected topics in the area of personality and abnormal psychology.

482. Seminar: Memory
(3-0-3) Staff

Introductory lectures followed by reading and discussion of selected topics in the area of memory.

483. Seminar: Psychobiology
Introductory lectures followed by reading and discussion of selected topics in the area of psychobiology.

483A. Developmental Psychobiology
(3-0-3) Kolberg

Historical overview and current research on selected topics in developmental psychobiology. Explores possible societal benefits of research combining psychology and biology in the areas of medicine, mental health and education.

483E. Stress: Med and Management
Kolberg

This course is concerned with stress, its effect, and coping mechanisms from a biological as well as a psychological viewpoint.

1. We explore the nature of stress itself. What exactly is stress? How do issues of control and personality enter into the perception of stress? Can we have physiological stress without the perception of stress? We examine some special types of stress such as long-term or serious illness and work-related stress.

2. We cover the stress response and the effect of this response on the level of the whole organism (fatigue, irritability, insomnia, cognitive difficulties, etc.).

3. We examine the link between stress and disease on the level of organ systems such as the cardiovascular system, the immune system, the gastrointestinal system, and the endocrine system. We examine the biological and psychological basis of common coping mechanisms such as cognitive therapy, social support, drug therapy (self-prescribed and physician-prescribed), alcohol, exercise, meditation, and sleep. The major aim is to understand the mechanism, evaluate the efficacy in alleviating the stress response, and any potentially harmful effects.

4. We examine theory and practices of mobilizing support in stressful circumstances.

Class performance will be based on two examinations, one term paper (approximately 15-10 pages), and classroom participation. Students also will keep a stress and health diary.

484C. Autism
(3-0-3) Whitman

This seminar discusses topics related to developmental disabilities, with a special emphasis on pervasive developmental disorders and autism. Issues regarding their definition, etiology and treatment are also discussed.

487A. Race Talk
(3-0-3) Day

The central goal of this course is to encourage students to understand and challenge their own and others’ views about issues of race and ethnicity.

488A. The Environment: Science, Culture, Values
(3-0-3) Howard

Examines ecological problems from various perspectives (biological, historical, ethical, economic, etc.) through a series of guest lectures. Highlights importance of cross-discipline cooperation in solving complex ecological problems.
Romance Languages and Literatures

Chair: Dayle Seidenspinner-Núñez
Assistant Chair: Paul McDowell
Professors: José Anadón; Maureen Boulton; Theodore J. Cachey; Bernard Doering (emeritus); Charles E. Parnell (emeritus); Dayle Seidenspinner-Núñez

Associate Professors: Paul F. Bosco (emeritus); JoAnn DellaNeva; Julia V. Douthwaite (Resident Director, Angers Program, 2001-03); Kristine L. Ibsen; Ben Heller; Carlos Jerez-Farrín; Louis MacKenzie (on leave 2001-02); Christian R. Moevs (on leave 2002); María-Rosa Olivera-Williams; Alain Toumayan; John P. Welle (on leave 2000-02)

Assistant Professors: Thomas Anderson (on leave 2001-02); Vittoria Bosco (emeritus); Ayo Coly; Andrew P. Farley; Isabel Ferreira; Encarnación Juárez; Catherine Perry; Colleen Ryan-Scheutz

Associate Professional Specialist: Sr. Mary Louise Gude, C.S.C.
Assistant Professional Specialists and Concurrent Lecturers: Geraldine Ameriks; Lisa Caponigri; María Coloma; Silvia Dupont; Marie-Christine Escoda-Risto; Janet Fisher-McPeak; Isabel Jakab; Barbara J. Mangione; Elena Mangione-Lora; Patrick I. Martin; Paul McDowell; Ivis Menes; Odette Menyard; Laura Ramírez-Krueger; Andrea Topash-Ríos

Program of Studies. The Romance languages derive from Vulgar Latin spoken throughout the Roman Empire. A major course of study is offered in French, Italian and Spanish. The study of foreign languages, literatures, and cultures provides educational opportunities relevant to an increasingly interdependent world. The acquisition of foreign-language skills is a crucial component of liberal education because it enhances our powers of communication and serves to introduce us to the enduring cultural achievements of other peoples. Such study is essential to broaden our mental horizons, to encourage the examination of problems and issues in a more global manner and to stimulate our understanding of the traditions of other nations.

Elementary and intermediate courses develop the students’ ability to understand, speak, read and write a foreign language with facility and confidence. Students can take advantage of the latest in foreign language technology in the Language Resource Center to increase their fluency in the target language. Upper-division courses present a wealth of literary, historical, and cultural traditions and emphasize the nature and development of national cultures. Many courses focus on the literature and culture of certain historical periods, others trace the development of literary genres or examine a theme across periods and genres, and still others inculcate the critical and analytical skills necessary for an informed interpretation of foreign language texts.

Participation in Notre Dame’s international study programs in Chile, France, Italy, Mexico, and Spain (see ages 36-47 of this Bulletin) is highly recommended although not required to pursue a major in Romance Languages and Literatures. Majors and second majors in French, Italian, and Spanish must complete 50 percent of their credit hours in the major in residency at Notre Dame and meet the following program requirements.

PROGRAM IN FRENCH AND FRANCOPHONE STUDIES

The Major in French
The requirements for a major in French include competency in the language and successful completion of 30 credit hours or 10 courses at the 200 level or above, including ROFR 310 (Textual Analysis), ROFR 571 (French Literary Survey I), ROFR 372 (French Literary Survey II), at least two courses at the 400 level, one of which would be a Senior Seminar (ROFR 495). Of these 10 courses, six must be in literature. Equivalent courses from international study programs or other universities may be substituted by permission. Fifty percent of the credits for the major must be taken at Notre Dame.

The Supplementary Major in French
Supplementary majors in French are expected to demonstrate competency in the language and to complete a minimum of eight courses in the program or 24 credit hours at the 200 level or above. Of these eight courses, five must be in literature and must include ROFR 310 (Textual Analysis), ROFR 371 (French Literature Survey I), ROFR 372 (French Literature Survey II), and one 400-level course. Supplementary majors may elect to take ROFR 495 (Senior Seminar) in their senior year as one of the 400-level courses with the permission of the instructor. Equivalent courses from international study programs or other universities may be substituted by permission. Fifty percent of the credits for the supplementary major must be taken in residence at Notre Dame.

The Honors Track in French
French majors with a GPA of at least 3.7 in the major may be admitted into the honors track by invitation. In addition to completing the major, students will write a substantial final essay in French for a graduate course or complete an Honors Directed Reading Tutorial; this honors component will count as an 11th course.

Combined B.A./M.A. Program in French
The Department of Romance Languages and Literatures offers its majors in French the opportunity to participate in its graduate program through a combination B.A./M.A. degree in French. This program requires a minimum of 30 credit hours at the 200 level or above during the normal four-year undergraduate period, followed by a total of 30 credit hours of graduate courses taken during the fourth and fifth years of residence. Six credit hours can be counted toward both the undergraduate and graduate degrees. During their senior year, participants in this program take two graduate courses, take the qualifying exam given to all first-year graduate students, and apply to the Graduate School for admission during the spring semester. B.A./M.A. students are eligible for a teaching fellowship during their fifth year that includes a tuition waiver and a generous teaching stipend. Well-qualified students who are interested in this program should contact the Director of Graduate Studies and/or the Graduate Liaison in French at the beginning of their junior year.

PROGRAM IN ITALIAN LITERATURE AND CULTURE

The Major in Italian
The major requires 30 credits or 10 courses at the 200 level or above, including no more than three 200-level courses, ROIT 345 (Introduction to Italian Literature I), ROIT 385 (Introduction to Italian Literature II), a minimum of three ROIT elective courses in Italian literature or culture at the 300 or 400 level, and ROIT 495 (Italian Seminar). By permission, and depending on the student’s proficiency, a maximum of two of the three upper-division electives may be conducted in English or with texts in translation. Italian language or literature courses from international study programs or other universities may be substituted by permission. The 10th course may be another ROIT course in Italian literature or culture or a course on an Italian subject in another discipline (for example, Architecture, Art History, History). Fifty percent of the credits for the major must be taken in residence at Notre Dame.
The Supplementary Major in Italian

Supplementary majors in Italian are expected to demonstrate competency in the language and to complete 24 credits or eight courses at the 200 level or above, including no more than three at the 200 level, ROIT 345 (Introduction to Italian Literature I), ROIT 385 (Introduction to Italian Literature II), ROIT 495 (Italian Seminar), and two ROIT elective courses in Italian literature or culture at the 300 or 400 level. By permission, and depending on the student’s proficiency, these two upper-division courses may be conducted in English or with texts in translation. Italian language or literature courses from international study programs or other universities may be substituted by permission. Fifty percent of the credits for the major must be taken in residence at Notre Dame.

The Minor in Italian

The minor in Italian comprises 15 credits or five courses at the 200 level or above, including at least two courses at the 300 or 400 level. Four of the five courses must be in Italian language and/or literature; the fifth course may be a course on Italian literature taught in English or a course on an Italian subject in another discipline (Art History, Architecture, History). Courses from international study programs or other universities may be substituted by permission, but at least two courses for the Italian minor must be taken in residence at Notre Dame.

The Honors Track in Italian

Italian majors are admitted into the honors track by invitation. The honors track major consists of 33 credits or 11 courses, including all the requirements for the minor, a GPA in the major of at least 3.5, plus a substantial final essay to be written in Italian for a graduate course or an Honors Directed Reading Tutorial, which will constitute the 11th course.

PROGRAM IN IBERIAN AND LATIN AMERICAN STUDIES

All majors in Spanish are required to take ROSP 310 (Textual Analysis), which is the recommended prerequisite for 300- and 400-level courses. Distribution requirements for majors and supplementary majors include one course in each of the following areas: early peninsular literature to 1700, modern peninsular literature, Spanish American literature to 1800, and modern Spanish American literature. The recommended core sequence comprises ROSP 310 (Textual Analysis), ROSP 318 (Peninsular Survey I), ROSP 319 (Peninsular Survey II), ROSP 328 (Latin American Survey I) and ROSP 329 (Latin American Survey II). These survey courses may be substituted with equivalent courses by permission. Fifty percent of the credits for the major and supplemental major must be taken in residence at Notre Dame.

Latin American Area Studies Program

All Spanish majors are encouraged to also pursue courses offered through the Latin American Area Studies Program. Interested students may complete a Minor in Latin American Area Studies. Please contact Chris Welna at (219) 631-3636 for further information. Likewise, the Institute for Latino Studies supports a wide variety of allied courses. Please contact either Allert Brown-Gott at (219) 631-3787 or Elida Matovina at (219) 631-4440 for details.

The Major in Spanish

The major requires 30 credits or 10 courses at the 200 level or above, including the recommended core sequence or equivalents, two 400-level courses, and ROSP 495 (Senior Seminar). Equivalent courses from international study programs or other universities may be substituted by permission. Fifty percent of the credits for the major must be taken in residence at Notre Dame.

The Supplementary Major in Spanish

Supplementary majors in Spanish are required to demonstrate competency in Spanish and to complete 24 hours or eight courses at the 200 level or above, including the recommended core sequence or equivalents and one 400-level course. Supplementary majors may take the Senior Seminar with permission of the instructor. Equivalent courses from international study programs or other universities may be substituted by permission. Fifty percent of the credits for the supplementary major must be taken in residence at Notre Dame.

The Honors Track in Spanish

Spanish majors are admitted into the honors track by invitation. The honors track major consists of 33 credits or 11 courses including all the requirements for the major, a GPA in the major of at least 3.7, plus a substantial final essay to be written in Spanish for an Honors Directed Reading Tutorial, which will constitute the 11th course.

The Combined B.A./M.A. Program in Spanish

The Department of Romance Languages and Literatures offers its majors in Spanish the opportunity to participate in its graduate program through a combination B.A./M.A. degree in Spanish. This program requires students to take 30 credit hours at the 200 level or above during the normal four-year undergraduate period, followed by a total of 30 credit hours of graduate courses taken during the fourth and fifth years of residence. Six credit hours can be counted toward both the undergraduate and graduate degrees. During their senior year, participants in this program take two graduate courses, take the qualifying exam given to all first-year graduate students, and apply to the Graduate School for admission during the Spring semester.

B.A./M.A. students are eligible for a teaching fellowship during their fifth year that includes a tuition waiver and a generous teaching stipend. Well-qualified students who are interested in this program should contact the Director of Graduate Studies and/or the Graduate Liaison in Spanish at the beginning of their junior year.

Placement in Language Courses. For French and Spanish, there is a departmental placement exam for students who have not already demonstrated language proficiency through national standardized testing, such as the AP or Achievement tests. Students with previous experience are required to take one of these tests before enrolling in their first course in those languages. The normal prerequisite for a 300-level course is at least one 200-level course or permission of the instructor. The normal prerequisite for a 400-level course is at least one 300-level course or permission of the instructor.

Policy Regarding Romance Language Placement Examination. The placement examination is designed to place each student at an appropriate level within a language sequence. It is therefore open to first-year students and sophomores. Juniors and Seniors must obtain the permission of the Department of Romance Languages and Literatures to register for the test.

Course Descriptions. The following course descriptions give the number, the title and a brief description of each course. Lecture or class hours per week, laboratory or tutorial hours per week and credits each semester are in parentheses. Not all courses are offered every year.

FRENCH

101A. (0-4-3) Staff

The first semester of beginning French, via Advanced Placement credit, the CEEB or the Notre Dame placement examination.

102A. Elementary French (4-0-3) Staff

An elementary language course for students with some exposure to French (normally one or two years in high school). Enrollment limited to students receiving one semester advanced standing by means of the placement exams. Offered each semester.
103. Intermediate French
(4-0-3) Staff
Prerequisite: 102A or placement by exam.
A third-semester college language course. Includes review and expansion of basic grammatical structures. Extensive practice in speaking and writing. Readings and discussions of a variety of literary and nonliterary texts of appropriate difficulty. Completion of 103 will fulfill the language requirement and may also qualify students to study abroad. Offered each semester.

105. Angers: Atelier Préparatoire
(1-0-1) McDowell
A mini-course that prepares students accepted for study abroad in Notre Dame’s program in Angers, France. Students are prepared for various cultural and day-to-day challenges that await them in Angers. Course begins the week after Spring Break.

111F-112F. Intensive Beginning French I and II
(6-0-5)
An intensive, two-semester introductory French course, using an interactive video method to teach language and culture. Completion of 112 will fulfill the language requirement and may also qualify students to study abroad in the Angers program. 112F is also open to students who have completed 102A.

115F-215F. Intensive Intermediate French I and II for Foreign Study
(5-0-5) (5-0-5) Staff
Prerequisite: Placement by exam into the intermediate level or permission of instructor.
A two-semester sequence of intensive, comprehensive training in the language skills necessary for residence and study in France. Includes review of grammar, readings, civilization and specific orientation for international study. For students with two to three years of high school French (with satisfactory achievement) preparing for the Angers international study program.

201. Advanced French I
(3-0-3) Staff
Prerequisite: 103 or 112F.
Emphasis on expansion and refinement of oral and written language skills (competence) requisite for work in upper-level language and literature courses. Reading and discussion of a variety of literary and nonliterary texts of appropriate difficulty. Not intended for students beginning their college level work at the advanced level (see 221).

221. Advanced French Review
(3-0-3) Staff
Prerequisite: 103, 112F, or placement by exam. A comprehensive grammar review at an accelerated pace combined with an in-depth study of a French novel. Students are expected to have already attained intermediate proficiency through previous study elsewhere.

231. Conversational French
(3-0-3) Staff
Prerequisite: 103, 201 or 221.
This course is designed to further develop the student’s conversational skills and grasp of a wide variety of styles and registers in French. Spoken French will be practiced through various types of classroom activities and assignments. Emphasis will be on topics of current interest.

232. French for Business (Le français des affaires)
(3-0-3) Menyard
In this course, students travel to the Francophone Business World, in order to acquire cultural and linguistic tools and develop their communicative proficiency and cultural awareness in business-related situations. Videos and the WWW are important components of this course. For business students, this would fulfill a requisite in the International Business Program.

234. Introduction to the Francophone World
(3-0-3) Coly
Prerequisite: 201 or 221.
This course will introduce students to French-speaking cultures outside Europe, including the Caribbean (Guadeloupe, Haiti and Martinique), sub-Saharan Africa (Congo, Mali, Senegal, etc.) and the Maghreb (Algeria, Morocco and Tunisia).

235. French Civilization and Culture
(3-0-3) Escoda-Risto
Prerequisite: 201 or 221.
An introduction to the scope and variety of French culture. Geared especially toward those desiring to continue studies in language and culture but preferring to de-emphasize the literature component. Readings at an intermediate level in history, art, culture and society will be the basis for lectures and discussions. Not designed for international study returnees.

236. French Phonetics
(3-0-3) Fisher-McPeak
Prerequisite: 201 or 221.
An introduction to the study of French phonetics. Recommended for those considering a career in teaching.

237. Le Tour de France des Régions
(3-0-3) Escoda-Risto
Prerequisite: 201 or 221.
A historical, artistic and gastronomical tour of the French provinces. Intermediate-level readings will help define the identity of each region and its contribution to the national mosaic which is France.

238. Introduction to French Readings
(3-0-3) Martin
Prerequisite: 201 or 221.
A transition from the formal study of French grammar to the analysis of literary and cultural texts. An emphasis will be placed on developing reading strategies. Students planning to major in French will find this course a good preparation for advanced study.

239. French Through Acting
(3-0-3) McDowell
Prerequisite: 201 or 221.
A nontraditional approach to conversational French that asks students to create scenes for a weekly soap opera centered on a large cast of student-created characters who live together in an apartment building in France. Weekly scenes are videotaped for review of phonetics, gestures, and choice of idioms.

243F. Intensive Advanced French Review
(4-0-4) McDowell
A course for students considering a year in Angers, France. The five-day format provides an intensive grammar review and preparation for life in France along with the opportunity for students to bond as a group before their year abroad together.

270. Facets of French, France, and the French
(3-0-3) MacKenzie
Prerequisite: Intermediate competence in French, i.e., equivalent of ROFR 103. Actually four mini-courses—Conversation, Images of France in Current Cinema, Strategies and Tactics of Analysis and Oral Interpretation—ROFR 270 is intended to serve as a bridge between the language sequences and the offerings at the 300 and 400 levels.

310. Textual Analysis
(3-0-3) Staff
Prerequisite: Two semesters of 200-level French. Introduction to French techniques of formal analysis of literary texts through detailed study of content and form. Application to prose, poetry and theater. Required of all first majors.

312. Composition and Stylistics
(3-0-3) McDowell, Perry
Prerequisite: 201 or 221.
This course is designed to meet the needs of students who, having progressed beyond the basic principles of French grammar, are interested in exploring those linguistic resources that contribute to a fluent idiomatic writing style.

371-372. Survey of French Literature I and II
(3-0-3) (3-0-3) Staff
Prerequisite: 312. Reading of selections and complete works of outstanding French authors from major genres and periods.
398. Special Studies I and II
3-0-3 Staff
Prerequisite: Junior standing.

409. Literature and Opera
3-0-3 MacKenzie
An examination of literary texts and the operas they engendered. Authors and composers may include Mollière, Beaumarchais, Mérimée, Dumas, Mozart, Puccini, Bize, Rossini, Verdi and others. May be taught in English as LLRO 409.

410. Le Couple Maudit
3-0-3 MacKenzie
Focuses on the numerous pairs of starcrossed lovers found in French literature, including texts such as Bérénice, Les Liaisons dangereuses, La Princesse de Clèves, Manon Lescaut, Adolphe, Carmen, Madame Bovary, Eugénie Grandet and Un Amour de Swann.

413. Voyages in Literature
3-0-3 Douthwaite
A topography of voyage literature encompassing 17th-, 18th- and 19th-century authors.

421. Introduction to Old French and Anglo-Norman
3-0-3 Boulton
An introduction to the literary language of France during the 12th to the 14th century. Taught in English.

426. Medieval French Literature
3-0-3 Boulton
A survey of medieval French literature from 1100 to 1300, including the epic, the romance, drama and poetry.

427. Topics in Medieval Literature
3-0-3 Boulton
A concentrated study of a particular author, theme or genre of Medieval French literature.

428. Medieval French Romance
3-0-3 Boulton
A survey of the development of the medieval French romance from the 12th to the 14th century. Course may be taught in English as LLRO 428.

429. Love Literature and War in Late Medieval France
3-0-3 Boulton
The literature of 14th- and 15th-century France in its social and political context.

430. Love Poetry of the French Renaissance
3-0-3 DelláNeve
Prerequisite: 310. An in-depth study of the love poetry of Scève, DuBellay, Ronsard and their contemporaries.

431. Renaissance Prose
3-0-3 DelláNeve
A study of the main forms of the art of prose writing, with emphasis on the work of Rabelais, Montaigne and the essay, Marguerite de Navarre and the development of the short story.

432. Life, Love, and Literature in Renaissance Lyons
3-0-3 DelláNeve
This course will focus on the literature that arose Lyon, a cultural center of Renaissance France. Readings include Scève, Du Guillet, Labé, abd other authors. The course is taught in French. ROFR 310 (Textual Analysis) or prior experience with textual analysis is highly recommended.

433. French Literature of the Renaissance
3-0-3 DelláNeve
A survey of major French authors of the 16th century, both prose (Rabelais, Montaigne, Marguerite de Navarre) and poetry (Scève, DuBellay, Ronsard, D’Aubigné).

434. The Renaissance Woman
3-0-3 DelláNeve
A study of women in French Renaissance culture, with special emphasis on the works of women writers such as Marguerite de Navarre, Louise Labé and Pernette Du Guillet. This course may be offered in English as LLRO 494.

435. Topics in French Renaissance Literature
3-0-3 DelláNeve
An in-depth study of a particular theme, author or genre in Renaissance literature.

442. Auteurs / Autour de Port Royal
3-0-3 MacKenzie
A study of works reflecting a Jansenist world view: Pascal’s Lettres provinciales et Pensées; La Rochefoucauld’s Maximes; La Bruyère’s Caractères; Racine’s Andromaque and Phèdre; and LaFayette’s La Princesse de Clèves.

443. Reading Versailles
3-0-3 MacKenzie
The political, social and artistic phenomena resumed in the word Versailles, approached from a number of perspectives: historical, architectural, mythological, in painting and in literature.

444. Topics in 17th-Century French Literature
3-0-3 MacKenzie
The format of this course will allow for a variety of approaches: e.g., thematic or generic, or the work of a particular author.

446. Fate, Freud, and Phèdre
3-0-3 MacKenzie
An investigation of Racine’s Phèdre, Euripides’ Hippolytos and Seneca’s Phaedra. The course will focus on issues such as fate, freewill, original sin and sexuality.

450. What Is Enlightenment? Approaches to a Concept
3-0-3 Douthwaite
This course explores some of the major ideas that animated “Enlightenment” thought. Authors to be studied include Fontenelle, Voltaire, Maupertuis, Bougainville, Rousseau, Mme. de Graffigny and Lacos.

3-0-3 Douthwaite
An interdisciplinary seminar that explores diverse facets of revolutionary culture, including politics, religion, art history, cuisine, fiction and films about the events of 1789-1800.

458. Topics in 18th-Century Literature
3-0-3 Douthwaite
A concentrated study focusing on the works of a single author, treatment of a specific theme or development of a particular genre in 18th-century literature.

459. Prose Fiction of the 18th Century
3-0-3 Douthwaite
An exploration of the development of the genre and the literary themes reflected in outstanding works of this period. Authors studied include Lesage, Prévost, Marivaux, Diderot, Rousseau, Laclos and Bernardin de Saint-Pierre.

462. Tradition and Revolution in French Romanticism
3-0-3 Perry
This course focuses on writers’ attempts during the first half of the 19th century to find new ways of understanding the self, the relationship between the individual and society, the role of literature in politics and religious identity. Works by Constant, Chateaubriand, Hugo, Lamartine, Musset, Vigny, Balzac, Stendhal.

464. Topics in 19th-Century Literature
3-0-3 Perry, Toumayan
Topics will range from the oeuvre of a single author (e.g., Baudelaire, Hugo) and certain major texts to specific cultural, literary and poetic problems (ritual and theatre, history as literature).

465. 19th-Century Short Story
3-0-3 Perry, Toumayan
The development of the genre of short narrative in 19th-century France. Works of Balzac, Nerval, Barbey d’Aurevilly, Flaubert, Gautier, Mérimée, Maupassant, Nodier and Villiers de l’Isle Adam will be considered.

466. Literature of the Fin-de-Siècle and the Belle Epoque
3-0-3 Perry
A study of late 19th- and early 20th-century French prose and poetry, in conjunction with the music of Wagner and the philosophies of Schopenhauer, Nietzsche and Bergson. Works by Baudelaire, Huysmans, Rilke, Verlaine, Mallarme, Barres, Gide, Proust, Anna de Noailles, Colette, Valery.

471. 20th-Century Novel
3-0-3 Perry, Toumayan
Extensive readings in the novel, from the beginning of the 20th century to the present, including such authors as Gide, Proust, Mauriac, Sartre, Camus and Robbe-Grillet.
475. 20th-Century Poetry
(3-0-3) Perry, Toumayan
Prerequisite: ROFR 310.
Extensive readings of works by major poets of the 20th century, from the symbolist movement to the present.

478. From Existentialism to Post-Structuralism
(3-0-3) Toumayan
This course will examine the elaboration of the humanist doctrines of Camus, Malraux and Sartre. It will then focus on the systematic challenges to this humanism, by such authors as Beckett, Blanchot, Genet and Levinas.

481. In the Shadow of Colonialism: French Writers and Artists in the Maghreb
(3-0-3) Perry
This course studies works by 19th- and 20th-century French writers and artists who visited or resided in North Africa. Paintings, personal diaries, travel literature, and novels provide an introduction to the evolution of French attitudes toward their colonies in North Africa. Works by Delacroix, Fromentin, Loti, Isabelle Eberhardt, Matisse, Camus, Le Clézio, Tournier, Van Cauwelaert.

485. Representations of the Feminine in French Literature
(3-0-3) Perry
A study of male-constructed images of the “other” in feminine guise, and responses from female writers to such portrayals, from the late 18th to the early 20th century. Works by Bernardin de Saint-Pierre, Chateaubriand, Lamartine, Balzac, Mérimée, Baudelaire, Flaubert, Barrès, George Sand, Marceline Desbordes-Valmore, Anna de Noailles, Colette.

486. Women’s Voices in 20th-Century French Prose
(3-0-3) Perry
This course will examine the gendered notions of “voice” and “silence” in the narrative prose of 20th-century French and Francophone female authors. Works by Anna de Noailles, Gérard d’Houville (Marie de Régnier), Colette, Simone de Beauvoir, Anne Hébert, Marguerite Duras, Nicole Brossard, Sylvie Germain, Amélie Nothomb, Assia Djebar, Leïla Sebbar.

490. French Theatre Production
(3-0-3) McDowell
Students will work on a French play throughout the fall semester and present it during spring semester. Students from all levels are encouraged to participate either in an onstage role or behind the scenes.

495. Senior Seminar
(3-0-3) Staff

498. Special Studies
(3-0-3) Staff
Prerequisite: Senior standing, dean’s list.

499. Senior Thesis
(3-0-3) Staff
This course may cover an in-depth study of a particular author, theme, genre or century. In addition to primary texts, some critical material will be required. This course culminates in a substantial research paper.

ITALIAN

101-102. Beginning Italian I and II (A-B)
(4-0-3) (4-0-3) Staff
An introductory, first-year language course with a balanced presentation of the spoken and written language. Aims at the acquisition of basic structures, vocabulary and sound systems; implies cultivation of cultural awareness. Designed for students with no previous study of Italian. 101 offered fall only.

105-106. Beginning Italian for Architects
(3-0-3) (3-0-3) Staff
An introduction to Italian similar to 101-102, but with a greater emphasis on practical information necessary for architects planning an international study experience.

111F-112F. Intensive Beginning Italian (A-C)
(6-0-5) (6-0-5) Staff
An intensive introductory course recommended for students intending to study abroad. Along with the acquisition of language skills, emphasis is placed on comprehension and cultural awareness. Students in 111F must also take 112F. Together the sequence fulfills the three-semester language requirement in one academic year.

115. Intensive First-Year Italian (A-B)
(6-0-5) (6-0-5) Staff
An accelerated one-semester Italian course that introduces the student to the same topics covered in the traditional 101-102 sequence. Students who successfully complete 115 are encouraged to enroll in 201 the following semester.

201. Comprehensive Second-Year Italian
(3-0-3) Ryan-Scheutz
Prerequisite: 102 or permission of the instructor.
A third-semester college language course. Includes review and expansion of basic grammatical structures. Extensive practice in speaking and writing. Readings and discussions of a variety of literary and nonliterary texts of appropriate difficulty. Fall only.

231. Conversational Italian (Italian D)
(3-0-3) Staff
Prerequisite: 103 or permission of the instructor.
An advanced, fourth-semester language course designed to further develop the student’s conversational skills and grasp of a wide variety of styles and registers in Italian. Spoken and written Italian will be practiced through various classroom activities and assignments. Readings may include a wide array of literary and nonliterary texts (newspapers and magazines, short fiction, and so on).

234. Italian Mass Media (Italian D)
(3-0-3) Staff
Conducted in Italian, this course allows the student to develop linguistic skills through the enjoyment and study of authentic language materials including popular music, traditional folk music, readings and film.

235. Italian Popular Culture (Italian D)
(3-0-3) Staff
This course explores various aspects of both Italian language and culture by incorporating a variety of Internet and media materials. Students will learn about various aspects of Italian culture as reflected in popular music, sports, television, film, literature, journalism, and folklore. The various songs, clips, ads, and presentations will set the stage for discussions about cultural diversity, stereotypes, and social trends.

236. Culture, Custom, Buone (Italian D)
(3-0-3) Staff
This course is designed to develop the student’s conversational skills through a variety of oral activities, including class discussions based on assigned readings on contemporary Italian culture, practice of new vocabulary and idiomatic constructions, individual and group presentations, and scene-playing.

237. Italian Composition and Conversation
(3-0-3) Staff
The course is designed to further develop the student’s spoken and written Italian on the basis of free conversation and the analysis of prose texts and composition.

238. Attitude: Italian Style
(3-0-3) Mangione
This course is designed for students who have completed ROIT 201, who are returning from a program in Italy, or who are preparing to study abroad. In-class emphasis on the development of oral proficiency and conversation skills, homework assignments aimed at practice of advanced grammar, reaction papers designed to improve written expression: all of these will help the student to gain confidence while increasing understanding of the deep culture of contemporary Italy.
240. OK Computer Italian
(3-0-3) Cachey
This Internet-based Italian language and culture course is specially designed for students who have compiled ROIT 102, the Intensive Italian series, or are returning from Italy or getting ready to go there. The course presents a syllabus of authentic video-based coursework treating a variety of topics, including Italian cultural stereotypes, la famiglia, climate and physical characteristics of the Italian peninsula, spot pubblicitari, politics, popular music, folklore, sport, and various aspects of high and low culture. Emphasis is on conversation and writing skills and grammar review.

345. Introduction to Italian Literature I
(3-0-3) Cachey, Moevs
Prerequisite: A 200-level Italian course. An introduction to the major writers, genres, and critical issues of Italian literature from its origins through the High Renaissance. Besides the three corone (Dante, Petrarch, Boccaccio), we will work ranging from St. Francis and the ducecento poets (Giacomo da Lentini, Guido Cavalcanti) through the humanists (Poliziano, Lorenzo de’Medici), and the great figures of the High Renaissance (Machiavelli, Ariosto), in their historical, cultural, geographical and artistic (including musical) context. Taught in Italian.

385. Introduction to Italian Literature II
(3-0-3) Moevs, Ryan-Scheutz, Welle
This course introduces students to major writers and literary movements in 18th, 19th, and 20th-century Italy, including Goldoni, Leopardi, Foscolo, Manzoni, Verga, Pirandello and many others. Taught in Italian.

398. Special Studies
(3-0-3) Staff
Prerequisite: Junior standing, dean’s list.

409. The Italian Lyric
(3-0-3) Moevs
An in-depth textual analysis of selected lyric masterpieces from the breadth of the Italian tradition, from Cavalcanti to Montale. Taught in Italian.

410. The Italian Short Story
(3-0-3) Welle
Readings in short prose fiction beginning with Boccaccio’s Decameron and reaching to our times with special emphasis on narrative techniques, the literary periods, language and critical theories.

411. Cinema e letteratura
(3-0-3) Ryan, Welle
Conducted in Italian, this course analyzes Italian films and literary works in studying points of intersection and divergence between film and literature.

421-422. Dante I and II
(3-0-3) (3-0-3) Moevs, Cachey
An in-depth study, over two semesters, of the entire Comedy, in its historical, philosophical and literary context, with selected readings from the minor works (e.g., Vita Nuova, Convivio, De vulgari eloquentia). Lectures and discussion in English; the text will be read in the original with facing-page translation. Cross-listed. Students may take one semester or both, in either order.

427. Italian Dialect Literature
(3-0-3) Haller
In this minicourse, we discuss aspects of Italy’s literary tradition in dialect across time, space, and genres. Following a brief introduction to Italy’s dialect varieties, we will consider some major poets who write in Milanese, Roman, and Neapolitan dialect, and the plurilingual theatrical tradition.

432. Petrarch
(3-0-3) Cachey, Moevs
This course will explore fundamental themes in Petrarch’s writings in Latin, especially the Secretum and the epistles and in the Triumphi and the Canzoniere. Contemporary critical approaches will be employed in the analysis of the Canzoniere.

433. Boccaccio
(3-0-3) Cachey, Moevs
A textual analysis of the Decamerone, with emphasis on structure and themes. Different critical approaches will be used in the analysis of individual tales, their relationships to the frames and their reflection on Boccaccio’s society.

434. Machiavelli and Guicciardini
(3-0-3) Cachey
This course will compare and contrast major works of these “classical” Italian Renaissance authors.

435. La Letteratura di Viaggio: storica e critica
(3-0-3) Cachey
This course explores the development of female diaries in Italy, including Italian cultural stereotypes, autobiography, and feminism.

440. Comedy, Italian Style!
(3-0-3) Welle
An examination of Italian comic traditions in theatre and cinema within the contexts of history, politics, and society. The popular film genre “comedy Italian style” is analyzed, together with film comedies from the silent period through the 1990s.

443. Spotlight on Pirandello
(3-0-3) Welle
The literary, theatrical, and cinematic works of Luigi Pirandello within the context of Italian culture and society between the 1880s and the 1930s, and as an integral force of Italian and European modernism.

450. Alfredo, Foscolo, and Leopardi
(3-0-3) Moevs
A study of selected works from the three greatest poets of the Neoclassical and Romantic period, with particular attention paid to the tension and fusion in their thought between Enlightenment and Romantic conceptions of self, humanity and nature.

460. Manzoni
(3-0-3) Moevs
A close reading of the Promessi Sposi in its historical and cultural context, with special attention given to its artistic and social aims as a novel at once historical, political, and self-consciously Catholic.

470. Italian Women Writers
(3-0-3) Ryan-Scheutz
This course explores the development of female discourse in the works of female writers of this century, from Nobel-prize winner Grazia Deledda to contemporary author Susanna Tamaro. We will trace and identify the subtleties and variations among women’s voices within the Italian literary canon. Class discussions, presentations, and writing assignments will examine themes such as motherhood, adolescence, autobiography, and feminism.

482. Comedy, Italian Style!
(3-0-3) Welle
An examination of Italian comic traditions in theatre and cinema within the contexts of history, politics, and society. The popular film genre “comedy Italian style” is analyzed, together with film comedies from the silent period through the 1990s.

483. Spotlight on Pirandello
(3-0-3) Welle
The literary, theatrical, and cinematic works of Luigi Pirandello within the context of Italian culture and society between the 1880s and the 1930s, and as an integral force of Italian and European modernism.

485. Cinema e Autori: Pasolini
(3-0-3) Ryan-Scheutz
We will read and discuss texts by Pier Paolo Pasolini, a poet, novelist, critic, and filmmaker whose works are among the most well known and highly debated of the last century, and analyze his use of literary adaptation and autobiographical reference film. Students will gain an idea of Pasolini’s place within the larger context of Italian filmmaking in the Sixties and Seventies.

489. Modern Italian Fiction
(3-0-3) Welle
Major works of Italian fiction from the 19th century until the present are analyzed in relation to Italian society and culture within the contexts of European history and literary movements.
PORTUGUESE

111F-112F. Intensive Beginning Portuguese (6-0-5)
An intensive introductory course with a balanced presentation of the spoken and written language. Along with the acquisition of language skills, emphasis is placed on comprehension and cultural awareness. The sequence of 111-112F fulfills the language requirement.

201. Intermediate Portuguese (3-0-3) Ferreira
Through selected readings in Portuguese, Brazilian, and Lusophone African literatures, films, newspaper and magazine articles, and popular music, students discuss a variety of cultural issues and expand their vocabulary. Particular attention is placed on reviewing major topics of Portuguese grammar and developing students’ writing abilities. Conducted in Portuguese.

SPANISH

101A.
(0-0-3)
The first semester of beginning Spanish, via Advanced Placement credit, the CEEB or the Notre Dame placement examination.

101-102. Beginning Spanish I and II (4-0-3) (4-0-3) Staff
An introductory, first-year language course with a balanced presentation of the spoken and written language. Aims at the acquisition of basic structures, vocabulary and sound systems; stresses appreciation of cultural awareness. Designed for students with no previous study of Spanish. 101 and 102 offered every semester.

103. Intermediate Spanish (3-0-3) Staff
Prerequisite: 102 or placement by exam. A third-semester college language course, designed to provide a comprehensive and thorough review of grammar emphasizing the active use of Spanish for practical oral and written communication. Oral practice is realized through in-class activities, readings, and cultural videos of appropriate difficulty. Offered both semesters.

201. Advanced Spanish I (3-0-3) Staff
Prerequisite: 103 or permission of instructor. An advanced, fourth-semester college language course. Emphasis on expansion and refinement of oral and written language skills (competence) requiring for work in upper-level language and literature courses. Reading and discussion of a variety of literary and nonliterary texts of appropriate difficulty. Grammar review is a secondary component.

202. Advanced Spanish II (3-0-3) Staff
Prerequisite: 201 or placement by exam. An advanced, fifth-semester college language course for those who choose to continue the type of work begun in 201. Emphasis on refinement of oral and written language skills (competence). Reading and discussion of a variety of literary and nonliterary texts of appropriate difficulty. Grammar review is again a component, but one of secondary importance.

211-212. Spanish for Near-Native Speakers I and II (3-0-3) (3-0-3) Jakab
A course of intensive grammar study, reading and writing. Designed for those who may speak with considerable fluency but have little or no grasp of grammar and the written language. The goal is to achieve a level of literacy equivalent to that of a college-educated native speaker: to strengthen the command of written Spanish and the mechanics of composition and style.

230. Spanish for the Medical Profession (3-0-3) Jakab
This course introduces students who have mastered the rudiments of Spanish grammar to a vocabulary allowing them to discuss medicine and health care with the Spanish-speaking population. Linguistic skills are fostered through vocabulary study, a series of short compositions, classroom dialogues, conversation and oral presentations.

231. Conversational Spanish (3-0-3) Staff
Prerequisite: 103 or placement by exam. This course is designed to further develop the student’s conversational skills and grasp of a wide variety of styles and registers in Spanish. Spoken Spanish will be practiced through various types of classroom activities and assignments, with special attention to conversation and vocabulary building. Emphasis will be on topics of current interest. Grammatical principles will be applied to structured conversations and compositions.

232. Spanish Current Events (3-0-3) Staff
Prerequisite: 201 or placement by exam. Course will be using current events as its foundation for developing reading, writing and conversational skills, with its primary source of information a Spanish newspaper published in the United States.

234. Civilization and Culture of Spain (3-0-3) Staff
Prerequisite: 103 or placement by exam. This class will explore the geographical, historical and political factors which have contributed to the development of contemporary Spain.

235. Hispanic Civilization and Culture (3-0-3) Staff
Prerequisite: 201 or placement by exam. An introduction to the scope and variety of Hispanic culture. Especially for those desiring to continue studies in language and culture but preferring to de-emphasize the literature component. Readings at an intermediate level in history, art, culture and society will be the basis for lectures and discussions; focus on thought and daily life. Not designed for international study returnees.

236. Spanish for Business (3-0-3) Caponigri
Prerequisite: 201. This class is designed for the student who wants to learn and study Spanish terminology, phrases and cultural conventions used in business situations in Spain and Latin America.

237. Spanish Conversation and Writing (3-0-3) Staff
Prerequisite: 201 or placement by exam. Intended to develop writing proficiency through literary and nonliterary texts from Spain and Spanish America while continuing to promote oral proficiency development.
255. Studies in Mexican Culture
(3-0-3) Ibsen
An introduction to Mexican culture that includes intermediate-level readings on history, art, literature, as well as films and music, as the basis for lectures and discussions. Active participation is encouraged. Preference for this course will be given to freshmen and sophomores, although juniors are welcome to apply.

290. 20th-Century Latin America and the Arts
(3-0-3) Staff
Prerequisite: 201.
An introduction to painters, such as Botero, Matta and Rivera, and major films of the last 30 years.

310. Textual Analysis
(3-0-3) Ibsen
Prerequisites: Two or more 200-level courses or permission.
A practical introduction to the analysis and explication of Spanish-language literary texts. Short texts in prose, poetry and theater from a variety of periods and countries within the Hispanic world are read, presented and discussed. Recommended prerequisite for the survey courses. Required to be taken by the end of the junior year.

318. Survey of Spanish Literature I
(3-0-3) Juárez, Seidenspinner-Núñez
A survey of Spanish literature through 1700. Readings of selected texts in prose, poetry and theater from the medieval, Renaissance and baroque periods.

319. Survey of Spanish Literature II
(3-0-3) Jerez-Farrán
A survey of Spanish literature from the neoclassical period to the present. Readings include a selection of texts by the most representative poets, playwrights and novelists of each of the literary periods under study: Moratín, Rivas, Espronceda, Bécquer, Galdós, Unamuno, García Lorca, and Cela.

328. Survey of Spanish American Literature I
(3-0-3) Anadón, Anderson, Heller
A general introduction to and survey of major works of colonial and 19th-century literature up to Modernism.

329. Survey of Spanish American Literature II
(3-0-3) Anderson, Ibsen, Olivera-Williams
A survey of literary trends and major figures in modern Spanish-American literature (1880-present). Readings of selected texts in prose, poetry and theatre.

390. Advanced Composition and Stylistics
(3-0-3) Staff
A further refinement of Spanish speaking and writing skills.

398. Special Studies
(3-0-3) Faculty
Prerequisite: Junior standing, dean’s list.

401. Medieval Spanish Literature
(3-0-3) Seidenspinner-Núñez
This course is intended to introduce the student to the literature of medieval Spain. The texts will be discussed and analyzed in the light of both medieval and modern critical concepts, and with a view to developing an understanding of the medieval culture of which they were a part. The works to be covered were written between 1200 and 1500 and include a wide variety of themes and genres.

411. Spanish Golden Age Theater
(3-0-3) Juárez, Seidenspinner-Núñez
A critical evaluation of representative golden age plays will highlight the major themes, their intensely national character and the strengths and limitations of their conventions.

412. Renaissance and Baroque Poetry of Spain
(3-0-3) Juárez
A close reading of traditional and innovated poetry that includes villancicos, romances and the works of Garcilaso de la Vega, Fray Luis de León, San Juan de la Cruz, Góngora, Quevedo and Sor Juana Inés de la Cruz.
413. The Picaresque Novel
(3-0-3) Juíz
An introduction to a unique Spanish genre, the
picaresque novel, or literature of the delinquent,
with major focus on the Spanish golden age master-
pieces: Lazarillo de Tormes, Guzman de Alfarache
and El Buscón. The works are studied as literature
and as social commentary.

414. Don Quixote
(3-0-3) Juíz
A close textual analysis of the novel in its literary,
historical and cultural contexts.

416. Topics in Golden-Age Spanish Literature
(3-0-3) Faculty
An in-depth study of a particular theme, author or
genre in golden age literature.

421. Literature, Society and Politics
In 19th-Century Spain
(3-0-3) Faculty
A study of the cultural and social issues of 19th-
century Spain through various texts (from short
stories to novels, from political declarations to
newspaper articles).

432. Spanish Avant-Garde Literature
(3-0-3) Jerez-Farrán
An analysis of avant-garde literary movements in
Spain, including works by authors such as Valle-
Indián and the generation of 1927.

433. Modernismo y Generación del ‘98
(3-0-3) Jerez-Farrán
A study of the most representative literary works
from these two movements, against the background
of social, national and ideological crises in fin-de-
siècle Spain.

442. Modern Spanish Poetry
(3-0-3) Jerez-Farrán
A close reading and analysis of the major Spanish
poets of 19th- and 20th-century Spain, with em-
phasis on Machado, Juan Ramón Jiménez, Lorca,
Alberti, Guillén and other poets from post-Franco
Spain.

443. Modern Spanish Prose
(3-0-3) Jerez-Farrán
Major novels of contemporary Spain examined
within the context of the social, political and intel-
lectual crises from the time of the Spanish-Ameri-
can War of 1898 to the post-Franco period.
Includes works by Baroja, Unamuno, Cela, Martin-
Santos, Láforae, Matute, Goytisolo and Montero.

444. Love in 20th-Century Spanish Literature
(3-0-3) Jerez-Farrán
An examination of the theme of love in major
20th-century works and in aesthetic trends of
modern Spain.

446. Feminism in Modern Spain
(3-0-3) Jerez-Farrán
A study of the literary output of female writers in
the second half of 20th-century Spain seen in rela-
tion to the social, political, and cultural changes of
the time.

450. Spanish Short Story
(3-0-3) Jerez-Farrán
Close examination of the evolution of the short
story in Spanish literature from the 19th to the
20th century, with emphasis on contemporary
authors.

451. Modern Spanish Theater
(3-0-3) Jerez-Farrán
A survey of Spanish theatrical expressions from the
early 19th century to the present. Includes neoclas-
sical, romantic and realist theatre and the techni-
cal innovations of contemporary playwrights such as
Benavente, Lorca, Valle-Inclán and the theatre of
the present.

463. Chronicles of the Spanish Conquest
(3-0-3) Anadón
A course on the major chronicles of the discovery
and conquest of America by Spanish and Latin
American authors.

464. Spanish American Colonial Poetry
(3-0-3) Anadón
Close readings and discussion of selected works of
poetry by major authors from colonial Latin
America.

465. Studies in Latin American Colonial
Literature
(3-0-3) Anadón
Prose texts from the colonial period examined in
their cultural context.

471. Does a Nation Have a Woman’s Face?
(3-0-3) Olivera-Williams
A study of the national imaginary depicted
throughout 19th-century Spanish American fic-
tional prose and essays. Special attention will be
given to gender issues and historical events.

481. Modern Spanish-American Novel
(3-0-3) Ibsen
A study of novels reflecting major literary currents
and historical events, from the Mexican Revolu-
tion, indigenismo, to the experimental novels of
more recent times.

482. Great Spanish American Poets of the 20th
Century
(3-0-3) Olivera-Williams
This course will focus on the principal trends of
Spanish America lyrical production through close
readings of outstanding poems by major authors,
from the avant-garde to the present. Works by
Mistral, Vallejo, Paz, Galma, Pizani, and Peri-
Rossi will be included.

483. Contemporary Caribbean
and Central American Narrative
(3-0-3) Anderson, Ibsen
This course will focus on the principal trends of
Caribbean and Central American narrative through
close reading of both novels and short stories,
including works by Autorias, Cabrera, Carpentier
and Ferré.
494. Women Writers of the Spanish-Speaking World
(3-0-3) Ibsen
A general introduction to female writers, both Spanish peninsular and Latin American, from the golden age of Spain through the 20th century. May also be offered with emphasis solely on Latin American female authors.

495. Senior Seminar
(3-0-3) Faculty
Prerequisite: Senior Spanish majors only.
This course may cover an in-depth study of a particular author, theme, genre or century. In addition to treating primary texts, some critical material will be required reading. The course culminates in a substantial research paper. May be taken either fall or spring term.

498. Special Studies
(3-0-3) Staff
Prerequisites: Senior standing, dean’s list.

499. Thesis
(3-0-3) Staff

ROMANCE LITERATURES

The following courses are taught in English. There are no prerequisites.

180. Literature University Seminar
Cultural and literary crossroads in the Francophone, Italian and Hispanic worlds. Restricted to first-year students.

220. King Arthur in History and Literature
(3-0-3) Boulton
A team-taught examination of the development and influence of the legend of Arthur, King of Britain, both in history and in literature.

421-422. Dante I and II
(3-0-3) Moews, Cachey
An in-depth study, over two semesters, of the entire Comedy, in its historical, philosophical and literary context, with selected readings from the minor works (e.g., Vita Nuova, Convivio, De vulgari eloquentia). Lectures and discussion in English; the text will be read in the original with facing-page translation.

428. Arthurian Romance
(3-0-3) Boulton
A study of the medieval romances of the Arthurian Round Table, in French, German, Spanish, Italian, and English.

429. Words and Music
(3-0-3) Boulton
A study of the relationship between words and melody in medieval Latin and French poetry.

432. Lyric Poetry of the Renaissance
(3-0-3) DellaNeva
A study of three major lyric poets of Italy, France and England: Petrarch, Ronsard and Shakespeare.

434. The Renaissance Woman
(3-0-3) DellaNeva
A study of women in the Renaissance, both as authors of texts and as images within texts.

435. The Italian Renaissance
(3-0-3) Cachey
A critical analysis of the highest achievements of the Italian Renaissance in literature and related areas. Focus on representative authors, e.g., Petrarch, Boccaccio, Alberti, Leonardo, Castiglione, Machiavelli, Michelangelo, Guicciardini, Vasari and Cellini and on leading impulses in the arts, philosophy and religion.

460. Outspoken Readings in Literature
(3-0-3) Jerez-Farrán
A study of literary representations of homosexuality from the classical period to modern times that intersect with other major contemporary themes such as theories of gender construction and the history of sexuality, sexual deviance and heterosexism.

480. History of the Italian Cinema
(3-0-3) Welle
Taught in English, this course traces the evolution of the Italian cinema from its origins to the present. Representative film classics and genres are studied in their cultural, political and economic contexts.

481. Italian Film and Literature
(3-0-3) Welle
Italian films and literary works are analyzed to study the points of intersection and divergence between film and literature.

485. Modern French Literature in Translation
(3-0-3) Toumayan
A study of major works of 19th- and 20th-century French literature, including works by Baudelaire, Flaubert, Proust, Valéry, Malraux, Camus, Sartrre, Beckett and Hebert.

487. African and Caribbean Women Writers
(3-0-3) Z. Toumayan
Writings by women from the Francophone cultures of North (the Maghreb) and sub-Saharan Africa and the Caribbean (Martinique, Guadeloupe and Haiti). An examination of the political and sociological circumstances in which women have produced literature in these national spaces, their respective ideological stances, attempts at constructing cultural and political identities and the emergence of a feminist aesthetics. Taught in English. Crosslisted with ROFR 487.

Russian

See German and Russian Languages and Literatures.
Sociology

Chair:
Michael R. Welch
William R. Kenan Jr. Professor of Sociology
Joan Aldous
William P. and Hazel B. White Professor of Sociology
Maureen T. Hallinan
Eugene Conley Professor of Sociology
Jorge Bustamante
Helen Kellogg Professor of International Studies
Guillermo O’Donnell
The Julian Samora Chair in Latino Studies
Gilberto Cárdenas

Professors:
Fabio B. Dasilva (emeritus); Eugene W. Halton; J. Samuel Valenzuela; Andrew J. Weigert

Associate Professors:
Kevin J. Christiano; Robert M. Fishman (on leave spring); David S. Hachen Jr.; C. Lincoln Johnson; David M. Klein; Richard A. Lamanna (emeritus); Felicia LeClere; Daniel Myers (on leave fall); Lynnette F. Spillman (on leave); Robert H. Vasoli (emeritus); Michael R. Welch; Richard A. Williams

Concurrent Assistant Professor:
Mark L. Gunty

Assistant Professors:
William J. Carbonaro; Naomi R. Cassirer (on leave); Vibha Pingle; David Sikink (on leave); David Yamane (on leave fall)

Visiting Assistant Professor:
Ann R. Power

Adjunct Professor:
Rev. Leonard F. Chrobot

Director of Undergraduate Studies:
Ann R. Power

Program of Studies. The Department of Sociology has a national reputation and its scope of interest is worldwide. Yet it is also intensely concerned with the U.S. cultural and social experience and its problems.

The requirements for a sociology major reflect a program that offers both structure and flexibility. The program is designed to acquaint the student with the core of the discipline and with areas of specialization which can be studied in some depth.

Sociology deals with human interaction on the group level wherever it may occur: in family and business, law and politics, medicine and religion, and a host of other settings. What can you do with a sociology degree? Notre Dame’s survey of alumni who majored in sociology revealed that they are employed as university professors, corporation executives, real estate agents, insurance agents, consultants, politicians, medical administrators, teachers, social workers, business managers, religious ministers, and many other occupations.

The requirements for the sociology major are as follows. (a) Every student is encouraged to take SOC 102, Understanding Societies, or SOC 304, Principles of Sociology. Neither course is required but recommended as a good foundation for the sociology major. (b) Students must take a minimum of 25 credit hours (usually eight courses and the proseminar— one credit) offered by the department. Students are urged to start their major as early as possible but can declare a major or change majors at any time as long as they are able to fulfill the requirements. (c) The requirements for the major are the following four courses:

SOC 300. Foundations of Sociological Theory
SOC 302. Research Methods
SOC 303. Statistics in the Professions
SOC 390. Proseminar (one credit)

Required courses should be taken as soon as possible, especially before taking any 400-level courses. (d) Each major must take a minimum of two 400-level lecture or seminar courses. Internships (SOC 496) do not fulfill this requirement. (e) A maximum of six credit hours of internship can be used as electives to meet the 25-hour requirement for the major. Normally a student should take an appropriate lecture course in preparation for the internship.

The department prides itself on its program of close personal advising, in which each major can build a program of courses with the help of a faculty advisor and Undergraduate Director. Advisors willingly give much time to aid students in planning their course schedules and careers. Each major is assigned to a faculty advisor whose own academic interests dovetail with those of the student. Each student, working closely with a faculty advisor, can map out a personalized program of study that will satisfy the department’s requirements for the major and simultaneously accommodate the student’s academic interests and career aspirations.

The department also insists that its students have ample opportunity to develop further their scientific and creative writing skills. Thus, all faculty are urged to require intensive writings in each class. Indeed, SOC 300 (Foundations of Sociological Theory), required of all sociology majors, is designated by the sociology department as a “most intensive” writing course.

The sociology major can be pursued along with another major. Many of our students combine sociology with a major in business, economics, government, preprofessional, psychology, theology, etc. It is important to note that students in the Mendoza College of Business who wish to major in sociology in addition to their business major do not have to meet all the other requirements of the College of Arts and Letters.

Of particular interest to students in recent years have been the Gender Studies Interdisciplinary Major (GSC2) or Minor (MGSC), the program of the International Institute for Peace Studies (IIIPS), the Computer Applications Program (CAP2), the Hesburgh Program in Public Service (MHES), and the Program in Social Work at Saint Mary’s College. All of the above are readily combined with a sociology major.

Students pursuing a major in sociology must meet all requirements for the major or equivalent courses. Additional courses from other departments and programs may be accepted as fulfilling the major, provided they meet with the approval of the sociology department. The department tries to be flexible when working out an individual student’s program, and with the advisor’s recommendation, other modifications also are possible.

The department has an active Epsilon Chapter of Alpha Kappa Delta, the international sociology honor society. Especially through the AKD, as well as through informal meetings in faculty homes and field trips, majors make strong friendships with other majors having common interests. Students interested in the various phases of the program are encouraged to contact the director of Undergraduate Studies (Room 823 Flanner Hall) at any time.

The department also encourages students to join the University of Notre Dame Sociology Club. The purpose of this club is to enrich the sociology major. This student organization sponsors activities oriented to careers in sociology and sociology-oriented careers, to becoming professionally active while in college, and to student interests in society, as well as to purely social activities.

Course Descriptions. The following course descriptions give the number and title of each course. Lecture hours per week, laboratory and/or tutorial hours per week and credits each semester are in parentheses. The instructor’s name is also included.

102. Understanding Societies
(3-0-3) Myers, Yamane, Hachen
Sociological analysis of personality, culture and society. A wide variety of groups and institutions are studied, including the economy and business, law and politics, religion and churches, marriage and family, education and schools, inequality and equality.

122. Introduction to Social Psychology
(3-0-3) Welch, Johnson, Power
Analysis of important human processes including perceiving and knowing other people, attitudes and attribute change, conformity and nonconformity, cooperation and competition with others, leadership in groups, attraction and love, aggression and violence, prejudice.
180. Social Sciences University Seminar
(3-0-3) Christiano, Hachen, Klein, Sikkink, Carbonaro
An introduction to the seminar method of instruction, accenting the organization and expression of arguments suggested by readings in sociology. Each of the seminars treats a particular sociological topic, such as family life, social problems, the urban crisis, poverty.

202. Today's Organizations
(3-0-3) Hachen
Examines macrosociological topics such as social evolution theories of industrial societies, the historical development of capitalism, hierarchical differentiations within a society (social classes, social status, urbanization) and the bureaucratic structures of organizations. Will enable students to analyze their societal structure in terms of historical present configuration and dynamic processes.

218. Ethnicity, Gangs, and Organized Crime
(3-0-3) Staff
This course examines the intersection of ethnicity, gangs, and organized crime from both a historical and sociological viewpoint. We will undertake a basic survey of criminological theories as they apply to ethnic and group crime; we will attempt to explain and define organized crime, with a particular emphasis on ethnic Mafias; and we will examine the phenomenon of ethnic gangs in the United States today.

220. Social Psychology
(3-0-3) Welch, Williams, Myers, Power
An analysis of important human processes, including perceiving and knowing other people, attitudes and attitude change, conformity and nonconformity, cooperation and competition with others, leadership in groups, attraction and love, aggression and violence, prejudice. Specifically designed for sociology and other liberal arts majors and will emphasize theory and research. As a result, it is not recommended for students having had SOC 122, as the content may overlap.

232. Social Problems
(3-0-3) Johnson
Analysis of selected problems in American society such as crime, narcotic addiction, alcoholism, de-institutionalization, racial and ethnic conflict, prostitution and others. Discussions, debates, films, tapes and readings.

234. Criminal Justice
(3-0-3)
This course is intended to introduce the student to various aspects of the criminal justice system, including the police, the prosecutor, the courts and parole. The primary focus will be on a sociological analysis of crime and the workings of the criminal justice system. Topics will include social perception of the criminal justice system, relations between members of the criminal justice systems and the community, treatment of women and minorities in the criminal justice system, and current events.

242. Marriage and Family
(3-0-3) Klein, Castiser
Changing family patterns, sex roles, sexuality, pre-marital relationships, marriage and divorce, parenthood, childhood and family interaction are some of the topics. Singles, dual-career families, alternative marriage forms and the future of marriage and family are also taken up.

300. Foundations of Sociological Theory
(3-0-3) Fishman, Pinglé, Yamane
Limited to sociology majors. This course surveys the history of social thought in the United States and Europe since the 19th century. Emphasis is given to major theorists who have contributed to such principal movements of sociological theory as Marxism, structural-functionalism, social Darwinism, pragmatism and symbolic interactionism.

302. Research Methods
(3-0-3) Gunty, Hachen, LeClerc
Begins with discussion of scientific method, conceptualization of research problems and measurement. The course then explores the dominant modes of social science research: field work and participant observation, survey and interviewing, experimental designs and evaluation research.

303. Statistics in the Professions
(3-1-4) Johnson, Myers
Designed to teach students how to interpret and critically evaluate statistics commonly used in the social sciences and in many areas of the business and medical world to describe, project and evaluate. Focus is upon a conceptual understanding of what the statistic does, what it means and what assumptions are being made in its use. The course requires only high school arithmetic and is not mathematically difficult.

306. Race and Ethnicity in America
(3-0-3) Cassirer
This course focuses on race and ethnic relations in the United States. Current cases involving racial and ethnic issues will be presented and discussed in class. Readings and materials will present three approaches to the study of majority-minority group relations, the emergence and maintenance of group dominance and minority-group adaptations to modes of dominance, including separation, accommodation, assimilation and assimilation. Class participation and students' experiences will be emphasized.

309. Culture and Society: Sociological Approaches
(3-0-3) Spillman
In this class we will examine cultural dimensions of important social processes, and we will survey contemporary sociological approaches to analyzing culture. Examples will include readings on home and work, social hierarchies, political culture, media and the arts, and social change.

320. Sociology of Aging
(3-0-3) Klein
With life expectancy increasing and birth rates declining, the populations of Western cultures have been rapidly aging. What are the implications of this aging process for social institutions (the family, economy, government) as well as for the individual well-being of the elderly? What does the future hold for those of us who will spend an increasing proportion of our lives past age 65? These and other questions are addressed in this course, which focuses on the social, economic and personal challenges facing all of us in the latter half of the life cycle.

331. The Sociology of Time
(3-0-3)
Every Notre Dame student knows about time pressure. Have you ever wondered why? We tend to accept Time as a physical fact that is given, to which we must adapt. But the study of Time is one of the fastest growing areas of sociology. Time is socially constructed; it is part of the foundation of social life and it affects the shape of every other social institution — and it varies from society to society. In this course we will study how and why Time can vary and how differences in the institution of Time affect people’s lives. A few of the topics we will study are the fundamental difference between cyclical and linear time; why some societies are clock watching, while others move to a more natural rhythm; and, how it came to be that “time is money.”

332. Criminology
(3-0-3)
Crime data, crime causation theories, criminal behavior systems, criminal procedure and corrections. Firsthand knowledge of courts, police jails and prisons is encouraged. Optional field trips.

335. Sociology of Education
(3-0-3) Sikkink, Hallinan, Power
This course focuses on the relationship between education and society. In the course, a variety of theoretical approaches and contemporary issues in the field of education will be discussed. Topics to be addressed include, but are not limited to, gender and race inequalities in education, the role of schools as agents of selection and socialization, and the nature of educational reform movements. Class participation and the experiences of students will be emphasized.

338. Poverty, Inequality, and Social Stratification
(3-0-3) Myers
Social inequality is a prominent and persistent feature of modern society. Social stratification theory attempts to explain the causes of inequality and the reasons for its persistence. This course will address such questions as: Why are some people rich and some people poor? Why does inequality persist? Who gets ahead? Can men and women get the same jobs? Do different races have the same opportunities? Is inequality necessary? Potential topics include inner-city and rural poverty, welfare
dependency, homelessness, status attainment and occupational mobility, racial and ethnic stratification, gender stratification and class theory.

346. Today’s Gender Roles
(3-0-3) Aldous
Prerequisite: Sociology course.
Current changes in male and female roles and the reasons for these changes are examined. Existing gender differences, various explanations for them and proposals for change are discussed and evaluated.

347. Global Society
(3-0-3)
“Globalization” is the buzzword of the new millennium—but what does it mean? (For example, some critics say that “globalization” means the “McDonaldization” of the world.) Economics is increasingly global, but is a global society even possible, let alone inevitable? How do society and economy interact in a world made ever smaller by technology—and, can anyone control this process? How will globalization affect America and Americans? How will it affect real people, wherever they are from? Who would benefit from a global society, and who would not? To answer these questions we will aim to penetrate behind both the hype and the horror stories about “globalization,” and clarify this amorphous concept in concrete terms. To do this, we will use a broad range of readings and other media to explore the many dimensions of our topic. Class time will be used for mini-lectures, discussions and presentations. Grades will be based on a series of short discussion papers, periodic exams and an optional research paper.

363. Social Concerns Seminar: Cultural Diversity
(1-0-1) McNeil
Prerequisite: Permission from Center of Social Concerns.
The purpose of this course is to begin to analyze the social forces that contribute to ethnic and cultural diversity and to related tensions, including racism. Students participate in a five-day program at selected Chicago sites that provide an orientation to a culturally diverse community. Students engage in discussion on relevant issues with local residents and community leaders.

367. Chile in Comparative Perspective
(3-0-3) Valenzuela
This course provides a detailed analysis of the development of the Chilean economy, society and policy since independence from Spain in 1818, drawing selected comparisons with other national experiences. It then discusses the validity of theoretical statements on central questions in the social science literature by examining them in light of the Chilean case. The main issues to be examined are the reasons for the successes or failures of Third World development, the origins and breakdowns of democracies, the characteristics of authoritarian regimes, and processes of restoring democracies.

372. Religion and Social Life
(3-0-3) Christiano
Critical examination of the social and sociopsychological aspects of religion in the modern world. Special attention is given to the current theoretical and research issues.

375. Polish Americans
(3-0-3) Chrobot
A study of the cultural and racial pluralism of American society through the focus of the Polish American experience; a review of the social and historical background, the immigration experience, and adaptation to the American experiment in terms of family, religion, education, work, and government.
376. Sociology of Religious Conversion
(3-0-3) Yamane
Prerequisite: SOC 302.
This course is a practicum in which students participate in a research project on religious conversion being conducted by a sociology faculty member. In the first third of the course, students will learn about the theory and methods relevant to the social scientific study of religious conversion. In the second two-thirds of the course, students will be personally involved in the collection and analysis of data on conversion to Roman Catholicism through the Rite of Christian Initiation of Adults. A final paper that reports on the data analysis is required. The emphasis of the course is on the collection and analysis of primary data within an ongoing sociological study. Failure to complete any aspect of the data collection and analysis will result in a failing grade.

390. Proseminar
(1-0-1) Power
Limited to sociology majors.
Introduction to library and social research laboratory resources; the career options available to sociology graduates; preparations for graduate, law or professional schools; and relationship of sociology to social work, psychology and other disciplines.

398. Special Studies
(V-V-V)

402. Population Dynamics
(3-0-3) Williams
Demography, the science of population, is concerned with virtually everything that influences, or can be influenced by, population size, distribution, processes, structure or characteristics. This course pays particular attention to the causes and consequences of population change. Changes in fertility, mortality, migration, technology, lifestyle and culture have dramatically affected the United States and the other nations of the world. These changes have implications for a number of areas: hunger, the spread of illness and disease, environmental degradation, health services, household formation, the labor force, marriage and divorce, care for the elderly, birth control, poverty, urbanization, business marketing strategies and political power. An understanding of these is important as business, government and individuals attempt to deal with the demands of the changing population.

403. International Migration: Mexico and the United States I
(1-0-1) Bustamante
Three-week course consisting of six sessions of three hours each. Different conceptual approaches presented in lecture format. One session links various themes with the cause of Mexican immigration to the United States. Another is dedicated to the historical analysis of Mexican immigration to the United States. A third attempts to link the historical context with a theoretical approach and another session will be dedicated to the professor’s own theoretical approach in contrast with the others previously discussed. Fall.

404. International Migration: Mexico and the United States II
(1-0-2) Bustamante
A three-week course which refers to a review of basic questions on international migration, with emphasis on immigration to the United States and the methods through which these questions have been adequately or inadequately answered. The numbers, impact, nature, structure, process and human experience will be discussed in terms of the research methods commonly used to approach them. Spring.

405. Exploring Identities
(3-0-3) Pingle
How do we define ourselves? What are the various components of one’s identity and how do we begin to understand these issues sociologically? These themes form the outlines of this course. We will explore identities, their formation, and their consequences; in post-colonial and in western societies, in peaceful and in societies experiencing ethnic/racial conflict, among women and men, and in developed and in developing countries. Drawing on novels, films, autobiographies, and sociological arguments we will piece together a framework for understanding the identity landscapes of which we are a part.

407. Honors Tutorial
(3-0-3) Staff
Prerequisite: Permission of instructor.
Intensive independent study and research on selected sociological topics, generating a scholarly paper. May be based on special field experience under supervision of an instructor.

411. Cultural Sociology
(3-0-3) Spillman
In this class we will examine cultural dimensions of important social processes, and we will survey contemporary sociological approaches to analyzing culture. Examples will include readings on home and work, social hierarchies, political culture, media and the arts, and social change. This class cannot be taken if SOC 309 has previously been taken; course content may overlap.

415. Political Sociology
(3-0-3) Valenzuela, Fishman
This course explores the impact of social forces and societal dynamics on politics. Major themes include sociological explanation for the emergence and stability—or crisis and breakdown—of democracy; the extent to which election outcomes and policy choices are shaped by societal dynamics or remain independent of social determination; equality in shaping political life; and the impact of both social consensus and social conflict in the political arena. This course explores theoretical debates and empirical work, focusing on the national experience of various countries including the United States. Students will be encouraged to develop their own thoughts about important questions for research.

(3-0-3) Cárdenas
This course will examine the uses of photography and film in sociology and will explore the impact of visual expression on society. This includes introductory work in documentary photography and film, gender advertising, ethnographic film, political cinema, muralism and social protest art. This is a sociology course and will emphasize the study of societal aspects of photography, film and artistic expression, rather than technique, without ignoring the relationship between the two aspects. We will not emphasize the technical/lab training in photography. This course, while broad in scope, will rely on content that is very heavily grounded on a social problem context as is found in the United States, the American Southwest, Mexico, and Latin America.

Homework and projects will include: (1) a short essay on documentary photography and the study of social problems and issues or photography assignments (black and white, print-slide work); and (2) other creative work.

Evaluation: Two exams will be given; no final. The exams will constitute 40 percent of the grade: short essay, critiques, and class participation, 20 percent of the grade; and projects 40 percent of the grade. Students should have access to their own equipment (i.e., camera) and will be responsible for developing and printing (yourself or commercially) if a photo project is chosen.


419. Self, Society, and Environment
(3-0-3) Weigert
This course introduces students to social psychological aspects of the natural environment. Issues considered include interacting with different environments, symbolic transformations of environments, competing accounts and claims concerning environments. With an overview of basic information, these issues are discussed from the perspectives of individual self and socio-cultural institutions. The course touches on alternative ways of envisioning, interacting and valuing human-environment relations with an eye toward individual and collective change.

420. Organizations
(3-0-3) Hachen
Organizations are complex and multifaceted entities. Organizations are more than just collections of people behaving and interacting in certain ways. Organizational behavior and interactions are structured by rules and procedures, jobs and occupations, authority relations, goals and strategies, technologies and distributions of power. Within our organizations not only are orders given and tasks accomplished, but also decisions are made,
conflicts occur and are sometimes resolved, and control is exercised. Finally, organizations interact with other organizations and actors in their environment. These interactions can lead to changes in organizational goals, strategies and structures or changes in the environment in which the organization operates.

Given the complexity of organizations, it is not surprising that there are numerous theories of organization. In the first half of the course we will discuss various theoretical approaches. The objective will be to critically analyze these theoretical approaches by comparing the different characteristics of organizations that each theory discusses. The second half of the course will deal with specific aspects of organization (goals and strategies, technology, environments, decision making, conflict, power and control). The objective is to develop a more complete understanding of the complex nature of organizations and to compare organizations along a variety of dimensions.

423. Race, Ethnicity, and Identities (3-0-3) Pinglé
How do we define ourselves and why? What does this definition say about our society? How are peaceful social relations maintained in multicultural societies? What contributes to ethnic and racial conflict? Drawing heavily on social theory, and focusing on the experiences of Yugoslavia, Sri Lanka, South Africa and the United States, this course will explore the issues of identity, race, and ethnicity. The grade for the class is based on class presentations, a midterm exam, and a final paper.

425. Ethnicity in America (3-0-3) Chrobot
A study of the ethnic and racial formation of American society and cultural pluralism; a review of the theory and history of ethnicity, its policy implications for family, education, economics, religion, government and international relations; in-depth study of one ethnic group of choice.

427. Culture and Power (3-0-3) Spillman
How do norms, values, symbols and rituals operate to dominate or empower? In this class we will examine a number of important classical and contemporary texts which offer answers to this question, which has been a theme of recent work in a variety of fields in sociology. At the same time we will examine concrete cases, selected from studies of development, deviance, gender, mass communications, organizations, social movements, and stratification. Some reading assignments will be demanding; however, some class time will be allocated to work with assigned readings.

428. Social Ties, Social Networks, Social Capital (3-0-3) Fishman
This course examines three fundamental and interrelated sociological concepts, each of which offers us an approach to the study of social connections and their impact on the human experience. Social ties, social networks and social capital overlap substantially in their scholarly usage but the concepts are far from identical. We will review theoretical and methodological literature on all three concepts as well as major empirical studies that examine the world through one or more of these perspectives. We will explore both theoretical and practical arguments for the selection of one or more of these conceptual approaches as the basis for studying how social connections shape the human experience.

429. Conflict and Social Life (3-0-3) Stein
This course focuses on theory and research concerning the nature, causes, consequences, prevention and resolution of social conflicts. Conducted in a seminar format, each student reads a unique set of materials, summarizes them in class and discusses the ideas presented by others. Every student selects one institutional setting or social context for special focus. Then students write and present during the seminar a critical review of issues in their chosen areas.

431. The Fifties (3-0-3) Halton
The 1950s witnessed unprecedented prosperity in the United States, as well as major transformation of American society related to the Cold War, the rise of suburbs, the baby boom, the flowering of forms of popular culture, the spread of mass culture, and the demise of high modernist culture. This course will explore the many-sided manifestations of culture and changes of American society associated with the decade of “the fifties.”

432. Blues and American Culture (3-0-3) Halton
Blues and jazz are two distinctive musical expressions of American culture which also reflect American social life. Growing out of the African American experience, the blues provide a focus through which to see many aspects of 20th-century social history in America, from the changing identities of African American culture to problems of racism, poverty, industrialization and urbanization. This course will draw from a variety of written and audiovisual materials to explore the ways in which blues both expresses the American experience and provides an indicator of American society. The course will trace the evolution of the blues in Chicago and interweave that evolution with the sociology of Chicago.

434. The Schooled Society (3-0-3) Hallinan, Sikkink, Carbonaro
This seminar focuses on the structure and organization of schooling in American society, and the societal forces that influence decisions about schools and student learning. These forces include legislation governing schooling, and cultural and religious norms that impact schools. The course will cover the role of schools in society, the political, economic and social dimensions of schooling, education reform and its underpinnings, and the transformation of higher education.

436. Society and Culture Through Films (3-0-3) DaMarra
This course will deal with a variety of social issues as they are perceived, conceptualized, represented and understood by movies. The focus of this course will not be on cinema history, cinema structure or moviemaking processes but on how important human problems such as cultural diversity, race relations, the crafting of national identity and national heroes, urban life, class conflict, family structure, war, and some ideological values such as success, love, happiness, fairness, misery, destiny, honesty, faith, and the like are depicted and treated by movies.

438. Race Relations in the United States (3-0-3) Casper
This course focuses on racism and race relations in the United States. Current cases involving racial issues will be presented and discussed in class. Readings, discussion and lectures will examine the background and current status of the dominant ethnic minority groups in the United States today. The issue of race will also be viewed in relationship to police practices, housing patterns, economic opportunities, gender relations and politics. Class participation and student experiences will be emphasized.

441. Family Policy Seminar (3-0-3) Aldous
The seminar covers family policy in the United States and in other countries with a concentration in the United States. There is comparison of the background, content and consequences of policies in the various countries. Such provocative topics as welfare policy, parental leave and child care are discussed. The relation between families and the work setting or families and government will also be addressed. A discussion format is used. Students write a term paper on some aspect of family policy. It is directed especially for juniors, seniors and graduates.

442. Family Development (3-0-3) Klein
Family Development is directed to the sociology, psychology, counseling, preprofessional, nursing, social work and other majors who will necessarily be working with or seeking to understand families in the course of their occupations. The course covers change in families, from the time couples marry until their dissolution by divorce or death of one of
444. State Formation and Society: Contrasting Paths in England and France (3-0-3) Valenzuela
Whether it is the development of democracy under a monarchy or a republic, the effects of religion on politics, intellectual and cultural styles, the characteristics of the legal system, the extension of suffrage to men and to women, the creation of party systems, the formation and development of the labor movement, the relationship of the military establishment to the head of state, or simply the matter of overall political stability, France and England offer the most interesting contrasts among advanced Western European countries. This course examines the political and social history of the two countries and tries to tease out these differences while trying to explain them.

445. World Families (3-0-3) Aldous
Families in different parts of the world and of different historical periods are studied to gain perspective on American family changes. Current variations in families are examined.

446. Family Problem Solving (3-0-3) Klein, Cassirer
In-depth analysis of the processes families use to solve the problems they face. Material is drawn from the social psychology of small groups, the sociology of format organizations, and research and theory directly concerned with family problem solving. This course is designed for students who plan on working with families professionally.

449. Sociology of Masculinity (3-0-3) Gunty
This seminar explores the social construction of masculinity and its many forms, both traditional and emerging, through readings, movies, discussions, and writing assignments. Members of the seminar will seek a better understanding of shifting roles, identities and social structures that influence the way both males and females develop the meaning of masculinity. Topics include socialization, role conflicts, gender violence, sexuality, the impact of fathering and men’s movements. The masculinities in the United States and around the world. It is intended to complement the study of gender in other disciplines, but some familiarity with basic concepts in sociology is strongly recommended.

453. Building Democratic Institutions in First-Wave Democracies (3-0-3) Valenzuela
Elements of democratic regimes emerged long before the regimes as such can be identified as being minimally in place. Beginning with a brief discussion of the essential features of democracies, the course examines how and why such institutions emerged, and the critical moments in which the actual transitions to the new democratic regimes occurred. The course focuses on democratizations that took place before the Second World War, and will examine key European and Latin American cases.

461. History, Politics, and Society of Chile (3-0-3) Valenzuela
An introduction to the formation and development of Chilean National Society. The course begins by examining the colonial period and the struggle for independence. It then focuses on 19th- and 20th-century issues such as the consolidation of the Central State, the development of the democracy, the creation of the party and electoral systems, economic cycles of growth and stagnation, the break down of democracy in 1973, the Pincher dictatorship, and the return to democracy in the 1990s. Class lectures and discussions will include relevant comparisons with other Latin American and even European Countries.

465. Religion in Postwar America (3-0-3) Yamane
This course surveys the major developments in religious life in the United States since the 1950s through an in-depth examination of several of the most important recent books on the subject, such as: Wade Clark Roof’s Spiritual Marketplace, Tom Beaudoin’s, Virtual Faith, Christian Smith’s American Evangelicalism, and Helen Berger’s Community of Witches. With these works as the backdrop, each student will research and write her family’s religious history across three generations.

466. Sex Inequality in the Workplace (3-0-3) Cassirer
This course will examine sex inequality in the workplace in the United States. We will review evidence of sex differences in access to jobs and job rewards and we will seek to understand the origins and persistence of inequality in the workplace by examining the roles of capitalism, male workers and employers, organizational practices, and women’s actions and preferences. Finally, we will evaluate policy strategies to reduce inequality.

467. Global Food Systems (3-0-3) Johnson
This is a course on food in society. The role which food plays in the life course of a society may seem self-evident or commonplace to some. Yet food is more than the physical substances which sustain life. Food is intertwined with religion and central to many rites and rituals. Food is linked to medicine, which was largely based on dietary principles until well into the 18th century. Technology related to production of food has affected the inequalities found in all societies. The politics of food plays a major role in understanding the “social issues” affecting many nations around the globe. This is a fascinating area of study: that which we take for granted so much of the time is intertwined with economics, politics, psychology, social life and law.

470. Materialism and Meaning in Modern Life (3-0-3) Halton
In the 20th century, the twin problems of meaning and materialism have come to the forefront of modern civilization, forming the basis of variety of philosophies and social theories, animating revolutionary movements in art, looming as the silent specter behind mass society and its dramas of consumption. It is by no means clear that the massive technological advances and material gains in advanced industrial societies have contributed to a better way of life—many would say increased meaningless is the actual result.

471. Protests, Riots and Movements (3-0-3) Myers
This course is concerned with how people act together to pursue collective political aims via extra-institutional forms of behavior: When and why do people go outside the conventional political structure to address social issues important to them? During the course we will examine political behavior ranging from the relatively mild (like a letter-writing campaign) to the severe (like rioting, looting and killing). We will also discuss aspects of collective behaviors that are less political in nature (like panics and fads). Some of the social movements we will discuss include the civil rights movement, the women’s movement, the antiwar movement, the gay and lesbian movement, the pro-life and pro-choice movements, and the environmental movement (among many others). In the end, we will try to explain how grievances, resources, the political environment, repression, individual decision making, and movement tactics all contribute to the success and failure of protest movements, their impact on social change and the future of activism.

473. Latinos in American Society (3-0-3) Cardenas
This course will examine the sociology of the Latino experience in the United States, including the historical, cultural and political foundations of Latino life. We will approach these topics comparatively, thus attention will be given to the various experiences of a multiplicity of Latino groups in the United States.
474. Society and Identity (3-0-3) Weigert
This course looks at sources, dynamics, and consequences of identity in contemporary society. Identity is conceived as definitions of an individual that self and others use as a basis for interacting with one another. Significant outcomes of the way we are defined are the life chances, evaluations and emotional meanings we experience. The course format is a discussion. Seminar.

476. Social Breakdown in American Society (3-0-3) Welch
This course examines the apparent weakening of the fabric of social life in America that has occurred within the past half-century. It investigates the past influences of both the market economy and the political welfare state on several central societal problems, such as the deterioration of interpersonal trust, the erosion of social obligations and informal social control, and the lessening of altruistic concern for others. Students will discuss the significance of these problems, as well as potential solutions.

477. Families and Their Interrelations with Gender (3-0-3) Aldous
A consideration of the part gender plays in family processes like the couple formation through cohabitation and/or marriage, having and rearing children, division of labor and the post-children era.

478. Chile in Comparative Perspective Seminar (3-0-3) Valenzuela
This course provides a detailed analysis of the development of the Chilean economy, society and polity since independence from Spain in 1818, drawing selected comparisons with other national experiences. It then discusses the validity of theoretical statements on central questions in the social science literature by examining them in light of the Chilean case. The main issues to be examined are the reasons for the successes or failures of Third World development, the origins and breakdowns of democracies, the characteristics of authoritarian regimes, and processes of redemocratization.

479. International Migration and Human Rights (3-0-3) Bustamante
This course is an extension from the mini-course to a full term offered by Professor Bustamante, with a wider coverage of international migration experiences in the world with an emphasis on human rights. It starts with a historical approach to various immigration waves to the United States, from the years of the “industrial revolution” to the present. It focuses on the current debate on the impact of the undocumented immigration from Mexico and Central America, with a discussion of the gap between public perceptions and research findings. Differences between Mexico and the United States’ migration policies, and its social and economic implications, are discussed. The recent developments within the context of the United Nations’ Commission of Human Rights on the relationship between migration and human rights are also covered.

480. Qualitative Methodology (3-0-3) Cárdenas
The seminar will cover the general topic, with particular attention to ethnography and field work, visual methods, archival research and related strategies. Heavy emphasis will be placed on cross cultural research in minority communities in the United States.

481. Research Seminar in Latino Studies (3-0-3) Cárdenas
Study of the scope, focus and development of Latino Studies. The course will concentrate on the development of social thought and scholarship, focusing on Latino Studies as a field of research and academic concentration. The course will also examine the social construction of contemporary Latino identities and its bearing on Latino Studies.

482. The Latino Image in American Films (3-0-3) Cárdenas
This course traces the historical depiction of Chicanos, Mexicanos, Puerto Ricans, Cubans, and other Latinos in Hollywood-made movies. Cinematic plots, roles, and motifs — from the earliest of silent films through the onset of the 1980s—are examined to explore the changing physical, social, and cultural definitions of Latinos in the United States. All films and filmmakers are considered within their historical context. Though the main object of study is the Latino image, the course also surveys corresponding images for other ethnic minority groups.

483. Social Demography of Minorities (3-0-3) Cárdenas
This course will focus on the demographic status of ethnic minorities in the United States. Some of the major topics include population size and projections, geographical distribution, and residential patterns. Other issues are educational attainment, occupational status, and personal and family income. The course will cover the basics of demographic methods and techniques.

484. Primary Data Collection and Survey Methodology (3-0-3) LeClerre
This course will be offered to students in Sociology and other social sciences who have an interest in the design, implementation, and use of social surveys and databases in social science research. The course will include all practical aspects of survey design including sample design and selection, questionnaire design, measurement, mode of administration, field methods, data editing and data base development. We will also cover theoretical developments in survey methodology including research on cognitive process and questionnaire response, the role of social theory in questionnaire design and other specialized topics. This course will prove useful for both conducting primary data collection and interpreting data from secondary sources. Previous coursework in research methods and statistics will be helpful but not required.

485. Materials and Methods of Demographic Analysis (3-0-3) LeClerre
This course is a survey course in techniques widely used in demographic analysis. These techniques include those that describe population structure, analyze demographic dynamics and evaluate demographic data. In addition, many of the analytic skills and techniques stressed throughout the course have more general applicability in social science research. The aim of the course is to acquaint students with the nature and structure of a variety of techniques and to provide you with the experience in applying those techniques.

496. Sociology Internships (3-0-3)(3-0-3) Power
This is an “experiential” course designed to give students some practical experience in the area of urban affairs or social welfare either to test their interest, complement their academic work or acquire work experience preparatory for future careers. Students are placed with a community agency in the South Bend area and normally work six hours a week as interns under the supervision of an experienced practitioner. Hours are flexible, usually set to accommodate the interns availability and the needs of the host agency.

497A. Special Studies (V-V-V) Staff
Prerequisite: Permission of instructor.
Intensive study on a special topic to produce a scholarly paper, or special investigative experience in the field, leading to the production of oral and written reports reflecting deeper theoretical and empirical understanding.

Graduate Courses. Senior majors may take any 500-level graduate course with the permission of the instructor.
Theology

Why major in theology?
Some students study theology to prepare for a career in high school teaching or religious ministry. Others plan to graduate work in theology or religious studies in anticipation of a university career. Most students, however, major in theology simply because they find the study fascinating and rewarding. As an inherently interdisciplinary field, theology is an ideal liberal arts major. Through close study of influential theological and religious texts, rituals and artifacts, students learn about their own faith and our common culture.

Many other students elect theology as a supplementary major whose focus on the central questions of human existence complements and extends their commitment to their first major in science, engineering, business or architecture. Professional schools increasingly appreciate how such diverse and balanced preparation enhances a candidate’s profile.

The Department of Theology welcomes students pursuing these varied interests and goals. Its distinguished faculty boasts outstanding teachers who offer upper-division courses on a wide range of subjects, including the history of Christian thought and practice, scripture, spirituality, systematic theology, liturgy, ethics, Judaism and the Eastern religions. The smaller class size of most upper-division courses creates a conducive environment for the creative exploration of ideas.

What are the requirements for the theology major?
Beyond the six theology credits required of every Notre Dame student, majors take 25 hours: supplementary majors take 19 hours. Each of these majors combines formally required courses and electives.

The formally required courses for the first and the supplementary major are identical and total 10 credit hours: the two-semester sequence in the history of Christian thought, an upper-division scripture course, and the one-credit hour Proseminar offered each spring, which introduces students to the variety of topics covered in the study of theology.

Remaining hours, chosen at the discretion of the student, are usually taken at the 400 level; advanced students, however, are often encouraged to take master’s-level (500-level) courses.

Summary of the major:
THEO 100 or 200 and 200-level course (University required courses)
THEO 395 and 396 — Christian Traditions I and II
THEO 401 or 411 — Upper-division scripture course
Electives (15 hours at the 400-level)
THEO 400 — Proseminar (one credit)
Including the University requirements, the major thus consists of 31 credit hours.

Summary of the supplementary major:
THEO 100 or 200 and 200-level course (University-required courses)
THEO 395 and 396 — Christian Traditions I and II
THEO 401 or 411 — Upper-division scripture course
Electives (nine hours at the 400-level)
THEO 400 — Proseminar (one credit)
Including the University requirements, the supplementary major thus consists of 25 credit hours.

What other programs are offered?
In cooperation with the Department of Philosophy, the Department of Theology offers a Joint Major in Philosophy and Theology. The joint major incorporates the formal requirements of a major in theology, with the exception of the Proseminar, and adds others. A full description of the new joint major is provided in a separate brochure available at the department office.

Students can also minor in theology. The minor requires 12 hours beyond the University requirement for a total of 18 hours. Any courses at the 300- and 400-level, as well as letter-graded courses at the 300-level, can be used toward the additional 12 hours. The minor in theology meets certification requirements for secondary school teachers in some states.

Whom should I contact for more information?
The director of the undergraduate program in theology would be happy to answer any additional questions. The director may be reached through the departmental office.
University of Notre Dame
Department of Theology
Notre Dame, IN 46556
(219) 631-7811

INTENSIVE WRITING REQUIREMENTS

The primary assessment tool for theology department courses numbered 401 and above is papers. Hence, all majors can expect to write the equivalent of 20 to 25 pages per semester in these courses.
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Course Descriptions. The following course descriptions give the number and title of each course. Lecture hours per week, laboratory and/or tutorial hours per week and credits each semester are in parentheses. The instructor’s name is also included.

100. Foundations of Theology: Biblical/Historical
(3-0-3) Staff
This first course in theology offers a critical study of the Bible and the early Catholic tradition. Following an introduction to the Old and New Testaments, students follow major post-biblical developments in Christian life and worship (e.g., liturgy, theology, doctrine, asceticism), emphasizing the first five centuries. For details on emphases of individual instructors, see the Department of Theology Course Description Booklet or the departmental Web site: www.nd.edu/~theo.

200. Foundations of Theology: Biblical/Historical
(3-0-3) Staff
See course description above.

201. Foundations of Theology (Honors)
(3-0-3) Page
See description above.

BEGINNING COURSES

Prerequisite: THEO 100, 180, 200 or 201 for all courses numbered from 202 to 299.

216. Re-Membering Jesus
(3-0-3) D’Angelo

221. God’s Grace and Human Action
(3-0-3) Wawrykow
What are the respective roles of God and the human person in salvation? Are ideas of human freedom and of the value of human acts compatible with a belief in God as the source of grace and redemption? These and other questions about salvation have been hotly debated by Christian theologians throughout the centuries. This course analyzes the positions articulated by such figures as Augustine, Aquinas, Luther and Calvin, and examines how they shaped the Catholic-Protestant debate about the role of good works, and of God, in salvation.

222. The One Jesus and His Many Portraits: The Various Images of Jesus in the New Testament and Beyond
(3-0-3) Meter
This course explores the many different faith-portraits of Jesus painted by various books of the New Testament: e.g., from suffering servant abandoned by God through high priest interceding with God to Godself. In each case, the course will ask how this particular portrait did or did not have an impact on subsequent Christian faith and what it may say to faith in Christ today. The course will combine a lecture format with discussions, readings, and reflections on the readings.

224. Why God Became Human
(3-0-3) Zachman
This course will investigate historically and systematically the central Christian confession that God became human in Jesus of Nazareth, especially in light of the death of Jesus on the cross. We will consider theologians from the patristic to modern eras, including Irenaeus, Athanasius, Anselm, Luther, Pascal, Barth, and von Balthasar. Course requirements will include four six page comparative papers and a longer constructive paper.

225. Sin and Redemption
(3-0-3) O’Regan
This course explores the biblical and theological accounts of sin and redemption. Focus will be on the variety of perspectives in the biblical and theological accounts with regard to the meaning of sin, its social and individual significance, and on the understanding of redemption, earthly as well as other-worldly dimensions, and its scale, whether inclusive or relatively exclusive. An attempt will be made to distinguish the biblical and theological views from the views of other religions both past and present, and also to engage modern criticism.
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227. Church and Worship
(3-0-3) Driscoll
An analysis of the Church as a community of believers and a social institution, and a study of Church liturgy and sacraments. This course will center around three key areas, namely (1) Anthropology: As humans, why do we feel the need to express ourselves and our relationship to God through ritual activity? (2) Theology: What are the Christological and ecclesiastical underpinnings for the sacraments? (3) History: What is the historical development of each of the seven sacraments? What has remained constant in spite of the historical mutations?

228. U.S. Latino Spirituality
(3-0-3) Elizondo
U.S. Latino Spirituality is one of the youngest spiritualities among the great spiritual traditions of humanity. The course will explore the indigenous, African and European origins of U.S. Latino Spirituality through the devotions, practices, feasts and rituals of the people.

230. Ecclesiology
(3-0-3) Pruegl
From the New Testament on, the Christian community has turned repeatedly to the formulation and description of its identity, essence and constitutional elements. Specifying what is entailed in the claim of the creed—“I believe in the one, holy and catholic church”—has been especially necessary at certain crucial moments in the history of the Christian movement.

Providing an introduction to the main themes and problems in ecclesiology (the doctrine about the Church), this course will examine the teachings of leading theologians in the Patristic and Medieval period (e.g., Augustine; Aquinas; Luther) and the determinations of the last two Vatican councils, largely concerned with such ecclesiastical matters as the constitution of the church, the role of the papacy, infallibility, and the universal versus local churches.

231. Catholicism
(3-0-3) McBrien
A comprehensive exposition of Catholic theology from a historical, doctrinal, and ecumenical perspective. The course addresses the following questions: the interrelationships among faith, theology, and belief; the meaning of human existence (a multidisciplinary exploration); the problem of God (revelation, religious pluralism, providence, the Trinity, etc.); Jesus Christ (New Testament data, doctrinal development, contemporary views, including a discussion of Jesus’ self-consciousness, sexuality, and sinlessness); the Church (New Testament data, history, Vatican II, mission, sacraments, authority, ministry, Mariology, etc.); and Christian existence (ethics, spirituality, eschatology).

232. Suffering and the God of Love
(3-0-3) Herdt
What does our suffering mean? And what does the central doctrine of the goodness of God mean in the face of the immensity of suffering in the world? Is suffering a punishment for sin? A test of faithfulness? A source of growth? An inevitable byproduct of the finitude of creation, or of human freedom? Is suffering in this life wiped out by the joys of the life to come? Is it eased by our knowledge that Christ on the cross took our suffering upon himself? Is God beyond all suffering, or do God suffer with us? Moving from the sufferings of Job to early Christian reflections on the destruction of Jerusalem, from medieval responses to the plague to modern attempts to fathom the Holocaust, taking in genres as varied as novel, treatise, and film, we will explore theological reflections on the goodness of God in light of human suffering.

234. Interpreting Suffering
(3-0-3) Thompson
Suffering, as it has been interpreted or experienced by theologians, mystics, martyrs, victims, and survivors, has profoundly shaped Christian theology. Focusing particularly on Christology and Christian discipleship, this course will consist of three parts. Part I will look at how some of the earliest teachings of the church developed out of a need to interpret authoritatively the suffering Christ and the suffering of the early Christian martyrs. Part II will consider the suffering of Christ as it was understood systematically and/or lived spiritually by key medieval and reformation thinkers. In light of these traditional theological responses to suffering, Part III will consider a variety of modern theological attempts to confront the radical human suffering of the 20th century. This course will have two goals: (1) to reflect on how theology talks about Christ and Christian discipleship in the face of human suffering; (2) to reflect on how experiences of suffering have shaped (and continue to shape) theological discourse. Requirements: 3 short papers (with opportunities for experiential learning), class participation, midterm, and final.

235. Following Jesus
(3-0-3) Daly
Hearing Jesus’ Gospel of the coming Kingdom of God, and receiving it as a word of truth and new life, has meant, since the time of Jesus, not simply accepting a new way of understanding the world, but taking on a new pattern of living, “costing not less than everything.” This course will consider how the Christian tradition, since the time of the Gospels, has understood the person and work of Jesus and will consider the impact this faith in him has had, and continues to have, on the way his disciples live in the world.

240. Jesus and Salvation
(3-0-3) Hilker
An exploration of the mystery of Jesus the Christ and the experience of salvation through examination of the life, ministry, death, and resurrection of Jesus (Part I); the development of classic Christian doctrine (Part II); and selected contemporary perspectives and questions (Part III).

242. The Mystery of God
(3-0-3) Doak
Who is the God Christians believe in? Beyond the acknowledgment that God is a mystery, accepted in faith and worshipped in reverence, what do Christians claim to know about God? How did the doctrine of the Trinity develop, and what difference does it make?

This course will explore these and related questions through study of the development of the doctrine of God in Christian theology, giving special attention to contemporary theological efforts to re-articulate the doctrine of God in response to the questions and issues of our own day. We will also consider the contributions of different theological approaches, especially those emphasizing the Bible, philosophy, spirituality, or socio-historical location as resources for better understanding the Christian experience of God.

Students will be encouraged to consult with the instructor about the possibility of an experiential learning project involving theological reflection on their own experiences of service, prayer, or worship as resources for better understanding God.

247. The Catholic Experience
(3-0-3) Cunningham
This course has three quite specific aims: (1) to describe that form of the Christian tradition both in doctrine and practice which is called Catholic; (2) to argue that within the Catholic tradition there are different “ways” of being a Catholic; (3) to outline a general way of being a Christian within the Catholic tradition; we will call that “way” a “spirituality.”

Theology 247 will meet weekly for a lecture followed by discussion groups. Attendance will be required. Each week a short reflection paper (two pages) will be readied for the discussion section. In addition, there will be an essay style midterm and final.

251. Liberation Theology
(3-0-3) Ashley
Liberation theology arose in the late sixties and seventies as many Christians in different parts of the world were becoming vitally engaged in various struggles for peace and justice. One of its central themes is the relationship between Christian spirituality and working for justice. This course will introduce liberation theology by focusing on this theological problem. Background will be provided by a historical survey of attempts to understand the relationship between contemplation and action, using patristic and medieval homilies on Lk 10:38-42, and concluding with an examination of the Ignatian ideal of “contemplation in action.” Then we will examine how various theologians, including the Peruvian, Gustavo Gutiérrez, and Jon Sobrino, from El Salvador, have tried to apply this ideal in regions lacerated by systemic injustice and torn by warfare. Requirements: frequent short (one-page) essays on readings, midterm and final. While not mandatory, community service in the South Bend area will be integrally worked into the course.
258. Creation: How God Relates to the World
(3-0-3) Brey
The course will explore the connections between one’s understanding of the world and one’s understanding of salvation and God by surveying some major representative treatments of the world that have emerged down through the ages. To better appreciate the uniqueness of the Judaic-Christian doctrine of creation, the course will begin by examining some ancient pre-Christian views of the world and salvation: Hinduism, Buddhism and the Greek-speaking world. We will then turn to look at the Biblical account of creation and its emerging influence some ancient pre-Christian views of the doctrine of creation, the rise of science, Kant, Schleiermacher, Hegel and Barth. Continuing, the course will jump forward in time so that we can survey the impact that modernity has had on the Christian doctrine of creation: the rise of science, Kant, Schleiermacher, Hegel and Barth. Also, in a less historical vein we will spend time considering what Paul calls “the last enemy,” namely death. To what degree is death an enemy of creation, and can the harsh reality of death really be reconciled with all our academic speculations? Finally, we will read some contemporary musings on creation by Robert Capon, J.R.R. Tolkien, and C.S. Lewis. The requirements for the course include daily readings, several short papers and an essay-oriented final.

260. Theology, Ethics, and the Environment
(3-0-3) McKenny
Does our ecological awareness require radically new theologies and moralities? What moral claims, if any, do nonhuman entities make on us? Can current Christian and philosophical moral theories address these claims? This course raises these questions on both theoretical and practical levels. Theoretically, we will examine various theological and philosophical views of the moral status of nonhuman nature. Practically, we will explore the implications of these views for issues such as wilderness conservation/preservation, treatment of animals, agricultural biotechnology, and others. The diversity of positions we will consider will range from those who embrace standard, modern human-centered theologies and moral theories to critics (such as deep ecologists, ecofeminists, and others) who hold that the very theoretical stance of our dominant theologies and moral theories is incompatible with a genuinely ethical orientation to the environment.

261. Christianity and Feminist Ethics
(3-0-3) Porter
This course is designed as an introduction to Christian ethics that focuses on the relevance of the historical Christian tradition to a specific contemporary issue or issues.

262. Contemporary Issues in Christian Ethics
(3-0-3) Poormen
The study of contemporary issues and Christian responses in the areas of bioethics, sexuality, social justice, and professional ethics.

265. Corporate Conscience
(3-0-3) Mertensotto, Heppen
This course is a reflection on the Christian moral meaning of corporate action and purpose within business organizations. It deals with an analysis of the relation between Christian values and corporate policy in order to raise the consequences of organizational policies. The objective is to develop a comprehensive corporate ethic, which deals with the self-interest of the organization, multiple responsibilities and social vision for a more human world. For business majors.

266. Medical Ethics
(3-0-3) Mertensotto
A discussion of ethical problems in the medical profession in the light of natural law and Christian moral principles. For premed students.

268. A Faith to Die For
(3-0-3) Baxter
An introduction to Catholic moral theology, with an accent on how Catholic belief and practice shape the Church’s understanding of the moral life. Aspects of Catholic belief and practice to be covered include baptism, penance, reading scripture, preaching, prayer, the Eucharist, martyrdom, religious life, marriage, and mission. In the context of these beliefs and practices, several leading themes in Catholic moral theology will be explored (e.g., sanctification, the eternal and natural law, and virtues and vices), and several moral issues will be examined (e.g., abortion, suicide, capital punishment, economic justice, and war and peace). This course explores an understanding of the moral life in terms of participation in the life, death, and resurrection of Christ, but at the same time it avoids construals of the moral life that rest merely on piety, traditionalism and/or service learning projects which examine the relations between Christian values and corporate action. We will explore the most common idiom for human action, the importance of the Christian perspective on human action, and the principles of human action that are central to the philosophy of action.

269. Religion and Psychology
(3-0-3) Burrell
To show how the quest for psychological explanation can raise issues classically identified as religious, we shall explore how the psychological articulation of these issues addresses the “task” of becoming a Christian. Beginning with Aristotle’s Ethic to explore the most common idioms for human action, we jump to Kierkegaard’s Sickness Unto Death, and then enter the “psychological revolution” with Sigmund Freud’s Civilization and Its Discontents, followed by Carl Jung’s Psychology of the Transference. By that time we will be ready to appreciate Sebastian Moore’s The Crucified Jesus Is No Stranger, testing his work against two diaries: Ruzbihan Baqli’s Unveiling of Secrets: Diary of a Sufi Master, and Eddy Hillemans’s An Interrupted Life. A series of exercises (one-page papers) are designed to help us learn the language of these authors. A final paper offers a way to link that language with more explicitly theological inquiry. A midterm (in two parts) and a final exam give opportunities for synoptic grasp.

273. Christian Call to Service and Justice
(3-0-3) McNell
In this course, Christian leadership will be explored through presentations and readings from biblical, historical and contemporary perspectives on service, compassion, justice and community. There are specific requirements for participation in experiential and/or service learning projects which explore past and contemporary faith-based ways of bringing about a more just and humane world. The requirements for the course include short papers/reports, a midterm exam, and a comprehensive paper that explores a pastoral/theological issue or theme that is linked with the exploration of Christian leadership as vocation in response to contemporary social concerns and the Catholic social tradition.

274. Theology and Social Ministry
(3-0-3) McNell
This seminar fulfills the requirement for a second theology course. It is for students returning from Summer Service Projects who desire an extended opportunity for reflection on the regular SSP course (THEO 360), three credits, graded S/U) Some of the major themes to be discussed are: Christian compassion, discipleship, the mystery of God, and Catholic social teaching. The course culminates with a comprehensive research project on a theological question or issue that emerges from the summer and/or other service experiences and is explored with other academic disciplines. Students must have participated in a Summer Service Project during the preceding summer to enroll in this course. More information about the course format, the experiential learning method and the process of evaluation is explained in the Learning Agreement and Application Form, which is available at the Center for Social Concerns.
275. The Mystery of Being Human
(3-0-3) Hilkert
This course will explore some key questions of human existence in relation to basic Christian beliefs about human life and destiny. What is the meaning of human dignity, personhood, and community in light of the Christian claims that we are created in the image of God and baptized into the image of Christ? How are we to understand the reality of evil in the world and the fundamental ambiguity of human experience in relation to the symbol of “original sin”? What do “graced human existence” and “relationship with God” mean? Do they affect the way we experience and live everyday life? How can Christians live in hope in the face of suffering and death?

279. Science and Theology
(3-0-3) Ashley

281. War, Law, and Ethics
(3-0-3) Malkiewicz

286. Literary Catholicism
(3-0-3) Gordon
This course will explore the Catholic theological tradition primarily as it finds expression in six novels by authors whose writing is influenced by that tradition. The novels discussed will be: The End of the Affair and The Power and the Glory by Graham Greene, The Bell and the Cross by G. K. Chesterton, Silence by Shusaku Endo, Wise Blood by Flannery O’Connor, and Love in the Ruins by Walker Percy. Among the topics to be treated are Jesus Christ, revelation, the fall of humanity and the problem of evil, the nature of sacraments, and faith as a relationship with a loving God.

287. World Religions and Catholicism in Dialogue
(3-0-3) Gorski
A theological exploration of Hinduism, Buddhism, Taoism, Judaism, Islam and the relationship of Christianity to those religions. The goal of this exploration is specifically (1) to set forth the essential characteristics of the world’s great religions, (2) to disengage the essential differences between Christianity and the other world religions, (3) to identify the distinctiveness of Catholicism within the family of Christian traditions, (4) to examine historically and systematically the Christian theological appraisal of other world religions. Thus, the course will enable the students to gain a deeper understanding of Christianity by “passing over” into and experiencing as well as appraising the different major religious traditions of the world. To enhance the learning experience, the course will use the BBC film series titled The Long Search. Each of these hour-long films focuses on perspectives of the world’s major religions.

286. Liberation Theology
(3-0-3) Gorski
An exploration of “liberation theology”—one of the most challenging and influential theological movements since the Second Vatican Council. The initiators of this widespread movement are firmly convinced that the liberation of the world’s poor and oppressed—the suffering majority of humanity—is the most pressing need of our age. And they are developing a theology that is intended to inspire and promote such liberation. They evolve this theology of liberation not only from their reflections on the Bible and other traditional sources, but also from their immediate pastoral relationships with the poor—and from their social-historical-political-economic analyses of the causes of poverty and oppression. While this course will treat of the liberation theology being developed in the United States, it will focus first and principally on the theology of liberation rooted in the history of Latin America and found expressed in the writings of some prominent Latin American theologians. These include: Clodovis Boff, Leonardo Boff and Gustavo Gutierrez. The works of these innovative authors are at the heart of liberation theology; understanding them is a precondition for understanding the liberation writings from the U.S.A. and from other places.

290. Christianity and World Religions
(3-0-3) Malkovsky
The purpose of this course is to introduce the student to the basic teachings and spiritualities of Hinduism, Buddhism, and Islam. We will approach these religions both historically and theoretically, seeking to determine where they converge and differ from Christianity on such perennial issues as death, meaning, the nature of the ultimate Mystery, the overcoming of suffering, etc. We will also examine some traditional and contemporary Catholic and Protestant approaches to religious pluralism. Our own search to know how the truth and experience of other faiths is related to Christian faith will be guided by the insights of important Catholic contemplatives who have entered deeply in the spirituality of other traditions. By course’s end we ought to have a greater understanding of what is essential to Christian faith and practice as well as a greater appreciation of the spiritual paths of others. Requirements: Short papers, mid-term exam, and final exam.

Electives

307A-307B. Elementary Hebrew I-II
(3-0-3) (3-0-3) Ulrich
Prerequisite: Six hours of theology.
This is a two-semester introductory course in biblical Hebrew; under normal circumstances, the student must complete the first to enroll in the second. The fall semester will be devoted to learning the grammar of biblical Hebrew. The spring semester will be divided into two parts. For the first six weeks we will finish and review the grammar. In the remaining part of the course we will read and translate texts from the Hebrew Bible, Qumran, and Rabbinic literature. The course will focus on developing reading and comprehension skills in biblical Hebrew through the study of biblical texts. In addition, students will learn how to use reference grammars, concordances, and apparatus to the Biblia Hebraica. The course encourages students to think about the grammatical forms and their implications for biblical interpretation.

325. From Power to Communion:
Toward a New Way of Being Church-Based on the Latin American Experience
(3-0-3) Pelton
Prerequisite: Six hours of theology.
This seminar explores the present and the future of the Catholic Church, placing emphasis on how its future is foreshadowed in the growing ecclesial interdependence that exists between the churches of North and Latin America. Emphasis is placed on the growing involvement of the laity in Latin America and where this may lead the North American church. In a particular way, attention is given to the role of small Christian communities.

345. Christianity in the Middle East, Origins to the Present
(3-0-3) Amat
Prerequisite: Six hours of theology.
The spread of Christianity from Jerusalem into Asia Minor and Europe is well documented. But Christianity is not a European phenomenon; it is Middle Eastern and Semitic in its origins. Why was the existence of Christianity in the Middle East marginalized by the earliest Christian historians? Why is Christianity in the Middle East so inadequately understood today? This course will examine the evidence for Christianity articulated in the native Aramaic language and culture of the region. We will investigate the origins and development of the indigenous “Oriental” churches of Syria, Lebanon, Jordan, Iraq, and Iran, and the missionary activity that took the gospel into India and China. Topics will include: the Semitic approach to Jesus and the Gospel, Christianity and the Arabs, the impact of the Crusades. The course will conclude with an investigation of Islamic fundamentalism, and the diaspora of Middle Eastern Christians in Europe and the Americas. Drawing from local history, native accounts, and archaeological evidence, we will piece together the largely untold story of Christianity in the Middle East.
347. Popular Religion and the Practice of Philosophy in China
(3-0-3) McNeill/Bradenberger
Prerequisite: Six hours of theology.
This lecture/discussion course will introduce the student to the plural religious traditions of the Chi- nese as manifested in ancestor worship, sacrifice, exorcism, and spirit possession. From an understand- ing of these practices, the course will offer in- sight into the mantic foundations of Chinese philosophy, especially metaphysics. Readings will consist of texts in translation of popular cults, as well as scholarly interpretations of these phenom- ena. In his Natural History of Religion (1757), David Hume articulated the common distinction between high and low religion, identifying the monotheistic traditions (Christianity, Judaism, Islam) with the former and the polytheistic (the ma- jority of the world’s religions) with the latter.

Social Concerns Seminars (THEO 350–360).
THEO 350. Soc Con Sem: Community Life and Development with the Developmentally Challenged Students.
McNeill/Cunningham
Social Service Learning Internship: ACCION
This seminar centers around travel to a L’Arche community (e.g., Toronto, Canada) to share commu- nity life with developmentally challenged persons. Students draw from the philosophy of Jean Vanier, the works of theologian Henri Nouwen and other spiritual writings to augment this participatory learning experience.

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358. Soc Con Sem: Children and Poverty
(3-0-3) McNeill/Bradenberger
This Seminar focuses on concerns that affect the youth of our nation, especially poverty and vio- lence, and examines efforts to foster positive youth development. Immersion in New York City. Par- ticipants read Catholic social teaching focused on youth/family issues.

359A. Summer Service Learning Internship: ACCION
(3-0-3) McNeill/Cunningham
The ACCION Internships run 10-12 weeks in mi- cro-lending offices across the country. For junior Business majors only.

359B. Smr SrvLm Inrm: ACCION
(3-0-3) McNeill/Cunningham
The ACCION Internships run 10-12 weeks in mi- cro-lending offices across the country. For junior Business majors only.

359C. Smr SrvLm Inrm: Hispanic
(3-0-3) McNeill/Cunningham/Knight-Santoni
This is a leadership internship for Hispanic studies working 10-12 weeks in a Hispanic/Latino area with organizations dedicated to empowering local communities. Students will complete the require- ments of THEO 359 and work with the Center for Social Concerns to build partnerships with the agencies and people involved. Application and inter- view necessary for participation.

359E. Smr SrvLm Inrm: CathOrg
(3-0-3) McNeill/Cunningham
This internship is for students interested in learn- ing more about how the Catholic social teachings are addressed in the work of a church organization, such as the Catholic Campaign for Human Development.

360. Confronting Social Issues: SSPs
(3-0-3) McNeill/Cunningham
This three-credit service-learning course takes place before, during, and after student participation in eight-week “Summer Service Projects” sponsored by the Center for Social Concerns. The goals of the course are to reflect on the meaning and dynamics of Christian service, compassion and Catholic so- cial teaching through readings and writing, along with discussion and reflection with site supervisors and alumni, and scheduled group discussions upon return to campus. Writing assignments include a journal, reflection paper of six to eight pages and responses to study questions related to the course packet. This course is completed during the first five weeks of fall semester and is graded Satisfactory or Unsatisfactory. Acceptance is based on the student’s application and interview. Contact the Center for Social Concerns for more information.

360A. Confronting Social Issues: THEO
(3-0-3) McNeill/Cunningham
Same as THEO 360 but restricted to theology ma- jors; graded A-F.

360B. Summer Service Learning: Int’l
(3-0-3) McNeill/Cunningham/Tomas-Morgan
Prerequisite: Domestic service-learning experiences. This three-credit course provides students the oppor- tunity to encounter international realities through work with poor and marginalized people. Same academic requirements as THEO 360 with the addition of area/country specific readings and meetings.

360C. Summer Service Learning: NYSP
(3-0-3) McNeill/Cunningham/Roemer
The National Youth Sports Program runs for six weeks on the Notre Dame campus. Students work with low-income children from the South Bend area in educational enrichment and recreation. Same requirements as THEO 360.

361. Soc Con Sem: Appalachia
(1-0-1) McNeill/Tomas-Morgan
This seminar involves experiential learning during the semester break. The course is centered on a ser- vice-learning immersion in the region of Appalachi- a and provides preparation for and follow-up to that experience. Students may focus on particular themes (e.g., rural health care, environmental is- sues) at various sites while learning about the re- gion and rural issues.

362/SOC 362. Soc Con Sem: Cultural Diversity
(1-0-1) McNeill/Outlaw/Bradenberger
The purpose of this course is to begin to analyze the positive aspects of ethnic and cultural diversity as well as related tensions, including racism. Stu- dents will participate in a five-day program during break at selected sites that provides an orientation to culturally diverse communities and allows stu- dents to engage in discussions on relevant issues with local residents and community leaders. Stu- dents participate in preparation and follow-up sessions.

363/GOV 496. Soc Con Sem: Washington, D.C.
(1-0-1) McNeill/Bradenberger
This course centers on a trip to Washington, D.C., over fall break, during which time students analyze a significant social issue through contact with vari- ous agencies, government offices, and church orga- nizations. Students participate in preparation and follow-up sessions. Themes (e.g., Educational Re- form, Violence in America) vary each year.

364/GSC 364. Soc Con Sem: New Women, New Church
(1-0-1) Coll
This seminar takes place during the October break. With the assistance of the staff at the 8th Day Cen- ter for Justice in Chicago, students will have the opportunity to meet with individuals, groups and agencies working for and with women marginalized in our society. Ample time for reflection and dis- cussion is provided. The students participate in preparation and follow-up sessions. Requirements include readings from the Catholic social teachings and from other appropriate sources. A one-credit- hour course graded satisfactory or unsatisfactory.
This seminar involves three weeks of service-learning in Oaxaca, Mexico. It is designed to expose students to the reality of Latin America through cultural exchange, shared work experience, and faith reflection. Students examine the social, cultural, and international forces operative in the region through discussion, relevant readings, and written reflection. The final component of the seminar (which will last for the first five weeks of the fall semester) is designed for those who served in Mexico during May of 2000. Applications for Spring 2001 will be available in November 2000 at the Center for Social Concerns.

Prerequisite: One other Social Concerns Seminar. The Advanced Studies Seminar is designed to enhance the students’ study and application of a particular social concern issue. The experiential component of the course will be tailored to the specific interest of the student and requires preparation and orientation, follow-up reflection and associated readings.

368. Soc Con Sem: Contemporary Issues (1-0-1) McNeill/Brandenberger
This seminar allows students to participate in an experiential opportunity designed to examine contemporary social problems. Emphasis will be placed on understanding issues/conflicts from the perspective of the various participants. Preparation and follow-up sessions are tailored to the specific opportunity.

369. Soc Con Sem: Leadership Issues (1-0-1) McNeill/Knight-Santoni/Brandenberger
This course is open to student leaders of various campus organizations focused on community service and social action (e.g., student groups affiliated with the Center for Social Concerns, social concerns commissioners of dorms, etc.). This seminar will examine leadership and empowerment issues from a multi-disciplinary perspective, focusing on the role of the leader within organizations promoting community service, social awareness, and action for justice and peace. The course will provide students with an opportunity to examine and develop personal leadership styles and potentials through a variety of experientially based learning experiences.

370. Soc Con Sem: Nonviolence (1-0-1) Brandenberger, McNeil
This course allows students to explore the theoretical dimensions of nonviolence and the practice of nonviolence as manifest in contemporary social movements. The course will examine the writings of Jesus, Mahatma Gandhi, Martin Luther King, Dorothy Day and others. Students participate in a one-week experience with faith-based communities involved in nonviolent activities, prayer, service, and public witness. A one-credit course graded satisfactory or unsatisfactory.

This course revolves around international experiential learning opportunities, examining the culture, community and life of the people encountered, including the poor. Students participate in preparation and followup sessions.

372. Soc Con Sem: Field Education (1-0-1) McNeill/Brandenberger
A directed field education experience in theology, augmented by readings and dialogue with faculty and others. Area of focus and placement determined by student interest and initiative, in collaboration with the Center for Social Concerns. Site placements may involve service-learning or related work (e.g., La Casa De Amistad, the Center for the Homeless, or other site where the Center has placed a Community-Based Learning Coordinator). A learning agreement will outline specific learning tasks and requirements. Special permission (during the semester prior to the experience) is required.

378. Catechism and Catechetics (3-0-3) Cavadini
Prerequisite: Six hours of theology.

386. Canon and Literature of Islam (3-0-3) Afsaruddin
Prerequisite: Six hours of theology.

388JE. Naming God in Three Abrahamic Traditions (3-0-3) Burrell
This course, taught in Jerusalem with Mustafa Abu-Sway and Alon Goshen-Gottstein, will explore the ways in which Jews, Christians and Muslims employ their revelatory tradition to name God—that is, to come to a way of understanding and relating to the One whom all three tradition believe freely created the universe. We shall explore how each tradition uses names differently, and to identify the relevant differences in these Abrahamic faith-traditions.

391. Liturgical Choir (1-0-1) Walton

392. Folk Choir (1-0-1) Warner

395. The Christian Theological Tradition I (3-0-3) Wasylikow
Prerequisite: Six credit hours of theology.
A survey of Christian theology from the end of the New Testament period to the eve of the Reformation. Through the close reading of primary texts, the course focuses on the Christology of such influential thinkers as Origen, Athanasius, Augustine, Anselm and Aquinas. How do these thinkers understand the person and work of Jesus Christ? What are the Christological problems that they tried to resolve? How do the different Christologies of these thinkers reflect their differing conceptions of the purpose and methods of "theology?" Some attention will also be given to non-theological representations of Christ. How does the art of the early and medieval periods manifest changes in the understanding of the significance of Jesus. This course is obligatory for all first and supplementary majors but is open to others who have completed the University requirements of theology and who wish to gain a greater fluency in the history of Christian thought. Fall only.

396. The Christian Theological Tradition II (3-0-3) Zachman
Prerequisite: Six credit hours of theology.
The course will examine the development of the Christian tradition from the time of the Reformation to the present, with special attention to the confessional division of the western Christian tradition during the Reformation, and the responses which post-Reformation Christian traditions make to the secularization of West culture. The objective of this course is to develop an ecumenical understanding of contemporary Christian traditions. Class time each week will consist of two lectures and one student-led discussion. Evaluation will be based on discussion, four short papers, and a final exam. Spring only.

400. Proseminar (3-0-3) Wasylikow
Prerequisite: Six credit hours of theology.
This one-credit course will provide an introduction to the field of theology, emphasizing its nature and task, its relation to faith and experience, and its various methods of inquiry. Class sessions will have discussion format to promote close interaction among all the participants. Five sessions of the seminar will feature different members of the faculty who will discuss the goals and methods of their respective disciplinary areas. During the course students will gain the necessary background to begin planning their own programs in theology. Required for all majors and supplementary majors, and open to minor, pre-seminarians, and any other interested students. Spring only.
401. Hebrew Scriptures
(3-0-3) Ulrich
Prerequisite: Six credit hours of theology.
This course will offer students an introductory-level survey of the books of the Hebrew Bible, with emphasis placed on the holistic (i.e., theological, literary, and social-scientific) study of the history, literature, and religion of ancient Israel. The implications of selected texts in Christian and Jewish theological discourse will also be explored. Required course components include occasional quizzes, three unit tests covering the major divisions of the Hebrew Bible (Pentateuch, Prophets, and Writings), and 20 pages of reading spanning the following research-related genres (case studies, article reviews, journal, and critical notes). Fall only.

402. Archaeological Foundations of Christianity and Judaism in Antiquity
(3-0-3) Burgh
This course surveys ancient Israel/Palestine (the Holy Land) during the biblical period. The class will challenge students to think critically and creatively about the makeup/construction of previous cultures, their life-ways, and how the components of the culture connect and relate to one another. In order to do this, the student will engage and incorporate theory and method from several fields (e.g., archaeology, theology, anthropology, philology, textual studies, history, art, and others). This course encourages the student to use as many available tools as possible to investigate and understand the past and its impact on the present. The class will expose students to the material remains through slides and some physical artifacts that will assist them in better comprehending the theological foundations of Judaism and Christianity.

411. Christian Scriptures
(3-0-3) D’Angelo
A critical introduction to the Christian Scriptures for Western readers. In addition to important historical and literary aspects of the New Testament, this course aims to interpret those Scriptures in the light of the cultural world of Jesus. This means that readers will be learning the essential and relevant cultural models for reading Jesus, Paul, Timothy, etc., in their own culture: basic values (honor and shame), institutions (kinship), modal personality (group-oriented) and the like. Spring only.

423. Reformation Theology: A Survey
(3-0-3) Zachman
An examination of the development of Christian thought from the Council of Constance in 1415 to the First Vatican Council in 1869-70, with special attention given to the impact of the Reformation and the Enlightenment on the formation of Christian theology.

428. Topics in Medieval Theology
(3-0-3) Staff

435. Christian Spirituality
(3-0-3) Cunningham
This course intends to introduce the student to (1) the methodologies for studying Christian spirituality; (2) some theological reflections on the Christian way of life “in the Spirit”; and (3) A consideration of the structure of some “schools” of spirituality within the Christian tradition. Apart from preparation of readings, class participation, and regular attendance, the basic course requirement will be to finish in a timely fashion a series of short papers which will reflect topic assignments given by the professor. These short papers will bear a family resemblance to take-home examinations.

441. The Christian-Jewish Encounter: From Disputation to Dialogue
(3-0-3) Signer
In the closing days of the II Vatican Council, the Church, with the Declaration on non-Christian Religions (Nostra Aetate), reversed its negative attitude toward Judaism and the Jewish people. This remarkable change in attitude toward Jews and positive changes in the ways in which Judaism was treated in Liturgy and Catechesis rekindled the interest in studies focused on the Jewish communities. Reactions from the Jewish communities were diverse: from rejection to welcoming.

This course will explore a number of issues which emerge from the history of Christian thought and theology: How did a negative image of Judaism develop within Christianity? In what ways did these unfavorable teachings contribute to violence against the Jews? What is the relationship between Christian anti-Jewish teachings and Antisemitism? Is there any correspondence to Christian hostility within Judaism? In what ways have Jewish authors reacted to Christian tradition? We shall also want to construct a more positive theology for the future. How can Jews and Christians develop religious responses to modernity? In what senses can a study of Judaism by Christians, or Christianity by Jews, help either community to understand itself better? How can Christians and Jews develop a theology of “the other” which is not triumphalist, but empathic.

445. Christian Initiation and Eucharist
(3-0-3) Johnson
The Rites of Christian Initiation (Baptism, Confirmation, and First Eucharist) and the Eucharistic Liturgy as the primary sacramental celebrations of and in the Church: their biblical and anthropological foundations, historical and theological evolution, and contemporary forms and celebration in a variety of churches. Requirements will include short papers and exams.

446. Theology and Medicine
(3-0-3) Ryan
An examination of moral problems in medicine in the context of key theological themes, e.g., creation, providence, the nature of Christian personhood, suffering and redemption, freedom and grace. Various normative problems will be explored, e.g., euthanasia and physician-assisted suicide, the challenge of managed care to the healthcare professions, the relationship between religion and science, and faith and professional identity. Requirements: weekly brief commentary on assigned readings, term paper.

449. Feminist and Multicultural Theologies
(3-0-3) Hilker
An exploration of critical and constructive contributions of women to the development of contemporary Christian theology. Using the writings of feminist, womanist, Latina, mujerista, and Asian women theologians, the class will consider recent work in the field of systematic theology with particular attention to questions of method, theological anthropology, Christology/soirotology, and the mystery of God.

453. Theology of Church and Ministry
(3-0-3) O’Meara
This course treats four basic areas of the ecclesiology of the Catholic church today: (1) the foundation of the church by Jesus and some of its basic and original characteristics; (2) the forms history has assumed from the time of the Twelve Apostles up to today; (3) lay ministry and the ministry of priesthood; (4) authority as a ministry in the church. The calling of disciples and the origins of the church bring charisms and ministries to the baptized. Lay ministry, in parish and diocese, has expanded considerably over the past 25 years and its variety, identity and relationship to pastor and bishop are of import. Finally, a pervasive factor of Catholic life is church authority, and this is explored in terms of the bishop of Rome and bishops, of theologians and the faithful.
Supplementary Majors, Minors, and Special Programs

The African and African American Studies Supplementary Major and Minor

Director:
Hugh R. Page Jr.
Associate Professor, Department of Theology

Advisory Committee:
Cyriana E. Johnson-Roudier
Associate Professor, Department of English
Richard B. Pierce II
Assistant Professor, Department of History
Gina V. Shropshire
Assistant Professional Specialist, Mendoza College of Business
Fabian E. Udoh
Assistant Professor, Program of Liberal Studies
Lynn Todman
Visiting Scholar, African and African-American Studies Program

Program of Studies. The African and African American Studies Program (AFAM) is dedicated to the interdisciplinary study of the peoples of Africa and the African Diaspora. Its pedagogical commitment is twofold: (1) to create a disciplined and rigorous intellectual environment within which the study of the histories, literatures, languages, and cultures of African and Afro-Brazilian peoples can take place; and (2) to foster an appreciation of the richness, diversity, and complexity of the African-American experience—particularly when it is viewed within both national and global contexts. Critical inquiry and service learning are essential components of the AFAM Program. It seeks to create opportunities for dialogue, reflection, and social engagement within and beyond the classroom. The AFAM Program offers Notre Dame undergraduates the option of electing a Supplementary Major (24 credit hours of required coursework) or Interdisciplinary Minor (15 credit hours of required coursework, with a sub-specialty in Literature, History, or Social Science). Students selecting either option receive thorough grounding in the analytical perspective of African and African-American Studies.

Supplementary Majors, Minors, and Special Programs

456. Martyrs and Monastic Lives
(3-0-3) Leyele
Early and medieval Christian communities were largely defined by their views not only of God or the personhood of Jesus, but also of the body; under fierce debate were questions of what, when, or even whether, to eat, drink, or engage in sexual activity. By reading intriguing texts stemming from the experience of martyrdom and monasticism, this course will illustrate how often explicitly theological concerns (for instance, an understanding of the incarnation) have their roots in just such pressing social concerns. Christians were further urged to ponder the relationship of the body to theology, by the experience of sporadic persecution launched against them initially by pagans, but after Constantine, increasingly by other groups of Christians. This course will examine a selection of intriguing texts stemming from the experience of martyrdom and monasticism. We will begin with the earliest portrait of Christians left to us, namely that found in the New Testament, and will end with the Reformation period, which not only saw a reassessment of the goals and goodness of the monastic life but also a resurgence of persecution. Two further and related concerns will also shape this course, namely, the uncovering of the contours of “ordinary” Christian life in these periods, and a growing appreciation of how Christian women, whose stories have often been eclipsed in surveys devoted to intellectual or doctrinal history, have shaped Christian tradition through their ascetic practices, and have been in turn shaped by them. Our perspective will be that of social historians.

459. Love and Sex in the Christian Tradition
(3-0-3) Porter
Christian reflections on sexuality comprise one of the richest yet most controversial aspects of the Christian moral tradition. In this course, we will examine Christian sexual ethics from a variety of perspectives through a study of historical and contemporary writings. Topics to be considered include Christian perspectives on marriage and family, the ethics of sex within and outside of marriage, contraception, divorce and remarriage, and homosexuality. Course requirements will include four or five short papers and a final examination.

460. Joint Seminar in Philosophy and Theology: Aquinas and Scotus on God
(3-0-3) Wawrykow

469. After the Abyss: Christian and Jewish Theology after the Holocaust
(3-0-3) Signter
At the close of the 20th century, Jews and Christians have become aware that the Nazi Holocaust presented significant challenges to their traditional theologies. For many Jews the problem arises from the question “How could God have permitted the murder of innocent children?” Many Christians, Catholic and Protestant, have raised different issues: “How could Christianity have given up its moral authority to the State and remained silent; what beliefs within the Christian tradition may have contributed to the contempt of Jews and Judaism?” Both communities have produced new explorations of the role of God in human history. In our course we will read both Jewish and Christian theologians, Jewish theologians such as Martin Buber, Arthur Cohen, Emil Fackenheim, Emanuel Rackman and Irving Greenberg will be read along with some of the writings of more traditional Jewish theologians. From the Christian perspective we will read from the writings of Johann B. Metz, Jurgen Moltmann, Karl Barth, David Tracy and Paul van Buren.

471. The Development of Latino Christianity in the USA
(3-0-3) Elizondo
The development of religion in the great “frontera” between Nordic America and Latin America, which is in the southwest of the USA.

474. Islam and Muslim-Christian Dialogue
(3-0-3) Malkovsky
This course has a twofold aim. It not only provides an introduction to the world of Islam but also attempts a comparison and evaluation of Islamic and Christian theological themes from both a systematic and historical perspective. Topics such as the nature of God and the process and content of divine revelation; the person and function of Muhammad and Jesus as exemplars of faith; the role and nature of sacred scripture and tradition; the place and nature of piety and practice in everyday life; the way that each religion sees itself in relation to other faiths; changes that each tradition has undergone in the modern period; these and other topics will be treated with the intention of deeper understanding and appreciation of the other. Requirements: oral presentations, short analytical papers, one research paper.

497. Directed Readings
(3-0-3) Wawrykow
Prerequisites: Senior standing, dean’s list average, written consent of instructor.

The following courses are offered as transfer credit courses at Purdue University:

171P. Introduction to Biblical Theology
(3-0-3) Ryba

173P. Theological Reflections
(3-0-3) Ryba

176P. Dynamics of Christian Freedom
(3-0-3) Ryba

476P. Advanced Theological Interpretations
(3-0-3) Ryba

497P. Directed Readings
(3-0-3) Ryba

As indicated above, a supplementary major is one that cannot stand alone in qualifying a student for an undergraduate degree but must be taken in conjunction with a primary major. Several departments offer both majors and supplementary majors. They have been described above. Included below are interdisciplinary non-departmental supplementary majors and minors.
methods employed by scholars in the field as well as exposure to essential sources and critical issues. A “capstone” experience consisting of a Senior Project or Thesis rounds out the curriculum for the Supplementary Major.

Upon completion of all requirements, students will have received both a solid introduction to the discipline of African and African-American Studies and an appreciation of how it interfaces with other areas in the Humanities, Social Sciences, and Theological Disciplines.

**Supplementary Major**

The AFAM Supplementary Major requires completion of one designated literature course (3 credit hours), the two course sequence in African-American History (6 credit hours), one stipulated Social Science course (3 credit hours), and the Senior Project or Senior Thesis (3 credit hours). Three additional AFAM elective courses in Literature, History, or Social Science can be selected (9 credit hours) to complete the 24 credit hour requirement.

**Literature**

Majors must take one of the following courses.

- **AFAM 384a**: Afro-American Literature I 1746-1900
- **AFAM 384b**: Afro-American Literature II 1900-1940
- **AFAM 384c**: Afro-American Literature 1940-present
- **AFAM 384d**: Afro-American Literature and Contemporary Issues

The following courses are considered AFAM Literature electives.

- **AFAM 359**: Peoples of Africa
- **AFAM 329**: Introduction to Human Evolution
- **AFAM 336**: Human Diversity
- **AFAM 336s**: Poverty, Inequality, and Social Strategy
- **AFAM 352**: Politics of Southern Africa
- **AFAM 359**: Peoples of Africa
- **AFAM 411**: Ethnic Notions: Stereotypes
- **AFAM 420**: Approaches to Inner City Economic Development
- **AFAM 424**: Racial and Ethnic Economic Inequality: A Cross-National Perspective
- **AFAM 432**: Blues in American Culture
- **AFAM 457**: Jacksonian America
- **AFAM 464**: Children/Families in Conflict
- **AFAM 478**: Stereotyping: Social Psychology
- **AFAM 487**: African and Caribbean Woman Writers
- **AFAM 591**: (by special permission): Politics and Literature in Francophone Sub-Saharan Africa

**History**

Majors are required to complete the two-course sequence in African American History.

- **AFAM 270**: Civil Rights Movement
- **AFAM 371**: Survey of African-American History I
- **AFAM 372**: Survey of African-American History II

The following courses are AFAM History electives.

- **AFAM 312**: Slavery in Antiquity
- **AFAM 321**: Making of Multicultural America
- **AFAM 453**: The New Nation
- **AFAM 454**: The Civil War

**Social Science**

AFAM majors are required to take the following Social Science course.

- **AFAM 372a**: The Archaeology of Africa

The following courses are AFAM Social Science electives.

- **AFAM 215**: Education, Multiculturalism, and Democracy
- **AFAM 232**: Social Problems
- **AFAM 319**: Sociology of Sport
- **AFAM 329**: Introduction to Human Evolution
- **AFAM 332**: Criminology
- **AFAM 336**: Poverty, Inequality, and Education
- **AFAM 433**: Poverty/Inequality/Social Strategy
- **AFAM 435**: Politics of Southern Africa
- **AFAM 436**: Peoples of Africa
- **AFAM 441**: Ethnic Notions: Stereotypes
- **AFAM 442**: Approaches to Inner City Economic Development
- **AFAM 443**: Racial and Ethnic Economic Inequality: A Cross-National Perspective
- **AFAM 444**: Anthropology of Cities
- **AFAM 446**: Appropriate Technology of Third World
- **AFAM 448**: Ethics of Development
- **AFAM 457**: Jacksonian America
- **AFAM 464**: Children/Families in Conflict
- **AFAM 478**: Stereotyping: Social Psychology
- **AFAM 486**: Ethics of Development

Minors will choose one of the following three areas of specialization: Literature, History or Social Science. The remaining three courses (9 credit hours) will be in the area chosen.

**Literature**

The following are AFAM Literature electives for the minor.

- **AFAM 324**: Harlem Renaissance
- **AFAM 479a**: African Literature
- **AFAM 436**: Making of Multicultural America
- **AFAM 437a**: The Archaeology of Africa
- **AFAM 448**: African Americans and the U.S. Political Economy
- **AFAM 452**: African and Caribbean Woman Writers
- **AFAM 494b**: Writing Whiteness

**History**

In addition to the two required classes, any of the following History courses may be taken as AFAM electives.

- **AFAM 270**: Civil Rights Movement
- **AFAM 321**: Slavery in Antiquity
- **AFAM 352**: Politics of Southern Africa
- **AFAM 359**: Peoples of Africa
- **AFAM 454**: The Civil War Era
- **AFAM 457**: Jacksonian America
- **AFAM 453**: The New Nation

**Social Science**

The following are considered AFAM Social Science electives.

- **AFAM 215**: Education, Multiculturalism, and Democracy
- **AFAM 336**: Human Diversity
- **AFAM 335**: Ethics of Development
- **AFAM 343**: Blues in American Culture
- **AFAM 464**: Children/Families in Conflict
- **AFAM 468**: Ethics of Development
- **AFAM 478**: Stereotyping: Social Psychology
- **AFAM 486**: Ethics of Development
- **AFAM 494b**: Writing Whiteness

**Senior Project**

The Senior Project (or Senior Thesis) is the capstone of the AFAM Supplementary Major. It provides seniors with an opportunity to reflect upon the larger implications of their coursework and, should they desire, to incorporate a service learning component. A written proposal describing the intended project or thesis must be submitted to the AFAM director for formal approval. If accepted, the student will be assigned a thesis director. A written summation of the project (or final version of the thesis) is due at the end of the term. An oral presentation must also be made to the director and Advisory Committee during the week of final examinations.
**Gender Studies Supplementary Major and Minor**

**Director:**
Kathleen Pyne

**Administrative Assistant:**
Tori Davies

**Objectives.** See page 204. The Supplementary Major seeks not only to offer students additional knowledge about gender but also to shape their overall orientation toward learning. Through advanced coursework on gender, students gain the ability to negotiate traditional disciplinary boundaries and to attain a deeper understanding of the issues of central concern to all who study and work in the field of gender studies. Further, this habit of mind has a transformative impact on the entirety of academic life, making students more creative as they undertake work in their primary major and in other areas of the University.

Students who undertake the additional coursework of the Supplementary Major in Gender Studies gain a firm grounding in this rapidly developing field, which serves to make them attractive candidates to graduate programs and helps ensure their success should they choose to engage gender issues at an advanced academic level. Students who plan to enter the workforce immediately after graduation will also benefit from the Supplementary Major in Gender Studies. As the demographics of the workforce have changed, a host of gender issues have emerged that are of pressing concern. The increased ability to think critically about gender will prepare students to engage these issues responsibly, making them valuable and productive in their future careers.

**Requirements.** Supplementary majors in gender studies must choose a faculty advisor. With their advisor, they draft a rationale for their supplementary major and propose a general course plan. The Gender Studies Curriculum Committee reviews and gives final approval to this prospectus. The faculty advisor will meet with the student regularly to advise about course selection.

**Course Requirements:** Students in the Supplementary Major are required to complete 24 credit hours distributed as follows: GSC 101/201: Introduction to Gender Studies (three credits) — a course that is team-taught by members of the Gender Studies faculty and that maintains a crossdisciplinary approach; one three-credit critical methods course — a 300- or 400-level course whose chief focus is on theory and critical methods in the study of gender; one course that links questions of gender to issues of cultural diversity, such as race or class differences; GSC 495: Gender Studies Practicum (three credits) — a course that allows seniors to pursue independent research projects as well as experiential work on gender issues; four elective courses in Gender Studies (12 credits). At least one elective course must be in the humanities and at least one must be in the social sciences.

**Courses:** See page 205.

**Arts and Letters/Science Honors Program**

In the fall semester of 1983, the University inaugurated an honors program for a small number of outstanding students in the College of Arts and Letters and the College of Science. A limited number of students with academic intents for each college are identified for this program at the time of admission. Although selection criteria include the promise of outstanding academic performance as demonstrated by standardized test scores and high school performance, the program is looking for more than mere academic ability. It hopes to identify students with a deep intellectual curiosity.

The program offers honors sections to fulfill most of the University and college requirements in the students’ freshman and sophomore years. At present, there are honors sections of theology (THEO 201) and philosophy (PHIL 195I), the two-semester honors seminar (satisfying the writing requirement — usually accomplished through English 109 — in the fall semester, and the literature requirement during the spring), chemistry, physics, mathematics, a social science, literature, and the core course. Since these courses are restricted to honors students, they are smaller than non-honors sections and are usually taught in a seminar format. The teachers for honors sections are chosen from the most outstanding teachers in each college. After the sophomore year, students’ academic work will be mainly centered in their major field of study, but two honors electives are also taken during these years. There is also an Honors Seminar in the fall of the senior year to bring the honors students from diverse majors back together for some topical discussions. All honors students will also be expected to complete a special six-hour senior research honors project in their major field of study. In science, this is the culmination of a research project that is begun earlier, and in arts and letters, it is a two-semester project culminating in a thesis. Those writing senior theses work individually under the direction of a faculty advisor of their choosing in their major field.

In addition to the more narrowly academic features of the honors program, honors students will be offered various opportunities for broadening their personal, cultural and spiritual growth. Regular colloquia, informal discussions and cultural excursions are available.

Further information on the structure and content of the honors program or on the procedures for applying for admission may be obtained by contacting Prof. David Lodge or Prof. Cornelius Delaney, 210 O’Shaughnessy Hall, Notre Dame, IN 46556, (219) 631-5398.

**Arts and Letters Preprofessional Studies**

**Advisor:**
Jennifer Ely Nemecek

**Assistant dean**
College of Arts and Letters

**Program of Studies.** Arts and Letters Preprofessional Program students are required to complete an arts and letters first major in addition to the preprofessional major. The ALPP program provides students who intend to pursue a career in health science with an opportunity to complete a major in the College of Arts and Letters while building a firm foundation in the basics of health science and completing all coursework necessary to prepare for the Medical or Dental College Admissions Test. Most students elect the ALPP program because they wish to go on to medical or dental school; however, there are students who intend to pursue other health-related careers or simply prefer the integration of science classes into the arts and letters curriculum. Medical schools encourage prospective applicants to seek a broad, liberal education, which enables them to develop skills that will be useful throughout life.

Since the Medical/Dental College Admissions Tests are ordinarily taken in the spring semester of the junior year, students should have completed the following courses by that time: MATH 119-120, BIOS 201/L-202/L, CHEM 117/L-118/L, CHEM 223/L-224/L and PHYS 221/L-222/L. Students must also take three upper-level natural science electives (nine credits) to complete the ALPP program. The following electives are recommended to provide the student with the background necessary for admission to most medical and dental schools: Genetics (Bios 303), Biochemistry (CHEM 420), Physiology (Bios 344 or Bios 421), Cell Biology (Bios 341), or Microbiology (Bios 401). Biochemistry (CHEM 420) and Physiology (Bios 344 or Bios 421) are strongly recommended.

All curricular advising in reference to the ALPP major is conducted by the ALPP advisor in 101 O’Shaughnessy. Advising in reference to the application process to medical and dental schools in the spring of the junior year is conducted by the science preprofessional chair in 329 Nieuwland Science Hall. All ALPP juniors are invited to a meeting in January of their junior year to introduce them to the medical/dental school application process. All ALPP majors are added to a listserve to announce upcoming meetings, seminars, summer internship opportunities and information on other health-related careers.

**ARTS AND LETTERS/SCIENCE HONORS PROGRAM**

**ARTS AND LETTERS PREPROFESSIONAL STUDIES**
The sequencing of courses taken throughout the sophomore, junior and senior years is worked out by the student in consultation with the ALPP advisor and the student’s departmental advisor so that the best schedule for each individual is arranged. One possible sequence is the following.

### The Program of Courses

#### First Year

**First Semester**  
FYC 110: Composition 3  
MATH 119: Calculus A 4  
CHEM 117: General Chemistry I 4  
Foreign Language 3  
First Philosophy/First Theology 3  
Physical Education 4  

**Second Semester**  
University Seminar 180 3  
MATH 120: Calculus B 4  
CHEM 118: General Chemistry II 4  
Foreign Language 3  
History/Social Science 3  
Physical Education 4  

#### Sophomore Year

**First Semester**  
CORE 211: Ideas, Values and Images 3  
BIOS 201/L: General Biology A 4  
CHEM 223/L: Elementary Organic Chemistry I 4  
Foreign Language 3  
Arts and Letters Major or Elective 3  

**Second Semester**  
CORE 212: Ideas, Values and Images 3  
BIOS 202/L: General Biology B 4  
CHEM 224/L: Elementary Organic Chemistry II 4  
First Theology/First Philosophy 3  
Arts and Letters Major or Elective 3  

#### Junior Year

**First Semester**  
PHYS 221: Physics I 4  
Science Elective 3  
Arts and Letters Major 3  
Arts and Letters Major 3  
Social Science/History 3  

**Second Semester**  
PHYS 222: Physics II 4  
Science Elective 3  
Arts and Letters Major 3  
Arts and Letters Major 3  
Literature 3  

#### Senior Year

**First Semester**  
Science Elective 3  
Arts and Letters Major 3  
Arts and Letters Major 3  
Second Theology/Second Philosophy (Medical Ethics) 3  
History 3  

**Second Semester**  
Arts and Letters Major 3  
Arts and Letters Major 3  
Second Philosophy/Second Theology 3  
Fine Art 3  
Arts and Letters Major or Elective 3  

### Computer Applications Program

**Program of Studies.** Computer Applications (CAPP) teaches the skills necessary to function in the uses of information technology. Its goal is to combine the diverse background of arts and letters with computer skills in a way that applies to a full realm of occupations and business fields. CAPP offers firsthand experience on applying classroom knowledge to actual business applications and focuses on a conceptual understanding of how to approach tasks using computer technology. Designed with the arts and letters student in mind, CAPP is a cross-disciplinary sequence of courses that provides students with employment opportunities, computer language experience, application experience in areas of choice and familiarity with state-of-the-art technology.

CAPP strives to demonstrate the relationship between computer technology and problem solving and provides illustrations of the value of computers in traditional areas of concern and interest.

With CAPP available only as a supplementary major, students must have a traditional field of study within the college. As its title implies, CAPP stresses the application of technology to organizational, institutional and interpersonal issues and problems. CAPP aims at giving students an understanding of how technology can be applied to diverse areas of life by giving them experience in applying contemporary technology to problem solving.

The actual courses offered vary from year to year, but the structure of the program can be outlined as follows:

<table>
<thead>
<tr>
<th>Hours</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>I. Computer Ethics</td>
</tr>
<tr>
<td>6</td>
<td>II. Language courses (C++, JAVA, etc.)</td>
</tr>
<tr>
<td>3</td>
<td>III. Statistics</td>
</tr>
<tr>
<td>12</td>
<td>IV. Applications (Client/Server, Systems Design, etc.)</td>
</tr>
</tbody>
</table>

#### Computer Applications Program Course Descriptions

**243. Introduction to Computer Systems**  
(3-0-3)  
As an introduction to Information Processing, this is a literacy course which explains computer systems including hardware, software, systems analysis and other related topics. The class learns some computer programming, logic, design and documentation using the BASIC language. The students also work on teams to learn some phase of the IS environment, learn multimedia software and make presentations to the class.

**303. Statistics for the Professions (SOC)**  
(3-0-3)  
This course is designed to teach students how to interpret and critically evaluate statistics. Social sciences as well as many areas of business use statistics to describe, project and evaluate data. The focus is on a conceptual understanding of the purpose of statistics, how to interpret them and what assumptions can be drawn from them. Students will work with one of a number of statistical software packages, usually SPSS.

**315. Management Information Systems**  
(3-0-3)  
Students are introduced to leadership and management skills in the information processing environment. Discussions on why and how management makes decisions are an important part of the course. Discussions of current problems of management in the business world related to computer applications are an important part of the class.
systems or program evolution. games, knowledge representations and reasoning, from strong support to total opposition. Topics We will consider various positions on AI ranging and ingenious solutions via the computer science.

Artificial intelligence is the effort to create human intelligence in machines (computers). In this endeavor, we come to better understand the nature of intelligence. Along the way, we discover clever endeavor, we come to better understand the nature of intelligence in machines (computers). In this course.

365. Introduction to C++
(3-0-3)
Although many of today’s information systems are supported by COBOL programs, new development has migrated to object-oriented C++. If students majoring in Information Systems are to be competitive when they graduate, they need some competence working with the object-oriented paradigm and, in particular, C++.

367. Introduction to Java Programming
(3-0-3)
Prerequisite: Knowledge of some programming language, i.e., EG 120, CAPP 331, CAPP 361, CAPP 365, CAPP 389. Java is the premier language of the World Wide Web and hence of the Internet and the information superhighway. Java is much more than just a language for World Wide Web applets (small application programs) that can be accessed over the Web and then run on one’s own computer. Java is a general-purpose programming language that can be used for software for all kinds and, in addition, on the Web. Java can be used for serious software development.

385. Artificial Intelligence
(3-0-3)
Artificial intelligence is the effort to create human intelligence in machines (computers). In this endeavor, we come to better understand the nature of intelligence. Along the way, we discover clever and ingenious solutions via the computer science. We will consider various positions on AI ranging from strong support to total opposition. Topics covered are the history of AI, the Turing Test, the Chinese Room, state spaces and search, heuristics, games, knowledge representations and reasoning, expert systems, planning, neural networks, and program evolution.

The course proceeds through a progression of artificial intelligence systems or “agents” that react to their environment with increasing sophistication.

386. Chinese Pop Songs: Global/Local (LLEA)
(3-0-3)
This course explores pop songs since the 1980s from China, Taiwan, and Hong Kong to examine various ways Chinese construct images of the self. As a means of analyzing the material and expressing their own viewpoint, each student will build a series of multimedia Web pages including clips from the pop songs introduced. Students will become proficient with Web authoring programs and streaming audio applications such as SoundForge.

389. Visual Basic
(3-0-3)
Prerequisite: CAPP 243. The course will investigate object-oriented data processing concepts using Microsoft’s Visual Basic Programming Language. Terminology and technique will be combined to explore the object-oriented paradigm. Object-oriented will be compared to traditional procedural paradigms wherever appropriate.

391. E-Commerce
(3-0-3)
Electronic commerce is a system that includes not only those transactions that center on buying and selling goods and services to directly generate revenue but also transactions that support revenue generation, such as generating demand for those goods and services, offering sales support and customer service, or facilitating communications between business partners. Electronic commerce builds on the advantages and structures of traditional commerce by adding the flexibility offered by electronic networks.

399. Applied Multimedia Technology
(3-0-3)
Students learn to use several multimedia software packages, such as Director, Toolbook, Power Point and Persuasion. These, along with other forms of multimedia technology, can assist you with class projects, working with faculty and preparing presentation software.

457. Computer, Ethics, and Public Policy (STV)
(3-0-3)
The profound impact computer technology has on society is difficult to overstate; it has changed the nature of our interactions in the social, economic and political realms and will continue to do so. These changes often raise important ethical questions about personal and professional responsibility, intellectual property, personal privacy, crime, and security. They also raise questions about the changing relationships between individuals and institutions (i.e., private sector corporations and public sector agencies). This course examines these trends and changing relationships, and the ethical issues that are faced by computer professionals, policymakers, and computer users in trying to grapple with them.

470. Ethics Practicum
(0-0-1)
This course is for students who have difficulty fitting the 471 Computer Ethics course or 475 Current Trends course into their schedules. This one-credit-hour self-directed readings course requires that students read material held in the Reserve Book Room and write a couple of pages reviewing that material. This is followed by a 15-to-20-page paper dealing with an agreed-upon topic that deals with ethics in technology use.

471. Computer Ethics
(3-0-3)
Restriction: CAPP seniors only.
The course concentrates on the theory and practice of computer ethics. To facilitate this study, students will first learn several UNIX utilities and such Internet applications as e-mail and listserv. Methodologies used in the course include in-class case analysis, in-class discussions, and examinations.

475. Current Trends
(3-0-3)
Restriction: CAPP seniors only.
This course involves discussions on new directions and developments in the information technology environment. Discussion of management and computer ethics are integral parts of the class. This class can be used either as an application or computer ethics course.

480. Computers in Psychological Research and Education (PSY)
(3-0-3)
Students work on projects in areas of computer-assisted and computer-managed instruction and/or the use of computers to improve human productivity. Large computer projects will involve PL/1, FORTRAN or PASCAL languages and may require the use of statistical packages such as SAS.

481. World Wide Web Programming
(3-0-3)
Prerequisite: Knowledge of some programming language, i.e., EG 120, CAPP 331, CAPP 361, CAPP 365, CAPP 389. This course covers several languages which are used to construct sites on the World Wide Web. These languages are: (1) HyperText Markup Language (HTML), a scripting language used to control the format of Web pages; (2) JavaScript, an object-based scripting/processing language use to provide client-side interactivity for Web pages; (3) Java, an object-oriented compiled processing language which can create applets which are platform-independent.

482. Multimedia Design 1 CL (Art)
(3-0-3)
This course will cover the basics of developing interactive hypermedia projects using Macromind Director. The basics of Lingo (director’s scripting language), inclusion of Quicken and Quicktime VR movies, and CD-ROM production also will be covered. Students will make a CD-ROM of the projects created in the course. Work outside class is expected.
The decision to enter the program ordinarily should be made in the First Year of Studies, although several students have entered the program at a later stage. There are three sets of requirements that must be met by the program: University requirements, arts and letters requirements, and requirements of the College of Engineering, as the following table indicates.

<table>
<thead>
<tr>
<th>University Requirements</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Philosophy</td>
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<tr>
<td>Theology</td>
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<td>English Composition</td>
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<td>History</td>
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<td>Mathematics (MATH 125, 126)</td>
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<td>Natural Science (CHEM 115, 118)</td>
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<td>Social Science</td>
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<td>Fine Arts/Literature*</td>
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<td>History/Social Science</td>
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<td>Language**</td>
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<td>Major (minimum)</td>
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<td>Arts and Letters Major</td>
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<td>History</td>
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<td>Third Semester</td>
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<tr>
<td>MATH 225, 228, 325</td>
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<td>PHYS 131, 132</td>
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<td>EG 111, 112</td>
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<tr>
<td>First Semester</td>
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<tr>
<td>ENGL 110: Composition/University Seminar</td>
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<tr>
<td>MATH 125: Calculus I</td>
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<tr>
<td>CHEM 117: General Chemistry I</td>
<td>4</td>
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<td>EG 111: Introduction to Engineering Systems I</td>
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<td>Arts and Letters Core</td>
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<td>Physical Education</td>
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<td>—</td>
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<td>Second Semester</td>
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<tr>
<td>University Seminar/ENGL 110</td>
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<tr>
<td>PHYS 131: General Physics I</td>
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<tr>
<td>MATH 126: Calculus II</td>
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<tr>
<td>CHEM 116: General Chemistry II</td>
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</tr>
<tr>
<td>EG 112: Introduction to Engineering Systems II</td>
<td>3</td>
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<tr>
<td>Physical Education</td>
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<td>17</td>
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| Third Semester                                              |              |
| Theology/Philosophy                                         | 3            |
| Modern Language                                             | 3            |
| PHYS 132: General Physics II                                | 4            |
| MATH 225: Calculus III                                      | 3.5          |
| AL 211: Ideas, Values, Images                               | 3            |
| Engineering Program                                         | 3            |
| —                                                           |              |
| Fourth Semester                                             |              |
| Theology/Philosophy                                         | 3            |
| AL 212: Ideas, Values and Images                            | 3            |
| Engineering Program                                         | 3            |
| MATH 228: Introduction to Linear Algebra and Differential Equations | 3.5       |
| Engineering Program                                         | 3            |
| Modern Language                                             | 3            |
| —                                                           |              |
| Fifth Semester                                              |              |
| Philosophy/Theology                                         | 3            |
| Arts and Letters Core                                       | 3            |
| Arts and Letters Major                                      | 3            |
| Engineering Program                                         | 3            |
| Engineering Program                                         | 3            |
| Engineering Program                                         | 3            |
| —                                                           |              |
| Sixth Semester                                              |              |
| Philosophy/Theology                                         | 3            |
| Arts and Letters Major                                      | 3            |
| Arts and Letters Major                                      | 3            |
| Engineering Program                                         | 3            |
| Engineering Program                                         | 3            |
| Engineering Program                                         | 3            |
| —                                                           |              |
| Seventh Semester                                            |              |
| Literature                                                 | 3            |
| Arts and Letters Core                                       | 3            |
| Engineering Program                                         | 3            |
| Engineering Program                                         | 3            |
| Engineering Program                                         | 3            |
| Arts and Letters Major                                      | 3            |
| —                                                           |              |
| Eighth Semester                                             |              |
| Fine Arts                                                  | 3            |
| Engineering Program                                         | 3            |
| Engineering Program                                         | 3            |
| Engineering Program                                         | 3            |
| Arts and Letters Major                                      | 3            |
| Engineering Program                                         | 3            |
| —                                                           |              |
| Ninth Semester                                              |              |
| Engineering Program                                         | 3            |
| Engineering Program                                         | 3            |
| Engineering Program                                         | 3            |
| Engineering Program                                         | 3            |
| Arts and Letters Major                                      | 3            |
| Arts and Letters Major                                      | 3            |
| —                                                           |              |

The Dual Degree Program with the College of Engineering

Advisors:
John J. Uhran Jr.
Associate dean
College of Engineering

Ava Preacher
Assistant dean
College of Arts and Letters

Program of Studies. The dual degree five-year program between the College of Arts and Letters and the College of Engineering enables the student to acquire degrees from both colleges — the bachelor of arts from the College of Arts and Letters and the bachelor of science degree in a chosen field of engineering.

This combination program, instituted in 1952, offers students the advantages of both a liberal and a technical education. The student completing one of these combination programs has a background in the humanities and social sciences as well as the first professional degree in one of the fields of engineering. Because it is a demanding program, only those students of superior scholastic ability, who have both the aptitude and motivation necessary for the five-year program, should apply. Advisors are available for consultation with students about the advisability of entering the program and meeting the needs of students already pursuing this program.Qualified students are eligible to receive scholarship support from the John J. Reilly Endowed Scholarship Program during their fifth year of study.
SUPPLEMENTARY MAJORS, MINORS, AND SPECIAL PROGRAMS

Tenth Semester
Engineering Program 3
Engineering Program 3
Engineering Program 3
Arts and Letters Major 3
Engineering Program 3

*The arts and letters student is required to complete one fine art and one literature course, plus one additional history or social science course.
**Two courses in the intermediate or advanced series complete the requirement. Beginning or elementary series require three semesters’ work to fulfill the language requirement.
†Courses specified by the student’s major engineering department.

Minimum total for the five-year program to fulfill degree requirements in both colleges is 174.5 to 179.5 credit hours.

INTERDISCIPLINARY MINORS WITHIN THE COLLEGE

Interdisciplinary Minors Within the College

During the junior and senior years, students may elect to complete one or more interdisciplinary minors in addition to the departmental major sequence. Composed of 15 hours of class work chosen from at least two departments, these minors encourage students to think from an interdisciplinary perspective about a given issue or topic. Requirements for completion are determined by the faculty director in consultation with the relevant college committee. Current offerings include Catholic Social Tradition; Education, Schooling, and Society; Gender Studies; Hesburgh Program in Public Service; Journalism, Ethics, and Democracy; Medieval Studies; Peace Studies; Philosophy and Literature; Philosophy, Politics, and Economics; Religion and Literature; and Science, Technology, and Values. These were formerly called concentrations and are described in detail below.

EDUCATION

Notre Dame does not offer undergraduate education courses; however, through a cooperative agreement with the Department of Education at Saint Mary’s College, students may obtain state certification for teaching at the high school level in several of the departments in the College of Arts and Letters. The State of Indiana has approved the following Notre Dame programs for certification: visual art, English, Spanish, French, Italian, German, Latin and social sciences, which include anthropology, government, economics, U.S. history, world civilizations, sociology and psychology. Students who participate in the education program must work closely with their Notre Dame major advisor, their Saint Mary’s education advisor, and the Notre Dame education coordinator. To obtain state certification, one semester of student teaching at a local high school is required. For this reason, it is important for the students to declare their intentions as early as possible in the sophomore year to avoid scheduling conflicts. Certification in elementary education is also possible but normally requires five years.

Licensure requirements occasionally are changed by the Indiana Professional Standards Board of the State of Indiana. Programs of study within the education department are altered accordingly when changes are deemed necessary to assure that candidates meet state licensure requirements.

CATHOLIC SOCIAL TRADITION

Director: Todd David Whitmore
Executive Committee: R. Scott Appleby (history); Jay Dolan (history); Rev. Patrick Gaffney, C.S.C. (anthropology); Maura A. Ryan (theology); Kathleen Maas Weigert (sociology); Paul Weithman (philosophy); Charles Wilbur (economics)

The Minor in Catholic Social Tradition is an interdisciplinary program that serves as a resource for Notre Dame undergraduates to learn Catholicism’s social tradition.

Catholicism offers a longstanding and profound tradition of thought and teaching that addresses, from a normative standpoint, the full range of social spheres. It does so through a constellation of concepts that, taken as a whole, give articulation to a coherent yet variegated vision of the good society. Such concepts include those of solidarity, the common good, the just wage, human rights, the free economy, subsidiarity, and the option for the poor.

Sources for the tradition go back as far as the Bible and develop even in the early church fathers. Medieval writings on topics such as usury and the origins and proper exercise of kingship bring an unprecedented level of detail to Christian analysis of the just society. Pope Leo XIII inaugurates Catholicism’s effort to bring its social tradition to bear on industrial society in his 1891 encyclical, Rerum Novarum (The Condition of Labor). Since then, popes have drawn upon Rerum Novarum and the social tradition to broaden and develop Leo’s set of concerns in encyclicals often titled—as with

Interdisciplinary Minors Within the College

Notre Dame Semester in Washington Program

Notre Dame Director: John Eriksen
Executive Director in Washington: Thomas Kellenberg

Students in the Notre Dame Semester in Washington program live, study, and work in the nation’s capital in either the fall or spring semester. The program seeks students who are interested in Washington, D.C. It invites applications by students interested in studying amidst the high energy and excitement of national politics and policy. The program combines coursework with internships in government organizations, Congress, non-governmental organizations, the media and cultural institutions. The program is located in a historic and secure neighborhood in northwest Washington, and students have easy access to their internship sites, research facilities, and cultural opportunities. Students live in modern, well-fitted apartments in a building that includes study space, computers, and classroom facilities.

Students earn 15 credit hours in the Washington program. They take a six-credit seminar and two other three-credit courses and earn three credits for the internship. Students can do an independent project related to their interests or an internship substitute for one of the three-credit courses. Students work with the program staff on campus and in Washington to locate internships that will be most suitable for their interests and experiences.

Applications for Washington are submitted about nine months in advance of the semester for which one is applying. Thus, applications for the fall are due near the end of the prior fall semester, and applications for the spring semester are due near the end of the prior spring semester. However, students applying later can enter a waiting list with the possibility of a vacancy opening.

Students of any major and college are encouraged to apply for the Semester in Washington. The program is open to sophomores, juniors, and seniors. There is no additional charge for the Notre Dame Semester in Washington beyond regular Notre Dame tuition and room-and-board fees. For more information, see our Web site at www.nd.edu/~semester, or visit our office in 346 O’Shaughnessy.
PIUS XII’S Quadragesimo Anno, Paul VI’s Oeconomia, and John Paul II’s Centesimus Ann unus—in accordance with their relationship to the earlier document. In doing so, the popes and the Second Vatican Council have addressed issues ranging across all spheres of social life from the family to the state to the church. The U.S. bishops have made sophisticated application of these teachings to the specific circumstances of the United States.

Unfortunately, many Catholics are unaware of this tradition. Pope John Paul II writes, “It must be asked how many Christians really know and put into practice the principles of the church’s social doctrine.” The U.S. bishops concur. While “Catholic social teaching is a central and essential element of our faith,” it is still the case that “our social heritage is unknown by many Catholics.” At the same time, graduates of Notre Dame move on to assume leadership positions, often quite advanced ones, in a broad spectrum of social spheres, including in politics, law, business, education, the media, and the military. (For example: national security advisor, president of Panama, attorney general of California, CEO of Mobil Corporation, president of the Chicago Mercantile Exchange, presidents of nine universities other than Notre Dame, executive producer of “Nightline,” and secretary of the Air Force.) The Program in Catholic Social Tradition serves as a resource for Notre Dame undergraduates to learn the tradition so that it can inform life both before and after graduation.

The Minor in Catholic Social Tradition involves 15 credit hours of coursework, including a core course (three credits), three electives (each three credits), and one one-credit colloquium/social concerns seminar. The core course will have three components:

1. The close reading of classic texts of the Catholic Social Tradition, particularly but not exclusively the papal and conciliar documents from Pope Leo XIII’s Rerum Novarum to John Paul II’s Centesimus Ann untus. Other texts will include source documents (e.g. writings by Thomas Aquinas and Augustine) and contemporary appropriations (e.g. writings by liberation theologians and neo-conservatives).

2. Immersion in professional context. Each student will find a placement in a location similar to that student’s anticipated profession. The student is to observe, interview and, to the extent possible, participate in the life of the setting. For instance, the students can observe a law or architectural firm or a medical practice. Here, the student will keep an ongoing journal as a “pastoral ethnography” of the setting (an interpretation of the practice in the setting in light of the Catholic social tradition).

3. Final project: Students are to articulate or construct a setting in their anticipated profession in light of the Catholic social tradition (e.g., imagine and construct what a law firm/health clinic/ad agency would look like if it practiced in light of the Catholic social tradition).

The electives will be chosen by the student in consultation with the director from among courses offered in the University. The one-credit courses will be devoted to the critical reading and discussion of one or two major works each semester. Social concerns seminars are one-credit courses lodged first within the Department of Theology and often crosslisted with other departments.

Courses for Fall 2000: CST 200: Core Course (Whitmore) CST 301: Colloquium: Dorothy Day and the Catholic Worker (Whitmore) (one credit) CST 302: Colloquium: 20th-Century Responses to the Social Tradition (Weigert) (one credit) CST 303: Colloquium: Sweatshops and Catholic Social Teaching (Whitmore) (one credit)

Contact: Prof. Todd David Whitmore, e-mail: Whitmore.1@nd.edu

EDUCATION, SCHOOLING, AND SOCIETY

The primary goal of this interdisciplinary minor is to serve students who want to understand learning and education as complex and challenging aspects of human and societal experience. Education is one of the central and shared experiences of people in contemporary societies in the United States and around the world. It is both an end in itself and a means to many personal, professional, and spiritual goals. Thus, understanding its history and traditions, analyzing its processes, and critiquing its goals are of great importance to all of us.

Most societies rely on education to work fundamental changes in students and in society. We will use the tools and resources of a liberal arts perspective to help students reflect on, understand, and influence the role of education in society. In addition, the program will provide a rich body of resources for students who may want to pursue careers in education after graduation, including the Alliance for Catholic education, certification to teach, or research and teaching careers at the university level.

Normally, students apply for admission to the minor late in their freshman year or early in their sophomore year. Students will be admitted through the first semester of their junior year. Students should be in good academic standing and demonstrate a strong interest in issues related to the causes and consequences of learning, schooling, and educational policy.

The minor in Education, Schooling, and Society involves 15 hours of coursework. The introductory course to the program is ESS 301, Education, Schools, and Society, normally taken in the second semester of the sophomore year. At the middle level of the program (9 hours), students will select one course from a set of approved courses that are focused exclusively on educational issues and two courses from a set of approved courses that include education as one of several course foci. During the senior year, students will participate in a capstone course, ESS 495, Senior Seminar: Literacy in the Inner City.

The faculty work closely with students on post-graduate planning, including employment, graduate or professional school, or service opportunities.

Person to see: Dr. Julianne Turner, Institute for Educational Initiatives.

GENDER STUDIES MINOR

Director: Kathleen Pyne
Administrative Assistant: Tori Davies

Objectives of the Minor. The Gender Studies Program was inaugurated in 1988 to foster intellectual inquiry and discussion of gender issues at the University at a time in which the enrollment of undergraduate women and men was just reaching parity.

The minor offers students the opportunity to explore in-depth the rapidly developing scholarship in the areas of gender, women’s studies, men’s studies, feminist theory, queer theory, sexuality, and sexual orientation. It aspires to two intertwining pedagogical objectives: first, to allow students to become proficient in the crossdisciplinary mode of inquiry that is central to the exploration of issues of gender; second, to prepare undergraduates to engage issues of gender after they graduate, whether they undertake advanced study in graduate and professional programs devoted to the study of gender or enter the workforce.

Requirements. 15 credits (five courses) including: GSC 101/201: Introduction to Gender Studies, which is team-taught by members of the Gender Studies faculty and maintains a crossdisciplinary focus (three credits); three three-credit courses from a list of approved selections; GSC 495: Gender Studies Practicum, a course that allows senior concentrators to pursue independent field work and research on issues of gender.
Courses include: GSC 101/201: Introduction to Gender Studies; GSC 445/446: Gender Studies Practicum. Crosslisted courses include: Marriage and the Family; Women in the Christian Tradition; The Anthropology of Gender; Gender and Christian Spirituality; Today’s Gender Roles; Christianity and Feminist Ethics; African and Caribbean Women Writers; Japanese Women Writers; Afro-American Literature 1940-present; Gender and Science; Sex Inequality in the Workplace; Feminist Theory; Questions of Homosexuality in Literature; Woman and the Avant-Garde; The Feminine in Modern Art; History of American Women; Women: Alternative Philosophical Perspectives; Women in Antiquity; Sociology of Masculinity; Romanticism; Gender Crossings; Gender in International Relations; Gender Issues in the Law; Feminist and Multicultural Theologies; Gender/Sexuality/Power: Medieval Europe.

**HESBURGH PROGRAM IN PUBLIC SERVICE**

Director: Martine DeRidder

Despite the abundant anti-government political rhetoric of recent years, the health of American society is closely related to good public policy and competent, ethical public service. Thus, awareness of public policy and public service is not only the foundation for public-sector careers, but it is also a necessity for those who will work in the nonprofit sector or the private sector and for those who seek to be knowledgeable citizens.

The Hesburgh Program in Public Service seeks to prepare Notre Dame students for a life of active and effective citizenship as well as for the possibility of careers in public service. The program honors the principled, dedicated public service of Notre Dame’s president emeritus, Rev. Theodore Hesburgh, C.S.C. The Hesburgh Program offers an interdisciplinary curriculum designed to inform students about the dimensions of policymaking, public administration and policy evaluation, and to develop skills in research, sensitivity to ethical issues, and appreciation for the character and limits of constitutional democracy.

Normally, students apply for admission to the minor late in their freshman year or early in their sophomore year. Students will be admitted through the first semester of their junior year. Students should have completed or be completing GOVT 140 or 240 and ECON 115 or 225, be in good academic standing, and demonstrate a strong interest in public policy and public service.

The minor in the Hesburgh Program involves 15 hours of coursework. The “gateway” course to the program is HESB 350, “Introduction to Public Policy,” normally taken in the second semester of the sophomore year. At the middle level of the program, students will take one course drawn from each of three categories of courses approved by the program. These are research skills, values, and institutions and processes. During the senior year, students who have been on a summer internship will register for the internship research seminar, HESB 450, that builds on their field experience. Other students will take one of several senior-level policy seminars identified by the program each semester.

The Hesburgh Program offers students the opportunity for summer internships in public policy contexts through the Gary Lyman Internships in Public Service. In the fall of their junior year, Hesburgh students may apply for the Lyman Internship. Up to 20 students are selected in a competitive process. Students selected as Lyman interns are aided by the program’s internship coordinator in securing appropriate internships, usually in Washington, D.C. Lyman interns receive a taxable stipend to defray their cost of living while in their internship, and a sum for the cost of travel between their home and their internship city.

During the course of the academic year, the Hesburgh Program sponsors campus visits to Notre Dame by public figures who deal with policy questions. They give public addresses, teach in the classroom and are available for conversations with students and faculty. The staff works closely with students on postgraduate planning, including employment, professional schools such as law and public policy and academic graduate programs.

Person to see: Dr. Martine DeRidder, director, Hesburgh Program in Public Service.

**JOHN W. GALLIVAN PROGRAM IN JOURNALISM, ETHICS, AND DEMOCRACY**

Director: Robert Schmuhl

The John W. Gallivan Notre Dame Program in Journalism, Ethics, and Democracy offers several courses for students interested in careers in print and broadcast journalism. Begun in 1997 with a grant from the John S. and James L. Knight Foundation and now endowed by the family of John W. Gallivan, this minor combines professional training in journalistic skills along with examination of philosophical concerns related to the practice of journalism. For example, what ethical issues arise in preparing a particular story? Or what role does — and should — journalism play in a self-governing society?

The journalism minor requires completion of 15 hours in addition to a student’s major requirements. Fundamentals of Journalism is the first, or gateway, class for students participating in the program. Other courses that count for the concentration include The Craft of Journalism, Writing and Editing, Writing for Publication, Persuasion, Commentary, Criticism, and Broadcast Journalism. In addition, new courses are currently being developed. No more than two courses beyond Fundamentals of Journalism concentrating on journalistic techniques will count for the required 15 hours.

The director of the program is Robert Schmuhl of the Department of American Studies. An advisory committee of Notre Dame graduates in journalism helps guide the program. Members include Tom Bettag, executive producer, ABC News Nightline; Bill Dwyre, sports editor, Los Angeles Times; John W. Gallivan, chairman of the board and publisher emeritus of the Kearns Tribune Corporation; John McMeel, chairman and president, Andrews McMeel Universal; Jim Naughton, president, Peynier Institute for Media Studies; Matt Storin, editor, The Boston Globe; Kelley Tuthill, reporter, WCVB-TV, Boston, Massachusetts; Don Wycliff, public editor, Chicago Tribune.

**MEDIEVAL STUDIES**

The Minor in Medieval Studies allows students who are committed to other programs of study to pursue interests in European culture of the Middle Ages and to cross the limits of individual disciplines as a means of understanding the changing social, economic, legal, intellectual and artistic systems of medieval Europe.
PHILOSOPHY AND LITERATURE

The Minor in Philosophy and Literature is designed for students who want to pursue an interdisciplinary course of studies that focuses on the intersections between literature and philosophy. Majors from any literature department or from philosophy are eligible for the concentration.

Literature and philosophy have always shared many of their concerns, and the minor is designed to explore this common ground and to establish an interdepartmental forum for both formal study and informal contacts. The minor should also be excellent preparation for students interested in graduate studies.

The curriculum of the Minor in Philosophy and Literature consists of 15 credit hours, distributed as follows:

- A core course: “Studies in Literature and Philosophy,” taken with the permission of the director of the P/L Minor and crosslisted in English and philosophy, and/or the department in which it originates. This course is to be taken in the first semester of the minor (spring of the sophomore or junior years). This gateway course is an intensive seminar and will help students and faculty from the various disciplines to speak a common language.
- Four credit hours.
- At least two one-credit colloquia in the semesters following the core seminar. The colloquia will be devoted to the critical reading and discussion of one or two major works, normally taken in the three semesters following the Justice Seminar.
- Three credit hours.
- A core course: “Studies in Literature and Philosophy,” taken with the permission of the director of the P/L Minor and crosslisted in English and philosophy, and/or the department in which it originates. This course is to be taken in the first semester of the minor (spring of the sophomore or junior years). This gateway course is an intensive seminar and will help students and faculty from the various disciplines to speak a common language.
- Three three-credit courses approved by the minor committee, at least two in the disciplines in which the student is not a major. This part of the minor will draws on the rich resources of the intellectual common ground established in the core course.
- Total credit hours: 15.

PEACE STUDIES

The Minor in Peace Studies (MIPS) is a multidisciplinary program available to all Notre Dame-Saint Mary’s undergraduates who want to complement the studies they undertake in their major field with courses focused on issues of peace, violence, justice and human rights. IIPS courses and the faculty who teach them have been assembled to teach important skills and knowledge relevant to students interested in the difficult challenges and complex tasks we face in our world.

The MIPS consists of 15 credit hours and begins with the course IIPS 320: Introduction to Peace Studies. It concludes with an appropriate exit-level course selected by the students and their advisors. This exit-level course and the nine hours comprising the middle of the MIPS are chosen from the IIPS course listing available each semester. The choices peace studies students make are based from the IIPS course listing available each semester. The minor is designed to explore this common ground and to establish an interdepartmental forum for both formal study and informal contacts. The minor should also be excellent preparation for students interested in graduate studies.

The MIPS consists of 15 credit hours, distributed as follows:

- At least two one-credit colloquia in the semesters following the core seminar. The colloquia will be devoted to the critical reading and discussion of one or two major works, normally taken in the three semesters following the Justice Seminar.
- Three credit hours.

PHILOSOPHY, POLITICS, AND ECONOMICS

The Minor in Philosophy, Politics, and Economics (PPE) is designed for students and faculty with serious interests at the intersection of political theory, political philosophy and economic theory. The minor integrates these three fields, and through seminars and colloquia strives to create an intellectual community among students and faculty that goes beyond formal coursework. To be eligible for PPE, students normally must major in either philosophy, government, economics or the Program of Liberal Studies (who for PPE requirements are treated as philosophy students). The Justice Seminar, the gateway course into the minor, is always offered in the fall semester; applications for the Justice Seminar are taken in the middle of the preceding spring term.

The PPE faculty committee consists of David O’Connor (philosophy), Paul Weitzman (philosophy), Mary Keys (government), L. John Roos (government), Philip Mirowski (economics), Jennifer Warlick (economics), and Esther-Mirjam Sent (economics). Committee members also serve as advisors for PPE students.

The PPE curriculum consists of 15 credit hours, usually distributed over four semesters, as follows:

A. The Justice Seminar (crosslisted as GOVT 450, ECON 333, and PHIL 433), an intensive three-credit seminar that is the gateway course into the minor, taken in the fall semester of sophomore or junior year. Three credit hours.

B. Three one-credit PPE Colloquia, each usually devoted to the critical reading and discussion of one or two major works, normally taken in the three semesters following the Justice Seminar. Three credit hours.

C. Three approved three-credit courses from the two fields outside the student’s first major, with at least one course in both non-major fields. Nine credit hours.

Total credit hours: 15.

PPE students are also encouraged (but not required) to write a senior thesis in their major field that reflects the interdisciplinary focus of the minor.

Persons to contact: PPE directors—John Roos, Department of Government; and David O’Connor, Department of Philosophy.

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PPE students are also encouraged (but not required) to write a senior thesis in their major field that reflects the interdisciplinary focus of the minor.

Persons to contact: PPE directors—John Roos, Department of Government; and David O’Connor, Department of Philosophy.
The minor enjoys a special consultative and working relationship with many of the university’s already identified centers of excellence, capitalizing on both their long-term faculty and other resource expertise as well as making full use of their visiting fellows, special seminars, and general lecture programs. To this end, students who choose the Religion and Literature concentration have extensive and first-rate scholarly resources available to support their own intellectual development.

CURRICULAR REQUIREMENTS

Normally, students apply for admission to the minor late in their first-year or early in their sophomore year. The minor requires students to complete 15 credit hours of approved course work; of these no more than 3, and in special cases 6 credit hours at the 200 or sophomore level will be accepted toward fulfillment of the concentration’s requirements. The balance of the course work must be completed through course work at the senior (300–400) level. Of the overall 15 hour requirement, 3 credit hours will be awarded for completion of the senior thesis. It is intended that students will, in effect, do a thesis inspired by issues which have arisen in their course work for the minor.

One entry-level “gateway” course will be required of each student desiring a minor concentration in Religion and Literature. Several courses will serve this function—for instance, ENGL 415A offered in Fall 2001—and students must complete one of them in order to complete the minor. Ideally the student will complete the required class early in his or her course of study.

In addition to the gateway course and senior thesis, students will be required to complete three 3-credit courses approved by the Religion and Literature committee, at least two in a discipline other than the student’s major.

In order to promote intellectual cohesiveness within the minor, participating students will be required to take part in a series of seminars and talks organized by the Religion and Literature committee. These events will be structured to take advantage of offerings by Notre Dame faculty members or lectures by visiting scholars whose topics relate to the program’s focus. The seminar or lecture presentations will serve to function as either a point of departure or a concluding event in a short, focused study which will include some preparatory reading of material salient to the presentation.

Persons to see: Professors Joseph Buttrigieg and Collin Meissner.

SCIENCE, TECHNOLOGY, AND VALUES

Director: Phillip R. Sloan, professor of liberal studies and history (concurrent)
Assistant Director: Sheri Alpert, Professional Specialist
Affiliated faculty: Chairholders:

Rev. David Burrell, philosophy and theology; Rev. Theodore M. Hesburgh Chair
Michael J. Crowe, Program of Liberal Studies and history (concurrent); Rev. John J. Cavanaugh I Chair
Denis Goulet, economics; W. and D. O’Neill Chair
Vittorio Hösle, German; Paul G. Kimball Chair
Rev. Ernan McMullin, philosophy; John A. O’Hara Chair (emeritus)
Philip Quinn, philosophy; Rev. John A. O’Brien Chair
Kristin Shrader-Fechette, philosophy and biology; O’Neill Family Chair
James Turner, history; Rev. John J. Cavanaugh II Chair

Professors:

Kathleen Biddick, history
Rudolph Bottei, chemistry
James Cushing, physics
Michael DePaul, philosophy
Christopher Fox, English
Eugene Halton, sociology
Don Howard, philosophy
James Kolata, physics
David Ladouceur, classics
Edward Manier, philosophy
Peter Moody, government
Thomas Schlereth, American studies
Phillip Sloan, Program of Liberal Studies and history (concurrent)

Assistant Professors:

Marya Lieberman, chemistry
Lenny Moss, philosophy

Science and technology are pivotal forces in modern society and play key roles in shaping cultural sensibilities in the modern world. Indeed, our technologies are reflected in our institutions, our work, our expectations, even in our moral problems. Science, Technology, and Values (STV) is an interdisciplinary minor within which faculty and students from a variety of disciplines and different colleges can reflectively explore the nature of science and technology as human enterprises, interacting in complex ways with our values and social institutions.

The program helps sponsor a wide range of crosslisted courses taught by faculty representing the humanities, the social sciences and the natural sciences. Students electing an STV minor can focus their work on areas of particular interest, such as Science, Technology and Public Policy; Ethics, Ecology and Environment; Medical Ethics; Ethical Issues in Science and Technology; Humanistic and Social Aspects of Medicine; Science and Technology as Cultural Phenomena; History and Philosophy of Technology.

The development of a strong environmental sciences program at Notre Dame has provided a new opportunity for students to combine the STV minor with an environmental sciences major or minor. The STV program is collaborating with the Environmental Sciences Program in sponsoring a Notre Dame “semester abroad” program at the Biosphere 2 facility in Arizona.

Students electing a minor in STV must take at least five courses (15 hours) from among those offered under the auspices of the program, including one from each of three “course clusters.” (The fourth cluster consists of electives and can be used to satisfy the fifth course requirement.) Beginning with the class entering in the fall of 2001, students in the Program will elect courses from the following clusters. (All of these courses are crosslisted with an STV number, except for SCPP 381 in Cluster Four.)

Cluster One: Human Dimensions of Science and Technology

221. Philosophy of Human Nature
225. Scientific Images of Humanity
227. Ways of Knowing
237. Philosophy and Classical Physics
239. Minds, Brains, and Persons
254. Modern Physics and Moral Response
279. Science and Theology
310. Health, Healing, and Culture
354. Gender and Science
375. Environment and Environmentalism in History
383. Introduction to Philosophy of Science
388. Environmental History
435. Problems in Philosophy of Science
466. History of Modern Astronomy
474. Philosophy and Psychiatry
478. Do Faith and Reason Clash?
481. Philosophy of Human Biology
484. American Material Culture: Topics in the History of American Technology
486. Medicine in History
487. Technology in History
Cluster Two: Science, Technology, and Ethics
238. Ethics at the End of Life
245. Medical Ethics
247. Environmental Ethics
248. Modern Science and Human Values
250. Issues in Justice
270. Religious Ethics and the Environment
282. Bioethics
282. Health Care Ethics for the 21st Century
416. Ethics of Scientific Research
462. Ethics of Development

Cluster Three: Science, Technology, and Public Policy
204. Energy and Society
205. Nuclear Warfare
206. Environmental Chemistry
206. Chemistry and Public Policy
254. Modern Physics and Moral Responsibility
311. Introduction to the American Health Care System
382. Technology in War and Peace
386. Politics and “Big Science”
419. Self, Society, and the Environment
430. American Science
456. Tradition/Modernization in China and Japan
457. Computers, Ethics, and Public Policy
460. Appropriate Technology and the Third World

Cluster Four: Optional Electives
(Satisfy fifth course requirement)
224. Memoirs of Madness
226. Neurobiology and Narrative
246. History of Communications Technology
251. Visual America
306. History of Modern Economic Thought
310. Health, Healing, and Culture
SCPP 311. Introduction to the American Health Care System
312. Philosophical Importance of Darwin
342. History of Ancient Medicine
418. Witchcraft and the Occult
430. American Spaces
446. Technology and Medicine
453. Visits to Bedlam: Mind and Madness in Swift and His Times
454. Cultural Aspects of Clinical Medicine
455. Christ and Prometheus: Theological Evaluations
467. Global Food Systems
471. History of Photography
474. Philosophy and Psychiatry in the 20th Century
479. Environmental Risk Assessment
481. Philosophy of Human Biology
485. Philosophy of Social Science
489. Problems in Human Evolution
490. Literature and Science
495. Topics in Philosophical Anthropology

One of the five courses must be STV/PHIL 256. Science, Technology, and Society, which serves as an introduction and core course to the STV. Students are urged to satisfy this requirement early in the program.

Because individuals attracted to the STV minor have diverse interests and differing academic backgrounds, the program director works closely with each student to help select courses that will complement the student’s major program or be most relevant to particular career aspirations.

Contact Prof. Phillip Sloan, STV Program Office, 346 O’Shaughnessy Hall. Web address: www.nd.edu/~stv.

Area Studies Minors

Program of Studies. The College of Arts and Letters offers its students the opportunity to pursue an interdisciplinary sequence of area studies minor that may supplement the major. Currently, there are minors in African studies, Asian studies, Irish studies, Latin American studies, Mediterranean/Middle East studies, Russian and East European studies and West European studies.

The purpose of these minors is to assemble the courses dealing with the language, literature, history, politics, anthropology, philosophy, sociology and economics of each area. In this way a meaningful course structure is available to students who wish to concentrate their scholarly interest upon a cultural or geographical area as well as upon an interdisciplinary approach. Such programs can be especially useful to students who plan a career in international business, international organizations or government service or who intend to do graduate work in one of these areas.

The student who wishes to complete one of the area studies minors is required to take at least four area studies courses (12 hours) distributed over three different departments. These courses must be taken in addition to those required for the major. The student must also take courses in a language of the area being studied (Russian or an East European language for the Russian studies program; Spanish or Portuguese for the Latin American studies program; French, German or Italian for the West European studies program; a Mediterranean language for the Mediterranean/Middle East studies program; Irish for the Irish studies program; and Japanese or Chinese for the Asian studies program). In most cases the required number of courses will be equivalent to those required to satisfy the arts and letters language requirement, but students should check with program directors for the specific requirements of a given area. While not required to take additional language instruction for the African studies program, students who plan to continue their African interest at the graduate level are encouraged to develop a competency in Swahili, French, Portuguese or Arabic. In the senior year, each student must submit a satisfactory essay based upon research that combines the major discipline with the area studies curriculum.

Students interested in an area studies minor should consult the director (listed below).

African Studies
A. Peter Walsh, director

Asian Studies
Dian Murray, director

Irish Studies
Seamus Deane, director
### LATIN AMERICAN STUDIES

*Program*

Christopher Welna, director

This program promotes opportunities for students to deepen their understanding of the region through a variety of courses, campus activities, internships, and firsthand overseas learning experiences. Through the Kellogg Institute, the Program offers a calendar of cultural events, summer research or internship grants, current affairs panels and regular talks on Latin America by visiting lecturers. In addition, the Institute brings several Visiting Fellows each semester who are from Latin America or who specialize in the region; these Fellows visit classes and meet with students.

The core of the Program is a Minor in Latin American Studies. The Minor aims to give students well-rounded training that complements their Major area of study and to make this training easily recognized on a graduating student’s transcript. In order to qualify for the Minor, students must demonstrate proficiency in Spanish or Portuguese (through the 3 course sequence in the Romance Languages Department or advanced placement), complete four courses on Latin America that are distributed across three departments, and write a senior essay.

Qualifying courses are listed each semester in the Schedule of Classes under LAST. They include Contemporary Latin American History, Economic Development of Latin America, Latin American Politics, Liberation Theology, Sociology of Development, Spanish and Portuguese language and literature. The program award a prize annually for an outstanding senior essays dealing with a Latin American topic. The summer research fellowships are offered through Kellogg to students after their junior year in an effort to encourage undergraduates to undertake original research on international subjects. The summer internships aim to provide undergraduates real-world experience in the culture of the area. The largest initiative provides grants for summer courses taken from accredited programs, either in the United States or abroad. Traditionally, this has meant language study in Moscow, St. Petersburg, Warsaw, and Kraków, but language study elsewhere in Eastern Europe as well as cultural programs and internships may also qualify for support. The program’s lecture series allows students to expand their knowledge of Russia and Eastern Europe beyond the scope of their coursework by supplying a continuous source of fresh ideas about the region. Each year, the program invites nationally and internationally renowned scholars to campus to share their latest research in fields pertinent to the minor. By virtue of their competence in Russian or an East European language, participants in the program also are eligible to study language abroad for a semester during the school year and to work in the region as business interns and teachers during the summer.

### RUSSIAN AND EAST EUROPEAN STUDIES

*Program*

David Gasperetti, director

The program in Russian and East European Studies enables students to enrich their understanding of the region through a variety of courses in language, literature, history, politics, and economics while also encouraging and supporting the acquisition of firsthand experience in the culture of the area. Its

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<tr>
<th>Course</th>
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<tr>
<td>RU 250. Modern Russia to the Present</td>
<td>HIST 380. East-Central Europe I</td>
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<tr>
<td>RU 381. East-Central Europe II</td>
<td>HIST 382. Eastern Europe Since 1945</td>
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<tr>
<td>RU 383. 19th- and 20th-Century Polish History</td>
<td>HIST 414. Early Imperial Russia, 1700-1861</td>
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<td>RU 394. Tolstoy</td>
<td>HIST 415. 20th-Century Russia History</td>
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<td>RU 393. Dostoevsky</td>
<td>HIST 417. Dostoevsky’s Russia</td>
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<td>RU 392. Pushkin and His Time</td>
<td>HIST 495. Russian Thinkers</td>
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<td>RU 391. Tolstoy</td>
<td>HIST 495. The Russian Revolution</td>
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<td>GOVT 347. The Nuts and Bolts of Russian Politics</td>
<td>GOVT 358. Comparative Politics of East Europe History</td>
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<td>GOVT 331. IR of the Middle East</td>
<td>HIST 250. Modern Russia to the Present</td>
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<td>HIST 248. Martyrs, Monks, and Crusaders</td>
<td>HIST 380. East-Central Europe I</td>
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<tr>
<td>HIST 431. Jerusalem</td>
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Robert Wegs, director

Formerly known as the Western European Area Studies Program, this program now includes the study of East-Central Europe as well as Western Europe. All the East-Central European states are now under consideration for inclusion in the European Union. Students will study the politics, history and culture of these areas as well as the language of a particular country.

Students may fulfill their course requirements by selecting courses recommended each semester by the Nanovic Institute. These course listings are available each semester in 420 Flanner Hall.

FALL 2001

**English**

366. The Romantic Tradition
372C. Irish Writing and Colonial Experience, 1600-2000
373A. Writing and Politics in Northern Ireland
472I. Becoming Modern: The European Novel
473C. Studies in Modern Poetry

**History**

415. Early 20th-Century Russia
417. Dostoevsky’s Russia
442. 19th-Century Ireland

**Philosophy**

302. History of Modern Philosophy
303. 19th- and 20th-Century Philosophy

**Government**

338 01. Democratic Regimes
347 01. The Nuts and Bolts of Russian Politics

**Film, Television, and Theatre**

310. History of Film I

**Theology**

469. Post-Holocaust Literature and Theology

**German and Russian**

393 01. Dostoevsy (in English)

Students should contact their department representatives or the director, Robert Wegs, as soon as possible in order to enroll in the program and select appropriate courses. For those with language skills, other courses are available in the language departments. Some courses, particularly those in a foreign language, will need the permission of the instructor.

The European Area Studies Program is tied closely to the Nanovic Institute for European Studies that provides two summer study grants/internships for East-Central Europe and four summer study grants for Western Europe. This program is recommended for students who wish to study abroad and who wish to pursue a career in international politics, business or the foreign service. Students completing the Area Studies Program will receive a European Area studies certificate at graduation. Students should contact the Nanovic Institute for European Studies, 419 Flanner Hall, for further information.
Advisory Council

<table>
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<tr>
<th>Name</th>
<th>City, State</th>
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<tr>
<td>EDWARD M. ABRAMS</td>
<td>Atlanta, Georgia</td>
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<td>RUSSELL G. ASHBAUGH JR.</td>
<td>Elkhart, Indiana</td>
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<td>JAMES T. BARRY JR.</td>
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<td>Kwun Tong, Kowloon, Hong Kong</td>
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<td>Charlotte, North Carolina</td>
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<td>Spokane, Washington</td>
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<td>JANE SWIHART HAGALE</td>
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<td>SUSAN DARIN HAGAN</td>
<td>Pittsburgh, Pennsylvania</td>
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<td>C. ROBERT HANLEY</td>
<td>Naples, Florida</td>
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<td>PAUL M. HENKELS</td>
<td>Blue Bell, Pennsylvania</td>
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<td>THOMAS A. HERBRITT JR.</td>
<td>Franklin Park, Illinois</td>
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<td>WILLIAM P. JOHNSON</td>
<td>Geoben, Indiana</td>
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<td>J. COLLIS JONES</td>
<td>Washington, D.C.</td>
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<td>PATRICK J. KEOUGH</td>
<td>Warren, Michigan</td>
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<td>B. ROBERT KILL</td>
<td>South Bend, Indiana</td>
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<tr>
<td>PAUL G. KIMBALL</td>
<td>New York, New York</td>
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<tr>
<td>EDWARD D. LEWIS</td>
<td>Palm Beach, Florida</td>
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<td>EARL L. LINEHAN</td>
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