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 105 O’Shaughnessy Hall. Sophomores who have not yet declared a major and students of all levels in the college 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
- Arabic Studies
- Art:
  - Art History
  - Design
  - Studio
- Classics:
  - Greek and Roman Civilization
  - Greek
  - Latin
- East Asian Languages and Literatures:
  - Chinese
  - Japanese
- Economics
- English
- Film, Television, and Theatre
- German and Russian Languages and Literatures:
  - German
  - Russian
- History
- Mathematics
- Medieval Studies
- Music
- Philosophy
- Philosophy/Theology (joint major)
- Political Science
- Program of Liberal Studies
- Psychology
- Romance Languages and Literatures:
  - French
  - Italian
  - Spanish
- Sociology
- Theology

The college also offers supplementary majors, but not stand-alone first or degree-yielding majors, in:

- Arts and Letters Preprofessional Studies (ALPP)
- African and African American Studies
- Art History (24 hours)
- Chinese (24 hours)
- Classical Civilization
- Computer Applications (CAPP)
- French (24 hours)
- FTT-Theatre (24 hours)
- Gender Studies
- German (24 hours)
- Greek (24 hours)
- History (24 hours)
- Italian (24 hours)
- Japanese (24 hours)
- Latin (24 hours)
- Mathematics (42 hours)
- Medieval Studies (24 hours)
- Peace Studies (24 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>Courses</th>
<th>14 courses</th>
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</thead>
<tbody>
<tr>
<td>Composition</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
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<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>
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<tr>
<td>*Fine Arts or Literature</td>
<td>1</td>
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<tr>
<td>(Physical Education-two hours)</td>
<td>2</td>
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</tbody>
</table>

* One of these requirements must be a University Seminar 180.

Arts and Letters Requirements

<table>
<thead>
<tr>
<th>Courses</th>
<th>14 courses</th>
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<tbody>
<tr>
<td>College Seminar</td>
<td>1</td>
</tr>
<tr>
<td>Language</td>
<td>1–3</td>
</tr>
<tr>
<td>*History/Social Science</td>
<td>1</td>
</tr>
<tr>
<td>*Literature or Fine Arts</td>
<td>(whichever is not taken above)</td>
</tr>
<tr>
<td>Major</td>
<td>8–12</td>
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</tbody>
</table>

* 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 under “Degree Requirements,” in the front section of this Bulletin.

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 German 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 under “Mathematics,” later in this section of the Bulletin. 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. The College of Arts and Letters accepts a maximum of 12 free elective credits from the 500- and 400-level military sciences only.

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 political science). 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 College Seminar.

The requirements for a dual degree generally are as follows: The student completes all of the University requirements, all of the requirements for both colleges, all of the requirements for both majors, and the total number of degree credits specified for a dual degree in two colleges. While the total number of hours required does depend on the two major programs, the minimum required total number of degree credits is set to be 30 degree credits beyond the college total for the college with the greater number of degree credits.

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 seminar 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 Neville 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 Keneth 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 Jacques 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.

Mabel L. Mountain Memorial Art Award—awarded for excellence in studio art.

The Radwan and Allan Riley Prize in Design—awarded to a senior studio art 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.
ARTS AND LETTERS
PREPROFESSIONAL
The Dr. Robert Joseph Barnet Award—presented to an outstanding Arts and Letters preprofessional senior who has demonstrated, in addition to excellent character, superior academic achievement across the arts and sciences.
The Dr. John E. Burke Award—presented to an outstanding Arts and Letter preprofessional senior who has demonstrated, in addition to excellent academic achievement, outstanding leadership qualities through service within and/or beyond the Notre Dame community.

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 meriting 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.

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.

GERMAN AND RUSSIAN LANGUAGES AND LITERATURES
The Rev. Lawrence G. Breslau, C.S.C., Award—presented to the graduating senior with the best academic achievement in German.

HISTORY
The Monsignor Francis A. O'Brien Prize—presented to the senior who has achieved distinction in the best essay in History.
The O'Hagan 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.

POLITICAL SCIENCE
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.

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 course work.
The Willis D. Nutting 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.

SOCIETY
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. Cavanagh, 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. Sinton Meyers 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.

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.
Holland 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.

POLITICAL SCIENCE

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

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 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 without Advanced Placement or SAT II credit, but who come with some background in the language they elect will be placed by examinations given during first-year orientation and prior to spring preregistration. Departmental placement exams will not be credit-bearing. Students may receive up to six hours of credit based on their scores on the AP and SAT II tests. If, for some reason, a student receives more than six hours of credit that appear on the transcript, the credits beyond six will be non-counted and will be manually subtracted from the total number of degree credits counting for graduation. 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. Every student in Arts and Letters must take at least one course at the appropriate level that deals with texts in the original language. For the
specific details of a given language offering or program, check with the relevant department. College Seminar. The College Seminar is a unique one-semester course experience shared by all sophomores majoring in the College of Arts and Letters. The course offers students an introduction to the diversity and distinctive focus of Arts and Letters at the University of Notre Dame. Specific sections of the College Seminar vary in their topics and texts, but all feature an interdisciplinary approach, commitment to engaging important questions, employment of major works, and emphasis on the development of oral skills. Every College Seminar syllabus will include works that approach the topic from the perspective of each of the three divisions of the college: the arts, humanities, and social sciences.

For descriptions of the University and other colleges' requirements, see “Degree Requirements” in the front section of this Bulletin.

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.

Double-Counting
One course may be double-counted one time to fulfill a second major, supplemental major, or minor requirement and a University or college requirement. No course may be double-counted between majors or minors or between a major and University and college requirements. University Seminar, by definition, fulfills a University or college requirement and is not considered a double count under this rule.

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.

Supplementary majors are those that cannot stand alone in qualifying a student for an undergraduate degree but must be taken in conjunction with a primary major. They include both interdisciplinary and departmental offerings.

Arts and Letters Preprofessional Studies (ALPP)
African and African American Studies
Art History (24 hours)
Chinese (24 hours)
Classical Civilization
Computer Applications (CAPP)
Gender Studies
German (24 hours)
Greek (24 hours)
French (24 hours)
History (24 hours)
Italian (24 hours)
Japanese (24 hours)
Latin (24 hours)
Latino Studies (24 hours)
Medieval Studies (24 hours)

Philosophy (24 hours)
Russian (24 hours)
Spanish (24 hours)
Theology (25 hours)

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 105 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
- Chinese
- Classical Literature
- East Asian Languages and Literature:
  - Chinese
  - Japanese
- French and Francophone Studies
- German
- Greek
- Greek and Roman Civilization
- Italian
- Japanese
- Latin
- 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
- Latino Studies
- Liturgical Music Ministry
- Medieval Studies
- Peace Studies
- Philosophy and Literature
- Philosophy, Politics, and Economics (PPE)
- Philosophy Within the Catholic Tradition
- 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.
Programs of Study

American Studies

Chair: Benedict F. Giamo

Professors:
- F. Richard Ciccone (adjunct); Eugene Halton (concurrent); Thomas J. Schleereth; Robert P. Schmuhl; H. Ronald Weber (emeritus)

Associate Professors:
- Elizabeth Christman (emerita); Walton Collins (adjunct); Jack Colwell (adjunct); Benedict F. Giamo; Matthew Storin (adjunct)

Assistant Professors:
- Heidi Ardizzone; Thomas Guglielmo; Collin Meissner

Visiting Welch Chair Professor:
- Alex Koshowitz (fall semester only)

Professional Specialist:
- Ruthann Johansen (concurrent, Arts and Letters)

The Department of American Studies provides students with a unique opportunity to study American culture and society in challenging and innovative ways. Students majoring in American Studies explore the American experience from both integrative and disciplinary perspectives by selecting interdisciplinary courses taught by the Department's faculty as well as cross-listed classes offered by Anthropology, English, Political Science, History, and Sociology. With help from a faculty advisor, a student plans a curriculum of 12 courses, six from within American Studies and six in American subjects offered in cognate departments. The interdisciplinary courses housed in the Department of American Studies span a broad range of academic interests: Arts and Material Culture; Journalism and Media Studies; Literature and Sociology; and Social History/Movements. Courses in these academic areas typically include an historical dimension, insights gathered from a variety of sources, perspectives drawn from traditional disciplines, and an integrative approach that complements specialist. Because of its breadth, the major enables students to experience much of the richness of the College of Arts and Letters. Internships are available which offer practical experience in the potential career areas of historical research, journalism, publishing, and social service. Special features include an affiliated interdisciplinary minor in Journalism, Ethics, and Democracy.

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

201. The Rise and Fall of the Modern Racial Order: Race and Ethnicity in the Twentieth-Century United States
(3-0-3) Guglielmo
A mixture of lecture, discussion, and in-class group projects, this course is an introduction to the history of race and ethnicity in the 20th-century United States. The key questions of the course will be: How has race, as a "social construction," been made and un-made over the years? That is, how have the "south Italian race" and the "Anglo-Saxon race" come and gone, while the "white race" and "black race" have stayed with us? How have these groups and others encountered the nation's racial order over the years, with some attempting to dismantle it to gain greater equality (e.g. the civil rights movement) and others attempting to shore it up to protect their own privileges (e.g., the KKK and the Zoot Suit Riots)?

250. Victorian America: Transformations in Everyday Life, 1876–1915
(3-0-3) Schleereth
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) Giamo
An introductory course, offered as a sequel to Arts in America (AMST 357), that will explore dimensions of several types of visual expression—popular photography, cartography, genre and historical painting, chromolithography, the commercial and graphic arts—in American cultural history from Louis Daguerre's development of photography in 1839 to the public exhibition of television at the 1939 New York World's Fair.

(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) Schleereth
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.

265. American Men, American Women
(3-0-3) Ardizzone
What does it mean to be male or female in America? How different are our ideas about gender from those of other cultures? This course will focus on the twentieth century and look at the origins and development of masculine and feminine roles in the United States. How much have they changed over time and what aspects have been retained? We will explore the ways that cultural images, political changes, and economic needs have shaped the definition of acceptable behavior and life choices based on gender. Topics will range from Victorian ideals through the Jazz age and war literature to movie Westerns, '50s television families, and '60s youth culture; and into recent shifts with women's rights, extreme sports, and talk shows.

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.
See GSC 312.

312H. Fashioning Identity in American History
September 11th. on the Gulf War, terrorism, and developments since in the wake of Vietnam. The final unit will focus just-war, racism at home, and U.S. policies abroad of American communism; debates over the draft, anti-nuclear movements; cold war politics and fears during WWII; development of peace movements, sion during WWI; treatment of Japanese Americans include: critiques of democracy and civil rights inclu ments and redress; and “Rosie the Riveter” and other women's experiences as paid workers.

316. World War II America: History and Memory
(3-0-3) Guglielmo
Exploring a wide-range of primary and secondary sources from the 1940s and today (e.g., novels, films, ads, posters, poetry, art, museum exhibitions, and memorials), this course will examine the history of America's World War II experience and how this history is remembered and memorialized today. Areas of study will include D-Day and Pearl Harbor; the bombing of Hiroshima and Nagasaki; the Holocaust; the emerging African-American and Mexican-American civil rights movements; the Americanization of European immigrants; Japanese-American internment and redress; and “Rosie the Riveter” and other women's experiences as paid workers.

317E. Latino/Latina American Literature
See ENGL 316.

322E. Passing in Twentieth-Century American Literature
See ENGL 319.

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.

AMST 333. The American Scene: Literary and Cultural Studies
(3-0-3) Meissner
“Greed. for lack of a better word, is good, is right, it works...and it will save that malfunctioning corpo ration called the USA,” Gordon Gecko, Wall Street, 1987.

After a 20-year absence Henry James returned to America to examine the country of his birth. His tour brought him to the above quoted and dismay ing conclusion. This course tries to contextualize and understand James's remark by placing it within a broader atmosphere of late 19th- and early 20th-century American culture. We'll look at works which predate, are contemporary with, and follow James's American tour. We'll look at works of literature and biography, of politics and philosophy, and of theology and economics. Throughout, we will keep circling around and back to James's notion of “The Main American Formula” and asking not only what exactly he meant, but how other major thinkers of the age understood or conceived of an “American Formula,” and how that “formula” could be measured at the level of the individual, the corporation, the country, and, with Conrad's Nostromo, the world. Readings will include works of the following authors: Joseph Conrad, Theodore Dreissner, Henry Ford, Henry James, Theodore Roosevelt, Thorstein Veblen, and Edith Wharton. In addition, we will view several movies, the focus of which is directly related to the course's central questions.

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.
338Z. Poverty, Inequality, and Social Stratification
See SOC 338.

340. Witnessing the Sixties
(3-0-3) Giamo
The purpose of this interdisciplinary course is twofold: to examine the social context and cultural change of the ‘60s, 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 ‘60s 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 antiwar protest.

347H. Era of U.S. Civil War, 1848–1877
See HIST 454.

348G. Interest Group Politics
See POLS 303.

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), this 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 arts—architecture, painting, sculpture, photography, and the decorative arts—played in 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.

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.

368H. U.S. Presidents: FDR to Clinton
See HIST 458.

369H. Jacksonian America
See HIST 369.

386H. U.S. Foreign Policy Since 1945
See HIST 458.

387H. American Peace Movement Since World War II
See HIST 474.

391E. Contemporary Short Fiction
See ENGL 392E.

ADVANCED COURSES

401. Immigration, Ethnicity, and Race in the United States, 1840s–Present
(3-0-3) Guglielmo
Examining monographs, novels, film, photography, poetry, government records, and court cases, we will explore groups of immigrant groups and time periods—from the Irish of the mid–19th century to Jaitans, Mexicans, and the Vietnamese today. We will focus on questions of identity—how immigrants have come to understand themselves racially and ethnically over time—and questions of power—where immigrants have been located within America's developing racial order and what difference this has made in their everyday lives—their jobs, homes, families, and opportunities.

405G. Public Policy and Bureaucracy
See POLS 405.

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 that compare American culture with another culture will be encouraged. Intraregional 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.

414. Media Ethics
(3-0-3) Storin
What questions need to be asked—and answered—in deciding what’s new at newspapers, magazines, and broadcasting outlets? This course will examine the journalistic and ethical challenges that newsroom managers face as well as the issues that reporters in the field must tackle on a daily basis. Roughly half of the course will deal with case studies of ethical dilemmas and the other half will involve students in making choices for the front page of a mythical newspaper. Although there will be readings from books on the topic, students will be expected to read The New York Times, The South Bend Tribune, and The Observer on a regular basis, especially on the class days when front-page decisions will be made. The stories in those newspapers will provide the basis for those decisions. We will also consider how television deals with news on local and network levels.

415. Whiteness Studies
(3-0-3) Guglielmo
Over the last decade, “whiteness studies” has been all the rage in academic disciplines as diverse as law and literature, anthropology and art. This course will be a high-level introduction to and critical appraisal of this burgeoning literature—particularly as it relates to American Studies. We will examine some of its key texts from its earliest roots among African-American scholars, to its more recent incarnations in U.S. history, literary criticism, critical race and legal studies, sociology, anthropology, and more. We will also examine recent attempts—both scholarly and popular—to make sense of this literature. Along the way, we will focus on the following key questions: What is “whiteness studies”? Where did it come from? What is it so popular now? What are some of its contributions and limitations? What is its future?

416H. American Thought, Belief, and Values
See POLS 416.

419. American Nonfiction Narrative: The Literature of Social Concerns
(3-0-3) Kotlowitz
This course will—through both reading and writing—explore, the place and the art of what is often called literary journalism or narrative nonfiction. What makes for a compelling story? Why employ the use of narrative? How does it form our view of people and events? We’ll read nonfiction narratives on such issues as war, poverty and race. Readings will include John Hersey’s Hiroshima, Philip Gourevitch’s We Wish To Inform You That Tomorrow We Will Be Killed With Our Families, and Richard Wright’s Black Boy, as well as the instructor’s The Other Side of the River. We’ll also explore the craft and work with rigor and discipline on the art of reporting and writing story. There will be regular writing assignments, and students will be encouraged to report and craft a narrative on an issue of interest to them. This course will run as a seminar, so there will be an emphasis on critical class discussion, including presentations by students.

See HIST 458.
419E. African-American Literature
See ENGL 419C.

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.

425Z. Ethnicity in America
See SOC 452.

426. Leadership and Social Responsibility
See PSY 407.

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—an “American Lonely Prose Trumpeter of Drunken Buddha Sacred Heart.”

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 case 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.

436A. Society and Culture Through Films
See ANTH 436.

439. Advanced Reporting
(3-0-3) Colwell
Prerequisite: Completion of a writing course above freshman level and/or previous news experience. This is an advanced course in journalistic reporting and writing devoted to learning how to prepare, in a professional manner, in-depth articles on issues and events of community interest for Notre Dame and in this area. Emphasis will be on the techniques, ethics, and responsibilities of conducting interviews and research and crafting pieces for newspapers and other publications.

440. Persuasion, Commentary, Criticism
(3-0-3) Colwell
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.

440A. Native Americans in Fact and Fiction
See ANTH 440.

440H. U.S. Latinos: A History
See HIST 440.

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.

453H. Revolutionary America
See HIST 452.

456H. United States 1900–1945
See HIST 456.

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 “free press.”

470H. History of the American Woman II
See HIST 470.

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.

483Z. Social Demography for U.S. Minorities
See SOC 483.

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.
AMERICAN STUDIES ~ ANTHROPOLOGY

484E. Tragedy: Shakespeare and Melville
See ENGL 482C.

486. Grecian Architecture and Furniture
See ARCH 581.

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.

490. 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.

INTERNSHIPS

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) Giamo
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 (emeritus); James J. McKenna

Nancy O’Neill Associate Professor of Anthropology
Susan G. Sheridan

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

Associate Professors:
James O. Bellis; Susan D. Blum; Douglas E. Bradley (concurrent); Agustin Fuentes; Rev. Patrick D. Gaffney, C.S.C.; Ian Kuitj (on leave fall 2004); Joanne M. Mack (concurrent); Cynthia Mahmood; Kenneth E. Moore (emeritus); Carolyn R. Nordstrom (on leave 2004–2005); Mark R. Schurr (on leave spring 2005)

Assistant Professors:
Meredith S. Chesson (on leave fall 2004); Gregory J. Downey; Satsuki Kawano; Daniel H. Lende (on leave fall 2004); Karen E. Richman

Visiting Assistant Professors:
Yorke Rowan; Kimbra L. Smith

Adjunct Assistant Professor:
Marcia L. Good

Adjunct Instructor:
Deborah Snievy

Program of Studies. The undergraduate program in anthropology is designed to provide each student with a broad, holistic, integrated and species-wide perspective on contemporary human behavior. Anthropology may be the only major that provides significant intellectual and professional links with the humanities and other social science fields, while also providing separate bridges into both the natural sciences and business. In so doing the anthropology major prepares students for successful entry into any number of fields and disciplines and their appropriate professional graduate schools including medical schools, public health, and law. Human evolutionary models, critical comparative analysis, ethnographic methods, and a variety of developmental approaches are taught and applied in our classes to such diverse topics and research areas as: health; illness; addiction; human communication (verbal and non-verbal); human origins; the nature of social groups; the family; worldwide political and socio-economic systems; religion; warfare; infancy and childhood; non-human primate ecology and behavior; the archaeology, prehistory, and ethnology especially of North America and the Middle East; sexuality; museum studies; China; evolutionary medicine; Japanese culture, religion, and society; martial arts; transnationalism; sex and gender; and medical anthropology.

In moving toward our goal to achieve national prominence as one of the top undergraduate research and teaching departments in the nation, our faculty stress the importance of innovative and significant undergraduate research. We aim to provide as many majors as is possible with hands-on research experiences both in the field and laboratory. Two Smithsonian and two Chicago Field Museum summer research internships created by the department are available to majors and it is common throughout the school year and summer for the faculty to pair with students to conceptualize and work together on research projects both on campus and abroad. Often this collaborative research leads to joint publications. Our undergraduate students receive many undergraduate research awards from the University and regularly attend national professional meetings and stand alongside graduate students and professors from around the nation to present the results of their research. Our anthropology minors also participate to a high degree.

Aside from its applicability and relevance across different disciplines, professions, and careers, one of the truly unique aspects of anthropology is that it changes in a most profound and insightful way the manner in which our students experience and come to interpret their own lives. The subject of anthropology is, of course, humankind as viewed not through a local lens limited by the biases or world view of one’s own culture, but by a view that attempts to reconcile and understand the intersecting and sometimes conflicting, yet, often logical alternative ways by which our fellow human beings live and think.

Perhaps it is the result of this very personal encounter, experienced alongside exposure to the very best scholarship, that permits our anthropology students to connect so easily and successfully with the diverse professional communities to which they are drawn. But whatever accounts for this relative fluidity by which our graduates make the transition into so many diverse fields, the knowledge and skills gained by studying anthropology, in addition to providing keen insights into others, enriches one’s understanding of one’s self. In this way anthropology maximizes the chances of personal achievement and self-fulfillment, and proves a surprisingly powerful beginning point for just about any career.

PROGRAMS FOR THE CLASS OF 2007 AND BEYOND

1. The Major. There are no prerequisites to the major. The major requires 27 credits, nine of which must be in the sequence of fundamentals, including ANTH 326 (Fundamentals of Linguistic Anthropology), ANTH 327 (Fundamentals of Archaeology), ANTH 328 (Fundamentals of Social and Cultural Anthropology), and ANTH 329 (Fundamentals of Human Evolution). In addition, majors must take ANTH 430 (Perspectives in Anthropological Analysis), one methods course (three credits), and 12 credits of electives. At least six credits of the electives must be at the 400 level. It is recommended that students take the fundamentals by the end of their junior year, whereas ANTH 430 is usually taken as a junior or senior.
2. The Honors Major. The honors major requires 33 credits. In addition to the above program, the honors student will take one additional methods course (three credits) and one additional 400 level course (three credits) taken in the senior year, which satisfies the honors capstone.

3. The Minor. The minor requires 15 credit hours. There are no prerequisites. Students must take three of the four fundamentals, ANTH 326, 327, 328, and 329. In addition, students must take six credits of electives.

Courses taken for pass-fail credit will not satisfy requirements for the major, the honors major, or the minor.

PROGRAMS FOR THE CLASS OF 2006 AND BEFORE

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.

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
- 310. Health, Healing and Culture
- 322. Black Music, World Market
- 326. Fundamentals of Linguistic Anthropology
- 327. Fundamentals of Archaeology
- 386. Religion, Myth and Magic
- 403. Anthropology of Art
- 404. Topics in Biological Anthropology
- 405. Biological Anthropology
- 416. Primate Behavior
- 407. Human Osteology
- 448. Native North American Art
- 420. Person, Self, and Body
- 429. Mexican Migration and Transnationalism in South Bend
- 432. Anthropology of War and Peace
- 437. Film and Society
- 454. Cultural Aspects of Clinical Medicine
- 463. Gender and Power in Asian Cultures
- 468. Household Archaeology
- 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
- 327. Fundamentals of Archaeology
- 336. Human Diversity
- 339. Archaeology of Ancient Palestine
- 340. Ancient Cities and States
- 389. Prehistory of Eastern North America
- 391. Prehistory of Western North America
- 404. Topics in Biological Anthropology
- 405. Biological Anthropology
- 406. Primate Behavior
- 407. Human Osteology
- 452. Evolutionary Medicine
- 458. Infancy: Evolution, History and Development
- 474. Environmental Archaeology
- 477. Forager/Farmer Transition

Area Studies (three hours)

- 322. Black Music, World Market
- 339. Archaeology of Ancient Palestine
- 340. Ancient Cities and States
- 353. Societies and Cultures of South Asia
- 354. Japanese Society
- 356. Chinese Society and Culture
- 359. Peoples of Africa
- 361. Societies and Cultures of Latin America
- 365. The Contemporary Middle East
- 366. Native Peoples of North America
- 370. Caribbean Diasporas
- 389. Prehistory of Eastern North America
- 391. Prehistory of Western North America
- 408. Native North American Art
- 414. Transnational Societies and Cultures

21. Religious Life in Asian Cultures
23. Tribe, Religion, Nation in Africa
437. Film and Society
440. Native Americans in Fact and Fiction
453. Gender and Power in Asian Cultures
452. Archaeology of Ireland

Topics in Anthropology (three hours)

- 377. Cultural Difference and Social Change
- 382. The Anthropology of Gender
- 386. Religion, Myth, and Magic
- 411. Topics in Social/Cultural Anthropology
- 412. Topics in Asian Anthropology
- 414. Transnational Societies and Cultures
- 420. Person, Self, and Body
- 421. Religious Life in Asian Cultures
- 423. Tribe, Religion, Nation in Africa
- 427. Doing Things with Words
- 429. Mexican Migration and Transnationalism in South Bend
- 431. Race, Ethnicity and Power
- 432. Anthropology of War and Peace
- 434. Vision, Culture, and Race
- 440. Native Americans in Fact and Fiction
- 454. Cultural Aspects of Clinical Medicine
- 463. Gender and Power in Asian Cultures
- 468. Household Archaeology
- 470. Engendering Archaeology

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
The anthropological study of humankind will be approached from the perspectives of physical anthropology; prehistory and archaeology; linguistic anthropology and sociocultural anthropology.

180. Social Science University Seminar
(3-0-3) Staff
Anthropology, the holistic study of humans and their societies and cultures, is the focus of this seminar course. Through discussion and analysis of a 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.
195. Introduction to Anthropology Honors
(3-0-3) Staff
Prerequisite: First-year honors students only
Anthropology moves forward from the classification of our species in biological terms to explore, in theory and by empirical investigation, the particular forms of cultural expression that characterize the development of human societies and account for their richness and their remarkable variety. It addresses evolution and genetics, ecological adaptation and the emergence of complex societies. It looks into language and other symbolic systems. It studies the vast domain of social and cultural life, from kinship to kingship and from cyborgs to shamans. Seminar format.

205/305. Introduction to Human Ethology
(3-0-3) McKenna
This course explores the cultural and evolutionary origins of language, non-verbal communication, infant behavior, parenting, human aggression, sexual behavior, gender development and human courtship rituals. Each subject is examined from a cross-species, cross-cultural, evolutionary and developmental (including historical) perspective.

310. Health, Healing, and Culture
(3-0-3) Good
Prerequisite: ANTH 109, 326, 327, 328, or 329.
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.

311R. Mesoamerican Art: Olmec and Their Legacy
(3-0-3) Bradley
This course introduces the student to the Mesoamerican world-view by tracing the origins of Mexican art, religion and culture from the development of the Olmec civilization up to Aztec times, 1500 B.C.–A.D. 1500. Special emphasis will be placed upon the essential unity of religious concepts as iconography evolved over this 3,000-year time span. Crosslisted with ARHI 311.

314Z. Social Movements
(3-0-3) Summers-Effler
See SOC 314.

322. Black Music, World Market
(3-0-3) Downey
Prerequisite: ANTH 109, 326, or 328.
Slavery and the coerced migration of Africans to the New World left a multitude of popular musical styles from 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.

323H. 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. Crosslisted with HIST 323.

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, Kuijt, Schurr
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, Central America, Europe, and Africa.

327Z. Historical Memories and the Developments Bridging Latino and Latin American Identities
(3-0-3) Orozco
See SOC 327.

328. Fundamentals of Social and Cultural Anthropology
(3-0-3) Gaffney, Kawano, Nordstrom, Richman
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. 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, Fuentes, McKenna, Schurr, 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
Prerequisite: ANTH 327 or 329.
This course presents the methods used by physical anthropologists to study both the biological basis of human differences (race, intelligence, sex, gender, etc.), as well as the ongoing process of human adaptation and evolution in response to climate, nutrition and disease.

339. Archaeology of Ancient Palestine
(3-0-3)Chesson
This course introduces students to the rich prehistoric and early historic archaeology of the southern Levant, the region encompassing modern Israel, Palestine, and Jordan; topics will include the origins of agriculture, the emergence of towns and cities, international seafaring and exchange, the Philistines and Sea Peoples, and the influence of neighboring empires.

340. Ancient Cities and States
(3-0-3) Chesson, Rowan
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) Staff
This course provides a broad introduction to societies and cultures of South Asia (including India, Pakistan, Bangladesh, Sri Lanka, Nepal, Bhutan, and the Maldives).

354. Japanese Society
(3-0-3) Staff
This course presents a survey of the social structures and forms of expression that make up the complex society of contemporary Japan, using anthropological writings, history, reporting, film, and fiction.

356. Chinese Society and Culture
(3-0-3) Blum
This course introduces students to the complexities of contemporary Chinese society in the context of the past. Topics covered include food, family and gender, political activity, ethnicity and identity, urban and rural life, work and unemployment, economic complexity, multilingualism, arts, religion, medicine and the body, and literature.

359. Peoples of Africa
(3-0-3) Bellis
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, emphasizing the relation between a culture and its physical environment.

360K. Holy Fools in Christian Tradition
(3-0-3) Kobets
See RU 360.

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. Contemporary issues of globalization, violence and migration will preoccupy the discussion of Central and South America and the Caribbean today.
365. The Contemporary Middle East
(3-0-3) Gaffney
Surveys Islamic civilization, the most important cultural influence in the Middle East, as context for discussion of the life of Middle Eastern peoples. Topics 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, 326, or 328.
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.

372Z. Migration, Race, and Ethnicity in 21st-Century America
(3-0-3) Woodrow-Lahfeld
See SOC 378.

382. Anthropology of Gender
(3-0-3) Richman
**Prerequisite:** ANTH 109, 326, or 328.
This course introduces students to the main issues and debates characterizing the anthropology of gender and explores how anthropologists have attempted to understand changing roles, sexual asymmetry, and stratification.

386. Religion, Myth, and Magic
(3-0-3) Gaffney
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.

387E. City in Modern Chinese Fiction
(3-0-3) Lin
Examining portrayals of cities such as Beijing and Shanghai in fictional works, this course explores the image of the city as the big, the bad, and the irresistible site of desire for modernity in 20th-century China. Crosslisted with EALL 387.

388E. Chinese Mosaic: Philosophy, Politics, Religion
(3-0-3) Jensen
This is a special topics class that provides an introduction to the diverse lifeways constituting the puzzle of the Chinese people. The course will cover the influences of religion, philosophy, and politics. Crosslisted with EALL 388.

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. Topics include Moundbuilders, agriculture, development of sophisticated societies, and why historic American Indian tribes were so diverse.

390M. Islam: Religion and Culture
(3-0-3) Afsaruddin
See MELC 390.

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.

391E. Short Story in East Asia and the Asian Diasporas
(3-0-3) Selden
This course introduces students to short stories by 20th-century writers in China, Taiwan, Korea, Japan and the East Asian diasporas. The goals of the course are to examine the intertwined modern histories of East Asian nation-states, investigate the short story as a literary genre, and explore critical concepts of literary and cultural identity studies. Crosslisted from EALL 391.

393G. Icons and Action Figures in Latino/Latina Literature
(3-0-3) Delgadillo
This course will use novels, short stories, films, cartoons, poems and art to compare newer versions of icons and action figures with their traditional representations and interrogate the shifts in meaning as well as techniques, histories and arts involved in the process of re-interpretation. Crosslisted from ENGL 393G.

403. Anthropology of Art
(3-0-3) Bellis
**Prerequisite:** ANTH 109, 326, 327, 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.

404. Topics in Biological Anthropology
(3-0-3) Fuentes
**Prerequisite:** ANTH 109, 327, or 329.
This course explores the latest developments in biological anthropology, including but not limited to population genetics, human diversity, the concept of race, primate evolution and behavior, patterns of adaptation, and evolutionary medicine.
405. Biological Anthropology
(3-1-4) Fuentes, Sheridan
Prerequisite: ANTH 109, 327, or 329.
This course includes research pertaining to human evolution and to epidemiological and nutritional studies both now and in the remote past, as well as the applied physical anthropology fields of forensic sciences and genetics.

406. Primate Behavior
(3-0-3) Fuentes, Sheridan, McKenna
Prerequisite: ANTH 109, 327, or 329.
This course will explore the similarities and differences in behavior among primates. 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 327 or 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.
Traditional Native North American art will be studied through form, technique and context, as well as the perception of this art as exemplified through form, technique and context. Students will work with the collections in the Snite Museum of Art.

411. Topics in Social/Cultural Anthropology
(3-0-3) Staff
This course explores the latest developments in social-cultural anthropology including, but not limited to, nationalism and transnationalism; colonialism and post-colonialism; political economy; gender; religion; ethnicity; language; and medicine and the body. Emphasis will be on social and cultural transformations in specific historical contexts.

412. Topics in Asian Anthropology
(3-0-3) Staff
This course explores the latest developments in the anthropology of Asian societies and cultures. The course may include the study of nationalism and transnationalism; colonialism and post-colonialism; political economy; gender; religion; ethnicity; language; and medicine and the body. Emphasis will be on social and cultural transformations of Asian societies in specific historical contexts.

414. Transnational Societies and Cultures
(3-0-3) Richman, Smith
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.

4150. Gender, Politics, and Evolutionary Psychology
(3-0-3) Manier
This course explores the conceptual foundations of evolutionary psychology and its implications for the view that a wide range of human social behaviors are sexually dimorphic as a result of the long evolutionary history of the human species. Crosslisted with PHIL 215.

420. Person, Self, and Body
(3-0-3) Blum
Prerequisite: ANTH 109, 326, or 328.
This course will examine theoretical works and ethnography on persons, selves, and bodies to address issues of private versus public self, the concept of the body, the construction of identity, and the issues of conflict within a person and between persons and the material world.

421. Religious Life in Asian Cultures
(3-0-3) Staff
Prerequisite: ANTH 109, 326, or 328.
This course explores topics such as ritual, ancestor worship, shamanism, spirit possession, divination, and festivals in changing Asian societies, including 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 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, the role of Christianity and Islam, and the influence of traditional African religions. Open to graduate students.

425Z. Ethnicity in America
(3-0-3) Chrobok
Prerequisite: ANTH 326 or 328 plus one more ANTH course. Juniors and seniors. Fluent Spanish.
This course focuses on images of Native Americans and how these images may have been shaped by popular and scientific writing and film. This course uses books and film displaying Indian stereotypes and compares them to ethnographic studies which reveal more realistically the diversity of Native American culture.

429. Mexican Migration and Transnationalism in South Bend
(3-0-3) Richman
Prerequisites: ANTH 328, 361, 414, or 431. Juniors and seniors. Fluent Spanish.
This course uses experiential learning in the Mexican community of South Bend in order to understand how Mexican migrants conduct their lives across the vast distances separating South Bend and their homeland.

430. Development of Anthropological Theory
(3-0-3) Blum, Gaffney, Smith
Prerequisite: ANTH 326 or 328. Anthropology majors only.
This course provides an introduction to anthropological theory, including its relationship both to other intellectual approaches within the social and natural sciences, and to anthropological practice.

431. Race, Ethnicity, and Power
(3-0-3) Mack
Prerequisite: ANTH 109, 326, or 328.
This class will explore the human capacity for war and peace, from tribal conflicts through guerilla warfare to conventional and nuclear war. It will also study societies without war and populations with innovative ideas about peace.

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, from tribal conflicts through guerilla warfare to conventional and nuclear war. It will also study societies without war and populations with innovative ideas about peace.

434. Vision, Culture and Race
(3-0-3) Song
Prerequisites: ANTH 326 or 328 plus one more ANTH course. Juniors and seniors. Fluent Spanish.
This course focuses on images of Native Americans and how these images may have been shaped by popular and scientific writing and film. This course uses books and film displaying Indian stereotypes and compares them to ethnographic studies which reveal more realistically the diversity of Native American culture.

437. Film and Society
(3-0-3) Snively
Prerequisites: Two previous ANTH courses. Juniors and seniors.
This course will examine the American experience via cinematic representation and analysis. Course work will include research papers and the production of a short visual narrative piece representing students' conceptualizations of Americana.

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. This course uses books and film displaying Indian stereotypes and compares them to ethnographic studies which reveal more realistically the diversity of Native American culture.
452. Evolutionary Medicine
(3-0-3) McKenna
Prerequisite: One ANTH course.
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, 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.

453P. Psychology and Medicine
(3-0-3) Kolberg
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. Primarily intended for students intending to enter medical school. Crosslisted with PSY 453A.

454. Cultural Aspects of Clinical Medicine
(3-1-4) Wolosin
Prerequisite: Permission required. Juniors and seniors only.
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 the clinical medical care. Students divide their time between classroom and service as patient/family liaisons in an area emergency room. Student access to transportation is necessary.

458. Infancy: Evolution, History, and Development
(3-0-3) McKenna
Prerequisite: One ANTH or PSY course.
This course explores aspects of infant biology and socio-emotional development in relationship to Western child care practices and parenting, and cross-cultural, human evolutionary and developmental data. A variety of mammals are included as a comparative background.

462. Gender and Power in Asian Cultures
(3-0-3) Staff
Prerequisite: ANTH 109, 326, or 328.
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) Cheson
Prerequisite: ANTH 327, 329, 340, or 389.
This course explores the theoretical and methodological challenges faced by archaeologists excavating ancient households. Students will explore the social, economic, political and physical characteristics of households, the relationship between households and communities, and the contribution of household archaeology to architectural, artifactual, and social analyses of ancient communities.

470. Engendering Archaeology
(3-0-3) Cheson
Prerequisite: ANTH 326, 327, 328, 329, 340, or 389.
This course will consider the historical and theoretical foundations of creating an engendered past, the methodological and practical aspects of “doing” engaged archaeology; and the intersection between political feminism, archaeological knowledge production, and the politics of an engaged archaeology.

472. Theory and Method in Archaeology
(3-0-3) Bellis, Cheson
Prerequisite: ANTH 327, 329, or 488.
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. Useful to individuals in anthropology, history, theology, classics and art history.

473. The Archaeology of Death
(3-0-3) Schurr
Prerequisite: ANTH 327 or 329.
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 109, 327, 329, or 389.
This course explores the relationships between past societies and the ecosystems they inhabited and constructed 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, or 389.
The course will cover laboratory procedures and techniques used in the analysis of range of excavated chipped stone artifacts from prehistoric contexts. Students will participate in flintknapping practice and work intensively with several archaeological collections.

477. The Forager/Farmer Transition
(3-0-3) Kuijt
Prerequisite: ANTH 109, 327, 329, or 389.
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.

479H. History of Chinese Medicine
(3-0-3) Murray
In light of certain contemporary Chinese practices in the field of alternative medicine, this course will explore the phenomenon of Chinese traditional medicine in both its historical and contemporary settings. Crosslisted with HIST 479.

479Z. International Migration and Human Rights
(3-0-3) Bustamante
Using a historical approach, this course 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. The recent developments within the context of the United Nations' Commission on Human Rights are also covered. Crosslisted with SOC 479.

482. Archaeology of Ireland
(3-0-3) Kuijt
Prerequisite: Permission required.
This course examines the cultural and historical trajectory of the archaeology of Ireland from the Neolithic through the Viking period. Topics include the emergence of the unique systems of communities, the development of systems of metallurgy in the Iron Age, regionalism, monetary practices and ritual, and discussion of village life in ring forts during the Bronze Age.

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.

486. Mother-Baby Behavioral Sleep Laboratory
(1–2–3) McKenna
Prerequisite: ANTH 205, 305, 452, or 458. 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. 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
Corequisite/Prerequisite: ANTH 430. Anthropology majors only.
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. This course may be used as the first semester of the two semester senior thesis sequence.

497A. 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 readings 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.

497B. Directed Readings in Biological Anthropology
(V-V-V) Fuentes, McKenna, Sheridan
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.

497C. Directed Readings in Sociocultural Anthropology
(V-V-V) Blum, Downey, Gaffney, Kawano, Mack, Mahmood, Nordstrom, Richman
Prerequisites: Junior or senior standing, dean’s list, consent of instructor.
Intensive independent readings 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.

497D. Directed Readings in Bioarchaeology
(V-V-V) Schurr, Sheridan
Prerequisites: Junior or senior standing, dean’s list, consent of instructor.
Intensive independent readings 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.

497E. Directed Readings 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.

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) Fuentes, McKenna, Sheridan
Prerequisites: Junior or senior standing, dean’s list, consent of instructor.
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, Downey, Gaffney, Kawano, Mack, Mahmood, Nordstrom, Richman
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.

498D. 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.

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.

499. Anthropology Senior Thesis
(V-V-V) Various
Prerequisites: Senior standing, dean’s list, consent of instructor.
This course, which continues for two semesters, provides the student with the opportunity for independent study and the development of skills in research and writing. The effort is the student’s own, from the choosing of a topic to the conclusion presented in the final paper. A thesis director is chosen to guide the student and provide assistance.

Art, Art History, and Design
Chair:
Dennis P. Doordan
Professors:
Dennis P. Doordan; William J. Kremer; Charles M. Rosenberg
Associate Professors:
Charles E. Barber; Robert R. Coleman; Rev. Austin I. Collins, C.S.C.; Jean A. Dibble; Paul A. Down; Rev. James F. Flanigan, C.S.C.; Richard L. Gray; Martina A. Lopez; Rev. Martin Lam Nguyen; Kathleen A. Pyne; Robin F. Rhodes; Maria C. Tomasula
Assistant Professors:
Nyame O. Brown; John K. Caruso; Meredith Gill; Robert Haywood; Robert P. Sedlack
Associate Professional Specialist:
John F. Sherman
Concurrent Assistant Professors:
Douglas E. Bradley; Stephen R. Moriarty; Tom Walker

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 and the art slide li-
library are housed on the first floor of O’Shaughnessy Hall. Offices for the art history faculty are in Decio Faculty Hall. The departmental office is in Riley Hall, as are the art and design faculty studios. Riley Hall also houses all the visual arts activities in well-equipped studios that are always available for student use. 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, one course treating material from before 1500 taught by a regular full-time art historian in the department, and one course that treats material from after 1500 taught by a regular full-time art historian in the department. 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 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

Design is the order of form and control of function. It is what designers do. Because people are conditioned to evaluate and select on the basis of appearance and textural input, the acceptance or rejection of material goods is often reduced to an object’s visual power of seduction. The act of giving form, texture, and color to information and object empowers the designer with influence that can lead to the success or failure of made aspects of our environment.

Responsible designers aspire to conceive objects with a sensitivity for human need, human aspiration, and the functional requirements for both implementing and producing made objects. At its best, design serves a community that includes industry, marketing, consumer, and the environment.

Design has been part of the curriculum at the University of Notre Dame since the early 1950s. Here, design students share the advantages of a campus that is rich in contemporary technology and still retains a deep appreciation for a heritage of traditional human values and wisdom. Technically advanced lecture rooms and digital labs support all student design activities. One 18-station Mac lab and one 10-station SGI lab share campus network with a complete range of facilities for color or black and white input and output. Two model fabrication shops allow pattern making activities leading to “on site” processing that ranges from plastic molding to foundry casting. Intermediate and advanced level undergraduate students share an energized design community with defined studio space located in close proximity to all studio fine arts, art history, and exhibition galleries.

Graphic Design

Graphic design is a creative process that combines fine art and technology to communicate ideas. It begins with a message that, in the hands of a talented graphic designer, is transformed into visual communication that transcends mere words. By controlling color, type, movement, symbols, and images, the graphic designer creates and manages the production of visuals designed to inform and persuade a specific audience. By combining aesthetic judgment with project management skills, graphic designers develop visual solutions and communications strategies. The professional designer works with writers, editors, illustrators, photographers, code writers, and printers to complete compelling designs that communicate a client’s message effectively.

At Notre Dame, the graphic design education begins with the liberal arts curriculum as part of the College of Arts and Letters. This varied background includes science, math, philosophy and theology, and creates a well-rounded graduate prepared to deal with the wide variety of complex communication issues professional designers face.

Within the Department of Art, Art History, and Design, the graphic design curriculum gives a student the opportunity to be firmly grounded in the fundamentals of graphic design and gain exposure in various fine art curriculum. The further the student progresses through the tiered program, the greater the opportunities to explore creative avenues and problem-solving-as well as problem-defining-methods. These experiences are coupled with access to leading-edge technology, including an on-site, eighteen-station Mac lab, color input/output devices, CD burners, digital cameras, and the most current computer applications recognized by industry.

Industrial Design

Industrial designers give form to virtually all mass-manufactured products in our culture. Their tasks include the conceptual act of planning how made objects will affect utility, appearance, and value to users, sellers, and makers. Toward these ends, designers require an awareness of aesthetics, human behavior, human proportion, material, process, and the responsible appropriation of resources, both before and after use.

Industrial designers identify and solve problems. The industrial designer must present different points of view and alternative solutions involving products or systems in a clear and engaging manner. This persuasive art form requires highly developed organizational and presentational methods that utilize drawing, physical modeling, computer modeling, and animation as well as verbal skills.

Design education begins at Notre Dame with
utilization of campus facilities through the liberal arts curriculum. This social, philosophical, critical, ethical, and historical experience helps build a foundation of cultural understanding that naturally leads to the more specific aspects of traditional creative and problem-solving methods required of designers. The industrial design area also maintains close contact with regional and national corporate design and consulting offices in the form of annual conferences, sponsored projects, and internships.

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.

Photography Concentration
Photographs mediate our experiences with the physical world. Paintings communicate ideas - 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 photography allows students 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 Courses
Photographs mediate our experiences with the physical world that take place at the intersection between art, culture, and our 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 silk screen, 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.

Printmaking I (0-6-3) (0-6-3)
Open to all students.
This course is an introduction to the basic techniques of printmaking including lithography, intaglio, relief, and silk screen. Students learn methods of developing images and ideas. The emphasis is placed on discovery and development of the student’s individual strengths and interests in the medium.

Printmaking II (0-6-3) (0-6-3)
Open to all students.
This course is a continuation of Printmaking I. Students learn more advanced techniques in printmaking, including lithography, intaglio, relief, and silk screen. The emphasis is on developing the student’s individual strengths and interests in the medium.

Printmaking III (0-6-3) (0-6-3)
Open to all students.
This course is a continuation of Printmaking II. Students learn more advanced techniques in printmaking, including lithography, intaglio, relief, and silk screen. The emphasis is on developing the student’s individual strengths and interests in the medium.

Printmaking IV (0-6-3) (0-6-3)
Open to all students.
This course is a continuation of Printmaking III. Students learn more advanced techniques in printmaking, including lithography, intaglio, relief, and silk screen. The emphasis is on developing the student’s individual strengths and interests in the medium.

Printmaking V (0-6-3) (0-6-3)
Open to all students.
This course is a continuation of Printmaking IV. Students learn more advanced techniques in printmaking, including lithography, intaglio, relief, and silk screen. The emphasis is on developing the student’s individual strengths and interests in the medium.

Printmaking VI (0-6-3) (0-6-3)
Open to all students.
This course is a continuation of Printmaking V. Students learn more advanced techniques in printmaking, including lithography, intaglio, relief, and silk screen. The emphasis is on developing the student’s individual strengths and interests in the medium.

Printmaking VII (0-6-3) (0-6-3)
Open to all students.
This course is a continuation of Printmaking VI. Students learn more advanced techniques in printmaking, including lithography, intaglio, relief, and silk screen. The emphasis is on developing the student’s individual strengths and interests in the medium.

Printmaking VIII (0-6-3) (0-6-3)
Open to all students.
This course is a continuation of Printmaking VII. Students learn more advanced techniques in printmaking, including lithography, intaglio, relief, and silk screen. The emphasis is on developing the student’s individual strengths and interests in the medium.

Printmaking IX (0-6-3) (0-6-3)
Open to all students.
This course is a continuation of Printmaking VIII. Students learn more advanced techniques in printmaking, including lithography, intaglio, relief, and silk screen. The emphasis is on developing the student’s individual strengths and interests in the medium.

Printmaking X (0-6-3) (0-6-3)
Open to all students.
This course is a continuation of Printmaking IX. Students learn more advanced techniques in printmaking, including lithography, intaglio, relief, and silk screen. The emphasis is on developing the student’s individual strengths and interests in the medium.

Printmaking XI (0-6-3) (0-6-3)
Open to all students.
This course is a continuation of Printmaking X. Students learn more advanced techniques in printmaking, including lithography, intaglio, relief, and silk screen. The emphasis is on developing the student’s individual strengths and interests in the medium.

Printmaking XII (0-6-3) (0-6-3)
Open to all students.
This course is a continuation of Printmaking XI. Students learn more advanced techniques in printmaking, including lithography, intaglio, relief, and silk screen. The emphasis is on developing the student’s individual strengths and interests in the medium.

Printmaking XIII (0-6-3) (0-6-3)
Open to all students.
This course is a continuation of Printmaking XII. Students learn more advanced techniques in printmaking, including lithography, intaglio, relief, and silk screen. The emphasis is on developing the student’s individual strengths and interests in the medium.

Printmaking XIV (0-6-3) (0-6-3)
Open to all students.
This course is a continuation of Printmaking XIII. Students learn more advanced techniques in printmaking, including lithography, intaglio, relief, and silk screen. The emphasis is on developing the student’s individual strengths and interests in the medium.

Printmaking XV (0-6-3) (0-6-3)
Open to all students.
This course is a continuation of Printmaking XIV. Students learn more advanced techniques in printmaking, including lithography, intaglio, relief, and silk screen. The emphasis is on developing the student’s individual strengths and interests in the medium.

Printmaking XVI (0-6-3) (0-6-3)
Open to all students.
This course is a continuation of Printmaking XV. Students learn more advanced techniques in printmaking, including lithography, intaglio, relief, and silk screen. The emphasis is on developing the student’s individual strengths and interests in the medium.

Printmaking XVII (0-6-3) (0-6-3)
Open to all students.
This course is a continuation of Printmaking XVI. Students learn more advanced techniques in printmaking, including lithography, intaglio, relief, and silk screen. The emphasis is on developing the student’s individual strengths and interests in the medium.

Printmaking XVIII (0-6-3) (0-6-3)
Open to all students.
This course is a continuation of Printmaking XVII. Students learn more advanced techniques in printmaking, including lithography, intaglio, relief, and silk screen. The emphasis is on developing the student’s individual strengths and interests in the medium.

Printmaking XIX (0-6-3) (0-6-3)
Open to all students.
This course is a continuation of Printmaking XVIII. Students learn more advanced techniques in printmaking, including lithography, intaglio, relief, and silk screen. The emphasis is on developing the student’s individual strengths and interests in the medium.

Printmaking XX (0-6-3) (0-6-3)
Open to all students.
This course is a continuation of Printmaking XIX. Students learn more advanced techniques in printmaking, including lithography, intaglio, relief, and silk screen. The emphasis is on developing the student’s individual strengths and interests in the medium.

Printmaking XXI (0-6-3) (0-6-3)
Open to all students.
This course is a continuation of Printmaking XX. Students learn more advanced techniques in printmaking, including lithography, intaglio, relief, and silk screen. The emphasis is on developing the student’s individual strengths and interests in the medium.

Printmaking XXII (0-6-3) (0-6-3)
Open to all students.
This course is a continuation of Printmaking XXI. Students learn more advanced techniques in printmaking, including lithography, intaglio, relief, and silk screen. The emphasis is on developing the student’s individual strengths and interests in the medium.

Printmaking XXIII (0-6-3) (0-6-3)
Open to all students.
This course is a continuation of Printmaking XXII. Students learn more advanced techniques in printmaking, including lithography, intaglio, relief, and silk screen. The emphasis is on developing the student’s individual strengths and interests in the medium.

Printmaking XXIV (0-6-3) (0-6-3)
Open to all students.
This course is a continuation of Printmaking XXIII. Students learn more advanced techniques in printmaking, including lithography, intaglio, relief, and silk screen. The emphasis is on developing the student’s individual strengths and interests in the medium.
291S. Print Business and Photogravure
This course is concerned with learning the business of contract printing for photogravure prints. These prints look exactly like photographs but are printed onto soft printmaking papers. The class will invite a photographer to produce a suite of six black-and-white photographic prints that the class will convert into photogravure prints. The class will learn the business of production, including costs, while engaging in the scheduling, platemaking, printing, packaging, and sales of a suite of photogravures.

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 course is an introduction to bookmaking utilizing paper and bookbinding techniques for books and printing techniques practiced. Contemporary and 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.

325S. 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)
Prerequisites: 3-D Foundations, Wood Sculpture or Metal Sculpture.
This sculpture course allows students to work in one 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)
Prerequisite: Ceramics I and II.
This advanced course is for students pursuing an individual direction in ceramics. Emphasis is on individual concepts and techniques.

425S. Figure Drawing—Multilevel
Prerequisite: Figure Drawing.
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.

431S. Watercolor—Multilevel
Prerequisite: Figure Drawing.
This course is a continuation of the watercolor medium and deals with a variety of methods, materials, and techniques (both realistic and abstract) with special emphasis on color and composition.

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.

434S. Painting—Multilevel
Prerequisite: Painting I or Painting II.
This course extends and develops the skills and concepts initiated in Painting I and II. Students are engaged in projects that allow them to hone their technical skills while they define and develop their individual concerns as well as the formal means through which to communicate those concerns.

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 techniques, 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. 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.

492S. Multilevel Books and Printmaking
Prerequisite: Any college-level printmaking course.
This course offers advanced experience in making artists’ books, lithography, photolithography, etching, silk screen, and relief. Emphasis is on developing personal work and imagery.

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 senior 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.

DESIGN COURSES

111S. 2-D Foundations
(0-6-3)
Art majors only.
This course deals with fundamentals of two-dimensional design and is intended for students entering studio practice for the first time. The course is also open to more advanced students who wish to increase their knowledge of the elements and principles of design. The course is project-oriented. Studio practice in the basic principles of design employing color theory, form and space organization, as well as materials and processes used in the design process, are emphasized.

217S. Visual Dialogue
(0-6-3)
Open to all students.
Emphasis is placed on developing a sensitive visual thinking process and acquiring drawing skills essential to both Product Design and Graphic Design. The course is intended for students entering studio practice for the first time as well as for advanced students who wish to deepen their visualization and illustration skills.

218S. Product Design I
(0-6-3)
This foundation 3-D design studio begins as a natural extension of Basic Design. Students are encouraged to think and work in three-dimensional media. A series of fundamental design problems are assigned during the course of the semester. Emphasis is placed on the transformation of imagination from mind to paper to model.

281S. Graphic Design I
(0-6-3)
Prerequisite: 2-D Foundations.
This is an introductory course in the use of materials and processes related to the production of graphic media. Laboratory applications in typography, photographic processes, and printing technology are utilized in the development of student-designed projects.
314S. Digital 3-D
(0-6-3)
Permission required.
This course introduces students to sophisticated, complex three- and four-dimensional computer software for designing objects and images and animated graphic sequences. In this digital exploration, computer technology will be used to generate, modify and present design ideas. An intense session of CAD instruction for technical documentation will be included.

317S. Product Design Research Project
(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 Design 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. Advanced Product Design
(0-6-3)
Prerequisite: Product Design I.
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 I
(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.

483. Multimedia Design II
(3-0-3)
Prerequisite: Graphic Design I.
This advanced digital image-making 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 hyper-media design.

496. 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. 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 the Art History Methods seminar (three credit hours) and complete a final thesis in the fall of the fall or her senior year. The thesis, normally between 20 and 30 pages in length, is done under the direction of one of the regular art history faculty. It is expected to demonstrate the student’s ability to treat an important art historical topic in a manner that shows his or her writing skills and methodological training. It is expected that the thesis will be suitable for submission as a writing sample for students intending to apply to art history graduate programs.

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). It is strongly recommended that this distribution requirement be fulfilled with 200- or 300-level introductory courses taught by regular art history faculty on campus.

The remaining 12 credit hours may be taken in any area. Students must also have taken a minimum of two seminars in addition to Art History Methods in the process of fulfilling the major. The sequence in which the required and elective courses and seminars are taken is left to the discretion of the individual student. The Art History Methods seminar should be taken in either the junior or senior year.

Students with a first major in another department can complete a second major in art history by taking one course in each of the four departmental areas, an Art History seminar, and three electives in art history (24 credit hours total). It is strongly recommended that the four-course distribution requirement be fulfilled with 200- or 300-level introductory courses taught by regular art history faculty on campus. Students wishing to minor in art history can do so by taking five art history courses (15 credit hours total). At least one of these courses must treat material prior to 1600, and at least one must treat material from 1600 to the present.
Courses taken for the second major or the minor cannot be counted in more than one university program.

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.

221. An Introduction to the Ancient Art of Greece, Rome, Egypt, and the Near East
(3-0-3)
This course will examine the origins of Western art and architecture, beginning with a brief look at the Bronze Age cultures of the Near East and Egypt, then focusing in detail on Greece and Rome, from the Minoan and Mycenaean world of the second millennium B.C.E. to the rule of the Roman emperor Constantine in the fourth century C.E. Among the monuments to be considered are ziggurats, palaces, and the luxuriously furnished royal graves of Mesopotamia; the pyramids at Giza in Egypt and their funerary sculpture; the immense processional temple of Amon at Luxor; the Bronze Age palaces of Minos on Crete—the home of the monstrous Minotaur—and Agamemnon at Mycenae, with their colorful frescoes and processional approaches; the great funerary pots of early Athens and the subsequent traditions of Red and Black Figure vase painting; architectural and freestanding sculpture of the Archaic and Classical periods; the Periclean Acropolis in Athens, with its monumental gateway and shining centerpiece, the Parthenon; and finally, among the cultural riches of Rome, the painted houses and villas of Pompeii; the tradition of Republican and Imperial portraiture; the Imperial fora; the exquisitely carved Altar of Peace of Augustus; the Colosseum; and the Pantheon of the philhellenic emperor Hadrian.

230. Introduction to Medieval Art
(3-0-3)
This course will provide an introduction to the visual arts of the period ca. 300 CE to ca. 1400 CE. 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 problematize our assumptions about the nature of art history. 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, lucid and formative element in the societies and cultures, both secular and sacred, which shaped this period. Every fall.

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. 200 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.

242. 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.

243. Introduction to Renaissance Art
(3-0-3)
Open to all students. Fullfills the University Fine Arts requirement.
This course will survey the major trends in the art of Italy and Northern Europe from roughly 1300 to 1575. It will concentrate on such major figures as Giotto, Donatello, Masaccio, Botticelli, Raphael, Michelangelo, and Titian in Italy, and the Limbourg Brothers, Jan van Eyck, Rogier van der Weyden, Hieronymus Bosch, Albrecht Durer, Matthias Grünewald, and Pieter Brueghel in the North. It will consider such themes as artistic production and technique, public and private spirituality, naturalism, narrative, and the changing status of the artist.

247. European Art and Architecture of the 17th and 18th Centuries
(3-0-3)
This course will survey major stylistic trends in 17th- and 18th-century painting, sculpture, and architecture in Italy, Spain, France, the Low Countries, England, and Germany. The course will begin with the art of the Counter-Reformation in Italy and will end with the Age of the Enlightenment, encompassing the reigns of Pope Urban VIII to the death of Louis XVI. Stylistic trends such as the Baroque, Rococo and the origins of Neoclassicism will be discussed through the works of such diverse artistic personalities as Bernini, Caravaggio, Gentileschi, Velasquez, Poussin, Rembrandt, Rubens, Wren, Hogarth, Reynolds, Watteau, Boucher, Fragonard, Robert Adam, Neumann, Tiepolo, and Zimmermann. Discussion will also focus on the impact on art and artists by religious orders, emerging modern European states, capitalism, and global expansionism.

253. Nineteenth-Century European Art and Architecture
This course will survey the major monuments of painting, sculpture, and architecture that were produced in the dynamic 100 years following the French Revolution. We will investigate how artists and architects envisioned a new modern society, at the same time that the old social structures and supports crumbled around them. We will also consider how new materials and experimental techniques contributed to ways of representing the experience of modern life.

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. Mesoamerican 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 changing attitudes toward the gods, human achievement, and the relationship between the divine and the human.

324. Etruscan and Roman Art and Architecture (3-0-3)
Open to all students.
Roman art of the Republic and Empire is one focus of this course, but other early cultures of the Italian peninsula and their rich artistic production are also considered. In particular, the arts of the Villanovans and the Etruscans are examined and evaluated as both unique expressions of discrete cultures and as ancestors of and influence on Rome. The origins and development of monumental architecture, painting, portraiture and historical relief sculpture are isolated and traced from the early first millennium B.C. through the early fourth century of the modern era.

330. Survey of Medieval Art (3-0-3) Staff
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, lucid and formative element in the societies and cultures, both secular and sacred, that shaped this period.

331. The Formation of Christian Art (3-0-3)
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 sixth centuries AD. This period witnesses the mutation of the institutions of the Roman Empire into those of the Christian Byzantine Empire. Parallel to these social changes we can identify the emergence of a Christian art that defines our basic assumptions about the role of art in a Christian society. 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. This course examines the underlying conditions that made images so central to cultural identity at this period.

332. The Contest of Word and Image in Early Medieval Art (3-0-3)
This course will investigate the art produced in Western Europe between the seventh and eleventh centuries. Often characterized as a Dark Age, this period in fact demonstrates a fertile, fluid and inventive response to the legacy of Late Antique Christianity. The course will focus on the production and reception of illuminated manuscripts, perhaps the site where the most original encounters with and re-shaping of this legacy occur. This course should interest those who wish to think through the relationship of words and images on the page and in life.

333. Art into History: Reading the Art of Medieval Byzantium (3-0-3)
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. In order 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 12th century, a period which 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 we, as art historians can write the history of this rich culture will be a central issue of this course.

334. Romanesque Art: Three Journeys (3-0-5)
In this course we 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 labelled as Romanesque. We 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)
This course examines 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 visual material of this period to address wider issues of power, class, gender, spirituality, identity, and learning. The first part of this course will treat such institutions as St.-Denis, Chartres, Reims, and the Sainte-Chapelle as complex cultural phenomena that weave together a variety of visual media into strong political and spiritual messages. The second part of the course will examine devotional practices and their importance in defining responses to the arts available at this period.
336. Empire and Colony: Cultural Survival and Political Demise of the Byzantine World
The political death of the Byzantine Empire is marked by the 1204 fall of Constantinople to a crusader army. Although the Empire was revived in 1261 and continued until 1453, it was little more than a shadow of its former glory. In spite of this, Byzantium remained a vibrant and influential culture. The court and church in Constantinople maintained and breathed new life into the rich tradition of Byzantine art. These forms were adopted and adapted by the mendicant orders who accompanied the Venetian colonizers of the Empire. This course will examine the afterlife for Byzantine culture, considering the conditions that enabled this late medieval flourishing of a culture now bereft of a strong political ground.

344. Rome: A Journey in Art and History (3-0-3)
This class is an exploration of the history and culture of Rome from late medieval times through the 20th century, with an emphasis on art and architecture. We will examine the urban panorama of the Eternal City through a series of layered investigations of its major sites and monuments, such as the Capitoline Hill, St. Peter’s and the Vatican complex, the Lateran, and Santa Maria Maggiore. We will read travelers’ descriptions and literary evocations of the city with a view to reliving the enchantment of Rome, and the “idea” of Rome, through the ages. In addition to our readings and lectures, members of the class will have an opportunity to develop projects on objects, structures, or works of art of their own choosing.

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.

353A. Survey of Nineteenth-Century 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—primarily, the numerous political revolutions and the rise of industrial capitalism and the middle class in France, England, and Germany. Among the artistic movements discussed are neoclassicism, romanticism, realism, pre-Raphaelitism, impressionism, and symbolism. Some of the major themes addressed are the relationships between tradition and innovation, between the artist and public, and between gender and representation, as well as the multiple meanings of “modern” and “modernism.” The class will visit the Snite Museum of Art on occasion to discuss special exhibitions related to topics in the course.

353B. Impressionism and Symbolism in European Art
The focus of the course is on key paintings produced by Impressionist and Symbolist artists from 1865 to 1895. We will ask how Impressionist painters began to engage the forms of high art with contemporary urban culture taking shape in European capitals. We will also examine how the next generation, the Symbolists, responded in their themes and painterly strategies to the modernism epitomized in Impressionist paintings.

361. Twentieth-Century Art I: 1900–1955 (3-0-3)
Open to all students. Fulfills fine arts requirement. This course focuses on early 20th-century art and cultural politics in Europe, Russia, and the United States. In the early modern period, many of the most ambitious and innovative artists strove to destroy old models of art, often replacing them with models that advocate revolutionary forms for a new, imaginary society. At other times, artists have employed art to undermine accepted norms of bourgeois culture and to liberate art and experience from convention. These are themes addressed in this course, along with the contradictory reality in which the art arose: an era defined by massive wars, racist ideologies, and violent suppressions. Among the selected artists analyzed are Pablo Picasso, Henri Matisse, Piet Mondrian, Marcel Duchamp, Hannah Höch, Lyubov Popova, Salvador Dalí, Walter Gropius, Diego Rivera, and Jackson Pollock.
This cross-disciplinary class is an exploration of the representation of classical myth in Western art and literature, ranging from the seventh century B.C.E. to the 18th century C.E. Beginning with mythological subjects in the political and religious sculpture, temple architecture and vase decoration of Ancient Greece, we will move on to study Roman painting and sculpture, medieval Ovidian allegory, the Renaissance reinvention of classical types and 18th-century neo-classicism. We will compare literary and visual narratives, evaluating the discursive modes of each, and analyzing how and why poets, philosophers, artists, sculptors, and architects selected and adapted the episodes that they did. Primary readings will include selections from Greek and Roman epic, lyric and dramatic poetry, Greek and Roman philosophical mythlogy, and early analyses of the relationship between art and myth such as Philostratus’ Eikonies. Among the artistic works that we will examine will be Raphael’s Roman cycles, Bellini and Titian’s poesie, and Bernini’s sculpted dramas. We will consider the erudite contexts for such works, including gardens, drawing rooms, princely residences, and civic institutions. We will discuss the connection between political power and myth, and concepts such as heroism, metamorphosis, and earthly and divine love. One aim of this class will be to identify the explanatory character of myth, and of story-telling within culture, as means of historical self-understanding, self-revelation, and catharsis.

In this course, we will examine the lives and legacy of selected saints with a view to defining the ideal qualities and criteria by which sainthood is made known. Incorporating visual as well as textual materials, hagiographies, theological writings and written testimonies, the 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 portrayals—whether portrait, narrative cycle or manuscript representations—can be compared to written ones, and differentiated from textual sources not only in iconographic terms but also as unique and forceful forms of knowledge in their own right.

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 in Mesoamerica. 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 unity of religious concepts as iconography evolved over a 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.

This course will focus on dress and material/visual culture in American history starting with the Colonial period. It will provide an introduction to methodology, and offer an overview of key themes in the history of dress and consumerism within the framework of gender studies. In one segment of the course, we will focus on the Colonial period as a case study: we will analyze the economics of dress (the production, marketing and acquisition of clothing) and will assess the importance of fashion to commerce. We will then evaluate the role of dress in the construction of colonial identities, and we will examine the ways that dress operated as a visual focus for racial, class and ethnic encounters in American societies. In another segment, students will be given the opportunity to work on and present independent research from any period or area of American studies.

This cross-course allows 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 deter-mined 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.

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.

This course examines the complex artistic pro-duction 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 relation-ship of Hellenistic art and culture to their Classical forebears, the development of an artistic and cultural koine in the Hellenistic world, and the Hellenization of Republican Rome will all be considered.
423. Greek Architecture
(3-0-3)
Open to all students.
In this course, the development of Greek monumental architecture and the major problems that define it will be traced from the eighth through the second centuries B.C., from the late Geometric through the Archaic, Classical, and Hellenistic periods. Among themes to be treated are the relationship between landscape and religious architecture, the humanization of temple divinities, the architectural expression of religious tradition and even specific history, architectural procession and hieratic direction, emblem and narration in architectural sculpture, symbolism and allusion through architectural order, religious revival and archaism, and the breaking of the architectural and religious canon.

425. Roman Architecture
(3-0-3)
Open to all students.
The content of this course spans 11 centuries, from the eighth century B.C. to the fourth century of the modern era, and traces the development of Roman architecture from its origins in Iron Age huts on the Palatine Hill and Etruscan temples and tombs, through the Roman colonization of the Italian peninsula and the establishment of basic tenets of town planning, through the conquest of Greece and the consequent Hellenization of Rome, through the invention of Roman concrete and the gradual exploration of its practical properties and its potential for spatial manipulation, through the architectural expression of propaganda and ideal in the great building programs of the emperors, to the creation of a specifically Christian architecture from the combined architectural forms and spirit of Greece and Rome.

441/541. Trecento: Giotto to the Duomo
(3-0-3)
Beginning with Giotto's Scrovegni Chapel, 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 the city-states, including Siena, Venice, Florence, and Pisa, as well as Rome, 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.

442. Fifteenth-Century Italian Art
(3-0-3)
Open to all students.
This course investigates the century most fully identified with the Early Renaissance in Italy. Individual works by artists such as Brunelleschi, Donatello, Ghiberti, Botticelli, and Alberti are set into their social, political and religious context. Special attention is paid to topics such as the origins of art theory, art and audience, portraiture and the definition of self, Medician patronage, and art for the Renaissance courts of northern Italy and Naples.

443/543. Northern Renaissance Art
(3-0-3)
Open to all students.
This course traces the development of painting in Northern Europe (France, Germany, and Flanders) from approximately 1300 to 1500. Special attention is given to the art of Jan Van Eyck, Rogier van der Weyden, Hieronymous Bosch, and Albrecht Dürer. Through the consideration of the history of manuscript and oil painting and the graphic media, students will be introduced to the special wedding of nature, art, and spirituality that defines the achievement of the Northern Renaissance.

444. Art of the High Renaissance in Florence and Rome
(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 Florence and Rome. It was Leonardo da Vinci's revolutionary example that imposed extraordinary artistic and intellectual changes on an entire generation of painters, sculptors, and architects. Ludovico Sforza, Duke of Milan, the new Republic of Florence, and the imperial papacy of Julius II recognized that the genius of Leonardo, Bramante, Michelangelo, Raphael, and others, could be brought into the service of the State. Under Julius, the Papal States, became the supreme state in Italy, and for the first time in centuries, the papacy ranked as a great European power. With the ceiling of the Sistine Chapel, St. Peter's (redesigned on a colossal scale by Bramante), the Vatican Palace (its city facade and Belvedere by Bramante, and papal apartments decorated by Raphael), and the Papal tomb (designed by Michelangelo), Rome, for the first time since the time of the Caesars, became the center of Western art.

445. Mannerism: Painting and Sculpture in Central Italy After the Death of Raphael
(3-0-3)
This course will explore the artistic trends in Italy after the High Renaissance (c. 1520) and before the Baroque (c. 1580), and will begin with definitions of terminology and a brief historiographic survey. Our attention will then turn to the Roman art of Raphael's heirs, Giulio Romano, Perino del Vaga, and Polidoro da Caravaggio, and the emerging Tuscan painters Pontormo, Rosso Fiorentino, and Domenico Beccafumi. We will also investigate the dispersal of the Roman school: Giulio Romano to the Gonzaga court in Mantua, in 1524, and following the Sack of Rome by imperial troops in 1527, other mannerist artists to Genoa, Bologna, Parma, and as far as the French royal chateau at Fontainebleau. Rome consequently experienced a revival at the end of the reign of Clement VII, and under the pontificate of Paul III, notably, the arts, politics, and theology flourished. This period may be marked by such diverse works as Michelangelo's monumental Last Judgment (1536–1541) and his frescoes (1542–1545) in the Pauline Chapel, Vatican Palace, the decorations (1536–1551) by various mannerist artists in San Giovanni Decollato, Perino's elegant frescoes in the Sala Paolina (1545–1547), Castel Sant'Angelo, Giorgio Vasari's fantastic murals in the Palazzo Cancelleria (1546), and Francesco Salviati's beautiful, secular frescoes in the Palazzo Ricci-Sacchetti (c. 1553–1554). Attention will also be given to the art of the Counter-Reformation in Rome, and to painting and sculpture by Bronzino, Salviati, Cellini, Bandinelli, Vasari, Giambologna, and others at the Florentine courts of Dukes Cosimo I and Francesco I.

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 Paladino, the formulators 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, Varallo and Vercelli 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 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, Leyster, 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 instrumentality 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 Carlo Maratti and his followers and then moves to subsequent stylistic trends as neoclassicism, Egyptian revival, and the rococo. Attention is also given to the vedute 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, Édouard 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.

464. Architecture of the 20th Century
(3-0-3)
This course is a survey of the significant themes, movements, buildings, and architects in 20th-century architecture. Rather than validate a single design ideology such as Modernism, Postmodernism, or Classicism this account portrays the history of architecture as the manifestation—in design terms—of a continuing debate concerning what constitutes an appropriate architecture for this century. Topics include developments in building technologies, attempts to integrate political and architectural ideologies, the evolution of design theories, modern urbanism, and important building types in modern architecture such as factories, skyscrapers, and housing. Class format consists of lecture and discussion with assigned readings, one midterm exam, a final exam, and one written assignment.

470. Topics in Medieval Art
The topic and format of this course will vary from year to year.

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)
Prerequisite: 200- or 300-level Art History course or permission.
The content of this course will change from year to year. Intended for senior undergraduates, it will examine narrow themes. Readings and discussion will be central to this class. Topics that might be addressed include gender and sexuality, court culture, monasticism and spirituality, and colonialism.

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.
The subject of this seminar will vary from year to year.

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. Senior Thesis
(3-0-3)
Final research paper done under the direction of a thesis advisor. Required of all senior first majors in art history.

496. 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 semiotic 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.
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 Greek Minor 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 from Greek courses at the 300-400-level.

CLASSICS

*Students will typically choose one of the two classical languages, ancient Greek or Latin, in which to fulfill the language requirement at the advanced level. They will be required to take at least two semesters in the other language at the appropriate level. If students have sufficient background in both languages, it should be possible for them to complete the requirements of the major through a combination of intermediate and advanced courses in both languages, as long as the total number of language courses equals seven (21 credit hours) for the first major and five (15 credit hours) for the supplementary major.

Supplementary majors in Classics will be exempt from the two courses in the second classical language.

Greek and Roman Civilization Major

Greek History 3
Roman History 3
Greek Literature Survey 3
Latin Literature Survey 3
6 Classics courses in English or Greek and Latin language offerings* 18

*Students will be strongly encouraged, but not required, to include some language study in their six elective courses.

Supplementary majors in Greek and Roman Civilization will be required to take four elective CLAS courses in translation or Greek and Latin offerings.

The Latin Minor provides a broadly based orientation to the history and civilization of the classical world. It consists of five courses, three of which are required: Greek History, Roman History, and an approved course in classical literature. The remaining two courses may be chosen, with departmental approval, either from CLAS courses, whether offered by the department or crosslisted by other programs, or from Greek and Latin language courses above the introductory level.

Classical Literature in Translation Minor

The Classical Literature in Translation Minor provides a broad experience of Greek and Latin literature studied in English translation. It consists of five courses, three of which are required: Greek Literature and Culture, Latin Literature and Culture, and either Greek and Roman Mythology or Classical Epic or Greek Tragedy. The remaining two courses may be chosen, with departmental approval, either from CLAS courses, whether offered by the department or crosslisted by other programs, or from Greek and Latin 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, tutorial hours per week, and credits each semester are in parentheses. Not all of these courses are offered every year. Consult the department for current offerings.

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.

GREEK

101–102. Beginning Greek I–II
(4-0-3) (4-0-3) Staff
This two-semester sequence of courses is designed to introduce students to the language of the ancient Greeks for the first time. It emphasizes the fundamentals of ancient Greek grammar and vocabulary, and prepares students to read original Greek texts, especially Homer and Plato. An appreciation for ancient Greek culture is also fostered through secondary readings and class discussion.

201. Intermediate Greek
(3-0-3) Staff
Offered only in the fall semester. Prerequisite: Greek 102, or at least two years of Greek in high school. Placement in this course is determined by consultation with the Department of Classics’ undergraduate advisor. This is a second-year language course that builds upon the work of Greek 101–102. It combines grammar review with studied reading of classical Greek authors, typically Homer and Plato. In addition to improving students’ translating skills, the course introduces methods for studying Greek literature in its historical and cultural contexts. By the end of the course students will acquire a sound reading knowledge of the language that will prepare them for more advanced work in the rich literature of the ancient Greeks. (Fall)

202. Greek Literature and Stylistics
(3-0-3) Staff
Prerequisite: Greek 201.
Provides an introduction to the advanced study of Greek literary texts through close reading of selected texts combined with practice in Greek composition. (Spring)

350. Age of Herodotus
(3-0-3) Staff
Reading in Greek of events and personalities of the Persian War: Aeschylus’ tragedy The Persians, selections from Herodotus, and from Plutarch’s Life of Themistocles.

410. Greek Historians
(3-0-3) Staff
Readings in Herodotus and Thucydides. Close literary and historiographical analysis of texts.

421. Homer
(3-0-3) Staff

432. Philosophical Poetry
(3-0-3) McLaren
This course consists of a survey of extant Greek philosophical poetry, along with a detailed examination of its place in the histories of both literature and philosophy in antiquity.

450. Early Greek Poetry
(3-0-3) Mazurek
Readings in Hesiod and the Homeric Hymns. Literary and cultural developments of Archaic Greece.

457. Hellenistic Literature
(3-0-3) Staff
Texts from Aristotle, Theophrastus, Menander, and Plutarch. Analysis of the development of fiction after the classical period.

460. Greek Comedy
(3-0-3) Staff
Reading and analysis of selected comic plays of Aristophanes. The role of the comic theatre in the Athenian community.

465. Greek Tragedy
(3-0-3) Wood
Texts selected from Aeschylus, Sophocles, and Euripides. Tragedy as a dramatic genre and as a view of life. Introduction to scholarship in this subject.
466. Images of Alexander  
(3-0-3) Mazurek  
The career of Alexander the Great (356–323 B.C.E.) and his effect on world history, ancient and modern, are examined through close reading of Arrian's History and Plutarch's Life of Alexander and the different images they offer of this fascinating yet controversial figure. Alexander’s influence on our concepts of empire, monarchy, and the divide between East and West are given special emphasis.

467. Advanced Greek: Plato  
(3-0-3) Staff  
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.

470. Greek Orators  
(3-0-3) Staff  
Historical and cultural examination of the speeches of Lysias and Demosthenes. Discussions of Attic Law, stylistic analysis, and compositional exercises.

475. Greek Philosophical Texts  
(3-0-3) Staff  
Reading and analysis of selected Platonic dialogues. Consideration of political, moral and metaphysical topics in Platonic philosophy. Current scholarly issues.

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

LATIN

101–102. Beginning Latin I–II  
(4-0-3) (4-0-3) Staff  
This two-semester sequence of courses is designed to introduce students to Latin, the language of the ancient Romans, for the first time. It emphasizes the fundamentals of Latin grammar and vocabulary, and prepares students to read original Latin texts. An appreciation for ancient Roman culture is also fostered through class discussion.

201. Intermediate Latin  
(3-0-3)  
Offered only in the fall semester.  
Prerequisite: Latin 102, or at least two years of Latin in high school. Placement in this course is determined by departmental examination. This is a second-year language course that builds upon the work of Latin 101–102. It combines grammar review with studied reading of classical Latin authors, typically Cornelius Nepos and Ovid. In addition to improving students’ translating skills, the course introduces methods for studying Latin literature in its historical and cultural contexts. By the end of the course students will acquire a sound reading knowledge of the language that will prepare them for more advanced work in the rich literature of the ancient Romans.

202. Reading and Writing Latin Prose  
(3-0-3) Staff  
Offered only in the spring semester. This last course of the language sequence concentrates on further development of reading, interpretative, and technical skills mastered in the first three semesters. Texts from a number of different prose authors allow students to appreciate the differences in their styles. The choice of which authors is left to the instructor: Cicero, Livy, Seneca, Petronius, Pliny the Younger, St. Augustine.

332. Latin Lyric  
(3-0-3) Schlegel  
This course examines the lyric poetry of Catullus and Horace, with the basic goal of training the student in the language, preoccupations, and meter of Roman Lyric. In the latter part of the course we will look at some examples of Roman Elegy, Propertius, Ovid, and Sulpicia, for purposes of comparison.

350. Age of Cicero  
(3-0-3) Mazurek  
Readings in historical and literary texts of the Late Roman Republic, to include the speeches and letters of Cicero, Sallust’s Catilinarian Conspiracy, and the poems of Catullus.

355. Age of Augustus  
(3-0-3) Mazurek  
Roman history and literature from 44 B.C. to A.D. 14. A study of Augustus as a social, political and cultural focal point. Texts by Suetonius, Horace, Virgil, Ovid.

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.

416. Roman Oratory, Theory, and Practice  
(3-0-3) Krostenko  
We examine the relationship between oratorical style and political ideology in three speeches of Cicero. Latin composition also is featured.

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

451. Livy  
(3-0-3) Krostenko  
This course will cover selections from Livy’s history, including the foundation legends, Hannibal’s attack on Rome, and the suppression of the Bacchanalian cult. Topics to be considered will include Livy’s use of sources; Roman military techniques and tactics; Roman expansionism; Livy’s relation to the Augustan literary and social agenda; and Livy’s place in the history of Latin prose.

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. Introduction to Christian Latin Texts (Medieval Latin I)  
(4-0-4) Sheerin  
This class has two goals: to improve the student's all-around facility in dealing with Latin texts and to introduce the student to the varieties of Christian Latin texts. Medieval Latin II, a survey of medieval Latin texts, follows this course in the spring term.

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

CLASSICS COURSES IN ENGLISH

No prerequisites.

121. Ancient Greece and Rome  
(3-0-3) Wood  
Offered only in the fall semester. Fulfills history requirement. In this course first-year students will explore the history and culture of ancient Greece and Rome. Students will study primarily texts central to the classical Greek and Roman traditions, including the works of Homer, Plato, Cicero and Virgil.

150. Introduction to Greek and Roman Mythology  
(3-0-5) McLaren  
Offered only in the spring semester. This course offers first year students an introduction to Greek and Roman mythology through an examination of some of the foundational texts and images of Western literature and some of the foundational works of Western art. Myth is a cultural way to understand the world.

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.

302. Age of Caesar
(3-0-3) Krostenko
This course examines the culture and revolutions of the age of Julius Caesar (1st c. BCE). Readings are taken from: the poetry of Lucretius and Catullus; Caesar’s Gallic War and Civil War; and Cicero’s orations and letters.

303. Age of Augustus
(3-0-3) Krostenko
This course considers the historical events, cultural productions, social and political issues, and legacy of the age of Augustus. Readings will be taken from Cicero, Virgil, Livy, Horace, Ovid, Tibullus, Propertius, and Suetonius.

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) Mazurek
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. Prior study of Roman history is recommended but not required.

310. Latin Literature in Translation
(3-0-3) Bloomer
This is a survey, in lecture/discussion format, of selected works of Classical Latin literature. In addition to close reading of the texts, we routinely give attention to the sociocultural worlds that produced Latin literature and to the character of Latin literature’s abiding influence in Christian antiquity, the Middle Ages, the Renaissance and early modern periods, and modern cultures.

311. Roman Slavery
(3-0-3) Bradley
A survey of the role slavery played in the maintenance of Roman civilization and culture. Topics studied include how the Romans acquired slaves, how they were treated, what jobs they performed, their living conditions, and their response to being enslaved. Particular attention is paid to ancient philosophical thought about slavery, including early Christian thought.

313. Classical Origins of Medical Terminology
(3-0-3) Ladouceur
More than 95 percent of medical technical terminology is drawn from Greek and Latin. This course will introduce the student to the elements of Greek and Latin sufficient to dissect and decode even the most unusual terms. It will focus on the basic roots, suffixes, and prefixes but also place them within the intellectual context of ancient and modern medical theories so that the student will come away from the course with some sense of the history of medicine and its language.

315. Romans and Christians
(3-0-3) Bradley
This course will examine the early development of the Christian religion in its historical Roman context. It will begin with a survey of the political, social, and administrative structures of the Roman Empire in the period from Augustus to Constantine, move to a study of the complexity and diversity of Roman religious life and culture (with special attention to Mystery Cults, e.g. that of Isis), and then examine the development of the Jesus movement and Rome’s reaction to it.

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.
371. Gods, Heroes, Mysteries, Magic  
(3-0-3) Wood  
In this course we will examine some literary (epic, hymns, tragedy, comedy), archaeological (temples, sanctuaries), and material (vase paintings, coins, votives, curse tablets) remains of the ancient Greek world to develop a picture of its varied and unique religious beliefs and practices. In addition to this historical perspective, this course will also take an anthropological and cultural approach to the study of Greek religion.

372. Romans and Their Gods  
(3-0-3) Bradley  
This course introduces students to the way in which the Romans conceived of, worshipped, and communicated with the myriad gods of their pantheon. The course will focus first on conventional religious rituals and their cultural value, and secondly on the success of Roman polytheism in adapting to changing historical and social conditions. Particular attention will be paid to the so-called "Mystery Religions," including Christianity, and their relationship to conventional forms of religious behavior.

423. Greek Architecture  
(3-0-3) Rhodes  
In this course, the development of Greek monumental architecture and the major problems that define it will be traced from the eighth through the second centuries B.C., from the late Geometric through the Archaic, Classical and Hellenistic periods.

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) Schlegel  
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  
(3-0-3) Wood  
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.

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 Muslims 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, tutorial hours per week, and credits each semester are in parentheses. Not all of these courses are offered every year.

Arabic Major  
4 semesters of Arabic  
2 literature courses in Classics taught by the Arabic faculty  
2 courses in Middle East history  
1 course in Islam  
1 elective, subject to departmental approval  
30

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–II  
(3-0-3) Staff  
101 is offered only in the spring semester; 102 is offered only in the fall semester. This two-semester sequence of courses introduces students to reading, writing, and speaking Arabic through a comprehensive and integrated approach. The focus is on language proficiency, that is, learning to communicate in Arabic. Other skills include learning use of the dictionary, and basic understanding of Arab culture.

103–104. Continuing Arabic I–II  
(3-0-3) Staff  
103 is offered only in the spring semester; 104 is offered only in the fall semester. Prerequisite: 102 or the equivalent of one year of college-level Arabic. This two-semester sequence of courses is designed to build on beginning level courses by broadening understanding of grammatical structures, morphology, and emphasizing self-expression.

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

302. 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 from its beginning to the present. The course will read and discuss key works of medieval Arabic narrative prose, the Arabian Nights and the Magmat, and selected works of modern Arabic fiction by Naguib Mahfouz (Egypt), among others. There will also be several screenings of the film adaptations.

240. The Ancient Middle East  
(3-0-3) Ammar  
A survey of the Middle East from ancient to modern times.

242. Revelation to Revolution: The Middle East from A.D. 100 to 1000  
(3-0-3) Ammar  
This course investigates the interplay between Christianity and Islam in the Middle East from A.D. 100 to 1000. Topics include religious interaction, politics of empire, Arabic literature, art, and architecture.

255. Women's Memories, Women's Narratives  
(3-0-3) Afsaru'ddin  
This course will focus primarily on women's memoirs, autobiographies, and fiction to analyze the construction of the feminine self and identity in modern Arab societies.

260. The Golden Age of Islamic Civilization  
(3-0-3) Afsaru'ddin  
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 religious and philosophical thought.
350. Christianity in the Middle East: Origins to the Present  (3-0-3) Amar  
This course examines the evidence for Christianity articulated in the native Aramaic language and culture of the Middle East. We 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.

360. Canon and Literature of Islam  (3-0-3) Asfaruddin  
This course is an introduction to the religious literature of the Arab-Islamic world. Emphasis is on works from the classical and medieval periods of Islam. Selections from the Qur’an, the Hadith literature, the biography of the Prophet, commentaries on the Qur’an, historical and philosophical texts, and mystical poetry.

380. Love, Death, and Exile in Arabic Literature and Cinema  (3-0-3) Guo  
This course explores literary and artistic presentation of the themes of love, death, and exile in medieval and modern Arabic literature and popular culture. Close readings of Arabic poetry, essays, short stories, and novels and analysis of selected modern Arabic movies.

390. Islam: Religion and Culture  (3-0-3) Asfaruddin  
This course discusses the rise of Islam in the Arabian peninsula in the seventh century and its subsequent establishment as a major world religion and civilization. Lectures and readings deal with the core beliefs and institutions of Islam.

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  
A survey of the development of Arabic literature in English translation. From the Qur’an through the classical period.

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

HEBREW

481–482. Elementary Biblical Hebrew I–II  (3-0-3) (3-0-3) Staff  
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.

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East Asian Languages and Literatures

Chair:  
Lionel M. Jensen

Research Professor:  
Howard Goldblatt

Associate Professors:  
Michael C. Brownstein; Liangyan Ge; Lionel M. Jensen

Assistant Professors:  
Sylvia Li-chun Lin; Lili I. Selden; Xiaoshan Yang

Associate Professional Specialist:  
Noriko Hanabusa; Setsuko Shiga

Assistant Professional Specialists:  
Chengxu Yin

Visiting Professor:  
Jonathan Noble

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, literatures, 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, political science, economics, and anthropology.

Completion of First-Year Chinese or Japanese (10 credits) or Beginning Chinese or Japanese (nine credits) will satisfy the language requirement for both the College of Arts and Letters and the College of Science. Although the College of Business does not have 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 Mendoza 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 beginning, 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 30 credit hours, including Third-Year Chinese. For the supplementary major, students must complete 24 credit hours, including Third-Year Chinese. For the minor, students must complete 15 credit hours including two semesters of language classes beyond the first year. 100-level language courses and University Seminars on China related topics do not count toward the major, supplementary major, or minor.

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.

PROGRAM IN JAPANESE

The program in Japanese offers language classes in modern Japanese at the beginning, intermediate and advanced levels, as well as courses in English on classical and modern Japanese literature and culture. Qualified students also have the opportunity to attend Nanzan University in Nagoya, Japan.

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

Basic requirements: For the major, students must complete 30 credit hours, including 22 credits in language classes beyond the first year. For the supplementary major, students must complete 24 credit hours, including 16 credits in language classes beyond the first year. For the minor, students must complete 15 credit hours including two semesters of language classes beyond the first year. 100-level language courses and University Seminars on Japan related topics do not count toward the major, supplementary major, or minor.

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 Japanese literature. Remaining credit hours may be satisfied by taking additional Japanese language and literature courses, or East Asia-related courses approved by the academic advisor.

ASIAN STUDIES MINOR

See “Area Studies Minors,” later in this section of the Bulletin. This minor provides opportunities for students to develop an interdisciplinary understanding of Asia.
SHANGHAI AND NAGOYA PROGRAMS

The Shanghai and Nagoya programs provide students with the opportunity to spend an 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 with a 3.0 grade point average or better in the language courses 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

101–102–103. Beginning Chinese I, II, and III (3-0-3) (3-0-3) (3-0-3) Yin, Yang
For students with no background in Chinese. This is a three-semester sequence of three credit hours per semester covering the same material as 111–112 and designed to prepare students to enter 211. The sequence begins each spring with 101 and concludes the following spring with 103. Equal emphasis is placed on the basic skills of listening, speaking, reading, and writing. Students may expect to master a spoken vocabulary of about 1,000 words and a written vocabulary of 500 characters.

111–112. First-Year Chinese I and II (5-0-5) (5-0-5) Yin
For students with no background in Chinese. Introduction to Mandarin Chinese using traditional characters. Equal emphasis on the basic skills of listening, speaking, reading, and writing. Students may expect to master a spoken vocabulary of about 1,000 words and a written vocabulary of 500 characters.

211–212. Second-Year Chinese I and II (5-0-5) (5-0-5) Noble
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) Lin
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

101–102–103. Beginning Japanese I, II, and III (3-0-3) (3-0-3) (3-0-3) Staff
For students with no background in Japanese. This is a three-semester sequence of three credit hours per semester covering the same material as 111–112 and designed to prepare students to enter 211. The sequence begins each spring with 101 and concludes the following spring with 103. The series provides an introduction to the fundamentals of modern Japanese, with equal emphasis on speaking, listening, reading, and writing. An introduction is provided of the hiragana and katakana syllabaries, and 200 kanji.

111–112. First-Year Japanese I and II (5-0-5) (5-0-5) Shiga
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) Hanabusa
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.

421–422. Advanced Japanese (3-0-3) Staff
Prerequisite: EALJ 412 or equivalent; placement exam required.
Advanced Japanese is a three-credit course for students who have completed EALJ 412, IIJ 500 (Intensive Japanese 500) in the year-in-Japan program at Nanzan, or an equivalent course at Sophia, Kanazawa, or Hakodate. This course takes students beyond the grammar-centered approach of textbooks to the study and discussion of original materials produced in Japanese for everyday Japanese consumption. Course materials include excerpts from short stories, social criticism, academic writing, newspaper articles, and video clips. Students may repeat the course more than once, as the content of the course changes according to the needs and interests of the students enrolled.

498. Special Studies (V-V-V) Staff
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. Chinese Literary Traditions (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
This course is a survey of Japan's cultural history from its prehistoric beginnings up to the 19th century. Through literary works, historical documents, art, and architecture, we will examine the religious beliefs, philosophical ideals, and aesthetic values of the imperial court, the samurai aristocracy, and the commoners as they changed over the centuries. No prior knowledge of Japan or Japanese is required.

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.

334. International Relations in East Asia
(3-0-3) Moody
See POLS 334.

347. Modern Japan
(3-0-3) Thomas
See HIST 348.

350. Love, Death, and Revenge in Traditional Japanese Drama
(3-0-3) Brownstein
An introduction to Japanese classical theater (Noh, Kyogen, Bunraku and Kabuki) through readings and videotapes of selected plays.

353. Societies and Cultures of South Asia
(3-0-3) Van Hollen
See ANTH 353.

354. Japanese Society
(3-0-3) Kawano
See ANTH 354.

357E. Peoples of Southeast Asia
(3-0-3) See ANTH 357 Sullivan

356A. Chinese Society and Culture
(3-0-3) Blum
See ANTH 356.

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) Staff
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 Classical Japanese Literature
(3-0-3) Selden
Romance and marriage politics were central topics of interest during the first flowering of Japanese narrative prose in the Golden Age of the aristocratic elite. High-born daughters in this age were carefully nurtured by their families as potential candidates for marriage to emperors and regents, and were sequestered behind curtains and screens designed to thwart access by less worthy suitors. We will explore the aesthetics and politics of courship as portrayed in idealized, tragic, or parodic form in the diaries and tales of the era.

370. Twentieth-Century Chinese Literature
(3-0-3) Ge
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.

378. Japanese Women Writers
(3-0-3) Staff
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) Staff
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.

387E. The City in Modern Chinese Film and Fiction
(3-0-3) Lin
Examining portrayals of urbanites in cities such as Beijing, Shanghai, Taipei, and Hong Kong in film and fiction, this course explores the image of the city as the big, the bad, and the irresistible site of desire for modernity in 20th-century China.

388. A Chinese Mosaic: Philosophy, Politic, and Religion
(3-0-3) Jensen
This is a special topics class that provides an introduction to the diverse lifeways constituting the puzzle of the Chinese people. The course will chart this terrain of current Chinese imagination as it has been shaped from the contending, and often contentious, influences of religion, philosophy, and politics, introducing students to the heralded works of the Chinese intellectual tradition while requiring critical engagement with the philosophical and religious traditions animating this culture. Thus, as they learn about China, students also will reflect on how Chinese and Westerners have interpreted it.

390. "Antisocial" Behaviors in Modern Chinese Fiction
(3-0-3) Lin
Chinese society is often characterized as highly conformative and lacking in individuality. Is this true? What kind of behaviors then would be considered antisocial, and what are their moral, social, and political consequences? In this course, we will read fictional works depicting behaviors and attitudes that are considered by society in general as antisocial, anticonventional, and sometimes anti-Party. We will investigate the contexts of these behaviors and their political implications. For instance, are these behaviors justified? Are different standards applied to women? What are the temporal and spatial factors in people's conception of an antisocial behavior? To what extent are these behaviors culturally determined? No prior knowledge of the Chinese languages or China is required.
391. The Short Story In East Asia and the Asian Diasporas
(3-0-3) Selden
This course introduces students to short stories by 20th-century writers in China, Taiwan, Korea, Japan, and the East Asian diaspora. The goals of the course are to examine the intertwined modern histories of East Asian nation-states, investigate the short story as a literary genre, and explore critical concepts of literary and cultural identity studies. The stories will be read in conjunction with critical essays on nation, gender, and the short story with particular attention to the narrative strategies of the authors. Reading the stories both in terms of the cultural and ideological contexts in which they were written and as material artifacts available to us in English today helps to problematize the meanings of “Chinese,” “Japanese,” or “Korean” in East Asia and beyond. Ultimately, this course will provide students with the conceptual framework and vocabulary to interrogate gender, race, and nationality as socially constructed categories.

All readings are in English; no prior knowledge of Asia is presumed.

392. Cultural Performances in Contemporary China
(3-0-3) Noble
This course asks students to engage and analyze different types of “cultural performances” in China from the 1980s to the present day. How do we interpret the diversity and complexity of cultures in contemporary China? How is this diversity represented (or “performed”) within and between different types of mediums, disciplines, and socio-cultural activities? After establishing an understanding of the historical context for the period under discussion, the course will examine different types of “cultural performances” within a broad range of areas, including film, television, theater, advertising, the Internet, and popular music, dance and leisure activities. Particular issues to be examined in conjunction with the “cultural performances” include commercialism and consumerism, the role of the government, the state and nationalism, tradition and modernity, globalization and transnationalism, the urban/rural divide, class, and gender. The course will also provide a basic introduction to theories of performance and performativity. Students will view, analyze, and discuss an array of “cultural performances” through different media and utilize the Internet as an interface for collecting viewpoints from China and across the Chinese Diaspora to be applied to their own research projects. In addition to providing a current overview of the diversity of cultures in China and the contemporary issues embedded within, this course is ideal for students seeking to explore the role of culture across disciplines, including arts and literatures, history, anthropology, sociology, political science, media studies, and business. No prior knowledge of Chinese language, culture, or history is required.

393. Desire, Dissent, Discontent: New Chinese Cinema
(3-0-3) Noble
This class explores the dynamics of desire, dissent, and discontent in the production and reception of films from China, Hong Kong, and Taiwan. The course examines the different strategies the films employ to express varying forms of dissent within different cultural and political contexts. In addition, the course looks at the narratives and representations of desire within and between the films and discusses how discontent and urban angst may relate to a critique of subjectivity, nation, and the global predicament. The class includes the viewing of award-winning and underground feature films and documentaries, including those unavailable in the US but all with English subtitles. No prior knowledge of Chinese language, culture, or history is required.

395. Film Fiction Japan
(3-0-3) Selden
For Japan, an island nation, feudal state of which followed a policy of isolation for over 150 years (1600-1868), the transition to modernity has been an abrupt and complicated process. Modernization has involved a transformation at every level of Japanese society, ranging from the political and economic realms, to the scientific, cultural, and educational. This course focuses on how some of Japan’s most creative authors and film directors have responded to debates relating to the strategies and sacrifices involved in enacting sweeping social changes, and to developing a modern, educated citizenry that would include not only elite males, but women, the poor, and ethnic or other minorities. Through critical essays that accompany the assigned primary sources, students will be introduced to the concepts of narrative voice and perspective; to questions concerning the tensions between presentational and representational modes of Japanese narrative expression; and to the ways in which gender, nationality, and other affiliations have been constructed in the Japanese cultural imaginary.

402. Topics in Asian Anthropology
(3-0-3) See ANTH 412.

421. Religious Life in Asian Culture
(3-0-3) See ANTH 421.

441. High Culture and Naturalism: Modern Japan
(3-0-3) Thomas
See HIST 441M, 441N

453. Ancient Japan, Pre-1600
(3-0-3) Thomas
See HIST 453M/453N
Economics

Director of Undergraduate Studies
Frank J. Bonello
Director of Undergraduate Advising
William H. Leahy

DEPARTMENT OF ECONOMICS AND ECONOMETRICS
Chair:
Richard A. Jensen
DeCrane Professor of International Economics:
Nelson C. Mark
Gilbert E. Schaffer Professor of Economics:
Christopher J. Waller
Professors:
Richard A. Jensen; Nelson C. Mark; Christopher J. Waller
Associate Professors:
Byung-Joo Lee; Lawrence C. Marsh; Kali P. Rath;
Assistant Professor:
James X. Sullivan

DEPARTMENT OF ECONOMICS AND POLICY STUDIES
Chair:
Jennifer L. Warlick
Carl E. Koch Professor of Economics
Philip Mirowski
Professors:
Rev. Ernest J. Bartell, C.S.C. (emeritus); Charles Craypo (emeritus); John T. Croteau (emeritus); Amitava K. Dutt; Denis Goulet (emeritus); Kwan S. Kim; William H. Leahy; Jaime Ros; Roger S. Skurski (emeritus); Thomas R. Swartz; Charles K. Wilber (emeritus)
Associate Professors:
David M. Betson; Frank J. Bonello; Gregory Curme (emeritus); Teresa Ghilarducci; James J. Rakowski; David F. Ruccio; Jennifer L. Warlick; Martin H. Wolfson
Concurrent Associate Professor:
Mary Beckman
Concurrent Assistant 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.

Jaime Ros, professor of economics and fellow in the Helen Kellogg Institute for International Studies

The major requires a preparation of ECON 101/201 and 102/202 and eight 300- and 400-level courses in economics. In completing the 300- and 400-level courses, the student must take:

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

In addition, students must satisfy a distribution requirement by taking one course in at least three of the following 10 areas:

Policy
- 335. Economics of Poverty
- 337. Economics of Education
- 339. Addressing U.S. Poverty at the Local Level
- 340. Introduction to Public Policy
- 404. Topics in Applied Microeconomics
- 435. Economics and the Law
- 441. Public Budget Expenditure Policy
- 442. Tax Policy
- 446. Environmental Economics
- 448. Seminar in Current Economic Policy
- 449. Seminar in Policy Evaluation
- 465. Stabilization Policy

Quantitative Methods
- 408. Game Theory and Strategic Analysis
- 433. Mathematics for Economists
- 434. Applied Econometrics
- 490. Econometrics

History and Philosophy of Economics
- 305. Philosophy of Economics
- 306. History of Economic Thought
- 307. Seminar in History and Philosophy of Economic Thought
- 405. Consumption and Happiness
- 492. Economics of Science

Monetary and Financial Economics
- 421. Money, Credit, and Banking

Labor Economics
- 350. Labor Economics
- 351. U.S. Labor History
- 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
- 457. Economics of Gender and Ethnic Discrimination
- 458. Labor Arbitration
Development Economics
380. Development Economics
483. Economics Growth
484. Economic Development of Latin America

International Economics
471. International Economics
472. International Trade
473. International Money
474. European Economic and Monetary Union

Industrial Organization
445. The Economics of Industrial Organization

Political Economy
315. Introduction to Political Economy
334. Topics in Political Economy
412. Marxian Economic Theory
416. Problems in Political Economy

Urban and Regional Economics
367. Restoring Economic Vitality to the Inner City
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, or 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
435. Economics and the Law
441. Public Budget 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
457. Economics of Gender and Ethnic Discrimination

International Development Cluster
380. Development Economics
471. International Economics
472. International Trade
473. International Money
474. European Economic and Monetary Union
484. Economic Development of Latin America

Public Policy Cluster
335. Economics of Poverty
337. Economics of Education
339. Addressing U.S. Poverty at the Local Level
416. Problems in Political Economy
421. Money, Credit and Banking
441. Public Budget Expenditure Policy
442. Tax Policy
446. Environmental Economics
445. The Economics of Industrial Organization
448. Seminar in Current Economic Policy
449. Seminar in Policy Evaluation
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. Econometrics I

Graduate Courses. Advanced undergraduate majors are encouraged 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
582. 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.

101. Principles of Microeconomics
(2-1-3) 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, trade and the international economy.

102. Principles of Macroeconomics
(3-0-3) Staff
Prerequisite: ECON 101.
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, economic growth.

180. Social Science University Seminar
(3-0-3) Staff
Economics sections will deal with different aspects of economic analysis and policy issues. The focus will be on understanding how economists think about theoretical issues and how they apply their analytical tools to real-world economic problems and policies. No background in economics is assumed. The seminars will satisfy the University and College of Arts and Letters social science requirements in addition to the University seminar requirement.
201. Principles of Microeconomics
(2-1-3) 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. Not open to students who have taken ECON 101.

202. Principles of Macroeconomics
(3-0-3) Staff
Prerequisite: ECON 101 or 201.
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 102.

301. Intermediate Economic Theory—Micro
(3-0-3) Betsou, Marsh, Mukhopadhyay, Rakowski, Rath, Sullivan, Greisik
Prerequisite: ECON 101 or 201.
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, Mark, Ros
Prerequisite: ECON 101 or 201 and 102 or 202.
An intensive examination of macroeconomics, with particular reference to the determination of economic growth, national income, employment and the general price level.

303. Statistics for Economics
(3-1-4) Lee, Marsh, Mukhopadhyay
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
Prerequisites: ECON 101 or 201.
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
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 Historician and American Institutionalist schools. The course relies upon a mixture of primary texts and secondary sources.

307. Seminar in the History of Economic Thought
(3-0-3) Mirowski, Ruccio
Each seminar is devoted to a specific topic in methodology and the history of economic thought. Examples include the problem of measurement errors, economics and natural images, postmodernism and economics, Keynes and the Bloomsbury Group, feminist criticisms of “economic man,” and the role of the gift in economic thought. All seminars involve extensive reading, writing and independent research. Graduate students and undergraduate students outside economics are encouraged to enroll, with permission from the instructor.

315. Introduction to Political Economy
(3-0-3) Ghilarducci, Ruccio, Wolfson
Prerequisite: ECON 101 or 201.
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 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 non-traditional approaches to the analysis of the United States and other advanced economies.

335. Economics of Poverty
(3-0-3) Warlick
Prerequisite: ECON 101 or 201.
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 101 or 201.
This course reviews economic literature addressing current educational issues in America, including the adequacy of our K-12 public school system, the effectiveness of market-based reforms (vouchers and charter schools) and administered forms of accountability (standardized testing). We also examine the rate of return to additional years of education (how much education should individuals undertake?), access to higher education, financial aid systems, and options to offset the rising cost of higher education.

339. Addressing Poverty at the Local Level
(3-0-3) Beckman
This course focuses on the four arenas where poverty manifests itself: homelessness, education, healthcare, jobs, with South Bend as a case study. Community-based learning (CBL) requires that students both learn and apply what they are learning within a setting outside the classroom.

350. Labor Economics
(3-0-3) Ghilarducci
Prerequisite: ECON 101 or 201.
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; and comparative labor systems.

351. History of Labor in the U.S. Economy
(3-0-3)
An investigation of the struggles of working people in the United States in the context of the development of the U.S. economy. Special attention will be paid to the issues of union organization, gender, and race. The course will survey labor conditions from the 18th century to the present, including current developments in the era of globalization.

367. Restoring Economic Vitality to the Inner City
(3-0-3)
Prerequisite: ECON 101 or 201.
This community-based learning and research course examines the political economy of U.S. inner-city revitalization.

380. Development Economics
(3-0-3) Dutt, Kim, Ros, Ruccio
Prerequisite: ECON 101 or 201.
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
404. Topics in Applied Microeconomics
(3-0-3) Rakowski
Prerequisite: ECON 301.
This course applies microeconomic analysis to understand a selection of policy-related issues. The topics chosen will vary from semester to semester, but there will be a coverage of issues highlighted in current policy debates. Examples of topics are distributive effects of taxes, the effects of minimum wages, health insurance, immigration, and trade policy.

405. Consumption and Happiness
(3-0-3) Dutt
Prerequisite: 301 or 302 or permission of instructor.
We live in an age in which consumption in many parts of the globe has increased to unprecedented levels and continues to rise. Many people take it for granted that this increase in consumption is a good thing because it increases human happiness. But others are more skeptical, arguing that increasing consumption has adverse consequences on 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) Rath
Prerequisites: 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, information, 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.

413. Marxian Economic Theory
(3-0-3) Ruccio
Prerequisites: ECON 101 or 201.
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."

416. Problems in Political Economy
(3-0-3) Wolsson
Prerequisite: ECON 101 or 201.
A seminar course on the political economy of globalization. Topics include neoliberalism, corporate strategies, capital mobility, outsourcing, free-trade agreements, international financial crises, the IMF, immigration, race and gender, plant closures, labor solidarity, and union strategies. The course will compare and contrast orthodox views of globalization with perspectives drawn from the writings of Marx, Keynes, Veblen, Polanyi, and other economists in the political economy tradition.

421. Money, Credit, and Banking
(3-0-3) Bonello, Wolsson
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.

423. Mathematics for Economists
(3-0-3) Dutt, Lee, Mukhopadhyay
Prerequisite: ECON 301 or ECON 302 or permission of instructor.
Exposition of 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, Marsh
Prerequisites: 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. Economics and the Law
(3-0-3) Bessel
This course will introduce students to the economics analysis of our legal framework pertaining to property, contract and tort law. Additional topics will include an examination of the legal process and the relationship between crime and punishment. Prerequisite: Intermediate Microeconomic Theory (Econ 301)

441. Public Budget Expenditure Policy
(3-0-3) Bessel
Prerequisite: ECON 301 or FIN 360.
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) Bessel
Prerequisite: ECON 301 or FIN 360.
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.

446. Environmental Economics
(3-0-3) Jensen
Prerequisite: ECON 101 or 201.
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.
448. Seminar in Current Economic Policy
(3-0-3) Staff
Prerequisites: ECON 301 or FIN 360; ECON 302 or FIN 361; and ECON 303 or equivalent.
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 newspapers. 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.

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) Chilarducci, Sullivan
Prerequisite: ECON 101 or 201.
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, the decline of unions, poverty and working poor, and labor market regulations.

457. Economics of Gender and Ethnic Discrimination
(3-0-3) Chilarducci
Prerequisite: ECON 101 or 201.
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.

458. 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.

465. Stabilization Policy
(3-0-3) Ros
Prerequisite: ECON 302 or FIN 361.
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 compared 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 101 or 201.
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 FIN 360.
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, Mark, Ros
Prerequisite: ECON 302 or FIN 361.
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.

474. European Economic and Monetary Union
(3-0-3) Waller
Prerequisite: ECON 301 and 302 or FIN 360 and 361.
This course focuses on Europe’s movement towards economic and monetary union since the end of World War II. The course will discuss monetary theory, monetary policy, labor and capital market mobility, fiscal transfers political economy issues of central banking and EU enlargement. Class discussion is a critical part of the course in addition to standard lectures. Grades will be based on two exams, in-class discussion, attendance and presentations.

483. Economic Growth
(3-0-3) Mark, Ros
This is an advanced undergraduate course that covers how economists have come to understand the long-run growth of economies. We will cover theory, evidence, and policy aspects of growth.

484. Economic Development of Latin America
(3-0-3) Ros
Prerequisite: ECON 101 or 201.
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.

489. Regional Economic Development
(3-0-3) Leahy
Prerequisite: ECON 101 or 201.
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, Mukhopadhyay
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.

492. Economics of Science
(3-0-3) Mirowski
This course describes the changing history of the organization and subsidy of scientific research, then surveys the different methods of economic theories and applied scientific process.
READING AND RESEARCH COURSES

398. Special Studies: Readings and Research
(3-0-3) Staff
Prerequisites: Junior standing 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 disenroll 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 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 take both a methods course as an introduction to various modes of critical thinking and analysis, and 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. A new honors track within the major has recently been established for highly achieving students.

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.

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.

201. Introduction to Fiction Writing (3-0-3) Staff A workshop on the writing of fiction.

202. Introduction to Poetry Writing (3-0-3) Staff A workshop on the writing of poetry.

300D. Interaction of Image and Text (3-0-3) Montgomery This course investigates the interaction between the verbal language of poetry and prose on the page and the visual images which are designed to accompany them.

301. Fiction Writing (3-0-3) O’Rourke, Sayers, Gernes, Walton, Benedict, Tomasula A course in writing the short story and related forms of brief fiction.

302. Poetry Writing (3-0-3) Matthias, Gernes, Taylor, Menes A workshop on writing poetry, from exercises on the making of images to poetry as objective narrative, subjective journal, monologue and direct address.

309A. Creative Non-Fiction (3-0-3) Staff This is a course in “close writing” in a wide range of dynamic and innovative genres of creative non-fiction, from the personal essay to meditations to literary journalism.

313. Introduction to Linguistics (3-0-3) Brogan, Montgomery Study of the basic forms and syntax of the English language with application to teaching, writing, and literature.

314F. Age of Augustus (3-0-3) Krostenko The purpose of this course is to consider the historical events, cultural productions, social and political issues, and legacy of the age of Augustus. Topics to be considered will include: the fall of the Republic; the Augustan architectural and literary program; artistic freedom under an autocracy; and the nature of empire. Readings will be taken from Cicero, Vergil, Livy, Horace, Ovid, Tibullus, Propertius, and Suetonius.

315. Love, Death, and Revenge in Traditional Japanese Drama (3-0-3) Brownstein A survey of both traditional and popular Japanese drama between the 14th and 18th centuries.

315B. The City in Modern Chinese Fiction (3-0-3) Lin An exploration of “the city” in 20th-century China and its literature.

315J. The Short Story in East Asia and the Asian Diasporas (3-0-3) Selden This course introduces students to short stories by 20th-century writers in China, Taiwan, Korea, Japan, and the East Asian diaspora, examining the intertwined modern histories of East Asian nation-states, the short story as a literary genre, and critical concepts of literary and cultural identity studies.

315K. Japanese Culture Film and Fiction (3-0-3) Selden Close readings of Japanese authors and film directors and how they responded to the drastic social changes that occurred in Japan after World War Two.

315L. Heroism and Eroticism in Traditional Chinese Fiction (3-0-3) Ge Close readings of Chinese novels and short stories from the Late Imperial Period, with a particular emphasis on their cultural underpinnings and the infusions of Confucian, Taoist, and Buddhist cosmologies.

315N. Chinese Literary Traditions (3-0-3) Yang A survey course introducing students to the major themes and genres of Chinese literature through selected readings of representative texts.

316. Latino/a American Literature (3-0-3) Delgadillo, Menes, Rodríguez Studies of Latino and Latina authors, including Chicano, Caribbean, or South American.

319. Introduction to African-American Literature (3-0-3) Wilson A broad introduction to the major authors and themes of writings by African Americans, including selections from the literatures of Slavery and Freedom, Reconstruction, the Harlem Renaissance, Urban Realism, the Black Arts Movement, and the ascendancy of Black Women writers.

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.
319B. Confronting the Past in Contemporary Black Literature (3-0-3) Ursin
An examination of contemporary black authors and how they engage pivotal periods of the past, including the Middle Passage, Slavery, and the Jim Crow South particularly, and what the effect this engagement has on (re)constructions of black identity.

322A. 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.

322K. Economics, Politics, and Gender In The British Novel (3-0-3) Mahoney
An introduction to the British novel between the 18th and 20th centuries.

323B. Literary Outsiders (3-0-3) Zwikstra
An exploration of “the outsider” in literature from Beowulf to Generation X.

326. Animal Antics of Britain (3-0-3) Tonri
A close reading of some of the best animal stories in British literature: from Chaucer, Shakespeare, Spenser, Aesop’s Fables, and the story cycle of Reynard the Fox, to the novellas of A.S. Byatt, the film Babe, and the controversial art of Damien Hirst.

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

340. Shakespeare (3-0-3) Staff
Shakespeare’s plays, including histories, tragedies, and comedies.

342A. Love Poetry in the Renaissance (3-0-3) Nichols
Close readings of British Renaissance “love poetry” juxtaposed to classic Hollywood romantic comedies.

356. The Hidden Ireland (3-0-3) O’Buchalla
This course will examine aspects of the corpus of 18th-century poetry in the Irish language.

372D. Women in Irish Oral Tradition (3-0-3) Bourke
A study of oral verbal art in Irish and English literatures, with a particular emphasis on performances by women, including the International Folktale, Legends of the Supernatural, Lament Poetry, and selected 20th-century Irish women authors.

372E. Anglo-Irish Literature: Cultured Misrule, Dissolute Lords, and Rebel Countesses (3-0-3) Witek
The delineation of an “Irish identity” as it is explored in a sampling of “Irish” literature from the 18th to the 20th centuries.

373B. 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.

373J. Crime and Progress in the Nineteenth-Century British Novel (3-0-3) O’Brien
Diverse perspectives on Irish and British history and literature provide a frame for discussing violence and social change, sexuality, economics and politics in novels written in Ireland and Britain during the last half of the 19th century.

373J. Imperial Monsters: Nineteenth-Century British Literature about Empire (3-0-3) Thum
An examination of “monsters” in 19th-century British literature.

373K. Love and Money in the Nineteenth-Century British Novel (3-0-3) Mahoney
This course focuses on the ways in which the novel both reflected and produced transformations in the relationship between class, gender, and love in 19th-century England, reading Austen, E. Broni, Dickens, James, and Wilde.

374J. Evolving Science Fictions: British Literature and Science in the Nineteenth Century (3-0-3) Elliott
An examination of both the literature and the science of Britain in the 19th century and how both combined to create the modern genre of “science fiction”.

379C. Irish Gothic from Union to Troubles (3-0-3) Wurz
How ghosts, vampires, and demons figure in 19th- and 20th-century Irish literature.

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

A survey of writings by American women from the Colonial Period through the early 20th century.

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

393H. Icons and Action Figures in Latino/Latina Literature (3-0-3) Delgadillo
Understanding U.S. Latino/Latina literature, art and film through its many allusions to and re-interpretations of traditional icons and historic figures as well as legends, myths, popular figures and action heroes/heroines of the Americas (including those with origins in Native American, Latino/Latina, African, Asian and European cultures).

393J. The City In American Literature (3-0-3) Todorova
An exploration of the conflicted and contradictory ways in which racial and ethnic identities have been constructed and mediated in American culture.

393P. Latino Poetry (3-0-3) Menes
Close readings of several prominent Latino poets of the late 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, previous course in English literature. Independent study under the direction of a faculty member. Does not fulfill a college literature or fine arts requirement.

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 are 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) Benedict, Gernes, O’Rourke, Sayers, Tomasula, Walton
A seminar in the students’ own writing of prose fiction; for students with previous experience or course work in writing.

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

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

402B. Poetry Writing for English Majors (3-0-3) Gernes, Matthias, Menes, Taylor
A intensive poetry workshop exclusively for English majors.
402M. Methods: Close Reading—Poetry
Huk, Matthias
(3-0-3)
An introduction to the study of literature through learning how to read poetry, with close attention to details of sound and sense.

404M. Methods: The Idea Behind It: Literary Texts in Context
(3-0-3) Harris
An investigation of the relationship between literary works and their cultural and historical context, focusing specifically on how the expansion (and, eventually, disintegration) of the British Empire influenced literary production.

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

407. Classical Rhetoric in Our Time
(3-0-3) Duffy
A close study of Classical Rhetoric, its scope, doctrines, and ethics, and its contemporary applications.

407M. Methods: Narrative and Memory
(3-0-3) Burgess Smyth
An exploration of the force of memory (and of the related issues of history, remembrance, public commemoration, and memoir) in selected contemporary world literature.

408A. Philosophy and Literature Seminar
(4-0-4) Bruns
The introduction to the interdisciplinary minor 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. American Literary Traditions I
(3-0-3) Staff
Introduction to American literature from its beginnings through the Civil War, emphasizing important figures, literary forms and cultural movements.

413. American Literary Traditions II
(3-0-3) Staff
Introduction to American literature from the Civil War through the 20th century, emphasizing important figures, literary forms and cultural movements.

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

414. Feminist Theory
(3-0-3) Crosby
An introduction to the study and application of feminist theory from Mary Wollstonecraft to the Third Wave.

414B. Greek and Roman Mythology
(3-0-3) McLaren
A close examination of some of the source texts and artistic products of ancient Greek and Rome, in English, from which classical Western mythology is derived.

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

415Z. Seminar: Religion and Literature
(3-0-3) Werge
A consideration of the forms, ideas, and preoccupations of the religious imagination in literature and of the historical relationships between religious faith and traditions and particular literary works. The conflicts and tensions between modern gnosticism, in literature and ideology, and the sacramental imagination will constitute a recurring point of focus. We will also lend special attention to the vision and imagery of the journey and wayfarer and the conflicts and affinities between private and communal expressions of faith.

416M. Methods: Feminist Literary Studies
(3-0-3) Green
Introduces English majors to literary study by examining the many ways in which the concerns of the feminist movement have influenced the interpretation of works of literature.

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.

418G. Dramatic Literature Before 1900
(3-0-3) Arons
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.

418M. Methods: The Idea Behind It: Literary Texts in Context
(3-0-3) Wilson
Introduces English majors to literary study by examining the many ways in which the concerns of the feminist movement have influenced the interpretation of works of literature.

418M. Methods: The Idea Behind It: Literary Texts in Context
(3-0-3) Wilson
Introduces English majors to literary study by examining the many ways in which the concerns of the feminist movement have influenced the interpretation of works of literature.

419E. Constituting Americans
(3-0-3) Irving
This course will explore life writings and issues of self-representation in the African-American Expressive Cultural tradition from 1850 to 1905. This course is concerned with the concept of citizenship, its implied universalism, and the necessity of critiquing this universalism that maintains a unified notion of democracy.

421. Topics in Literature
(3-0-3) Staff
Studies of works representing a particular historical period, genre, or topic.

421Z. Seminar: Memory in Latino/a Literature
(3-0-3) Delgadillo
An examination of a range of Latino/a texts that manifest a preoccupation with memory or with particular memories and their connection to issues of belonging, community (national, ethnic, racial, gender), and individual identity.

422Z. Seminar: Gender and Modernity
(3-0-3) Green
A survey of “feminine” or “women’s” modernism: modernist aesthetics read in relation to questions of race and gender, the development of political and literary avant-garde cultures (with specific emphasis on the Suffrage Movement and the Harlem Renaissance), and the intimate and complex relationship between modernism and race.

423Z. Seminar: Imperialism and Its Interlocutors
(3-0-3) Wilson
By canvassing the Age of Empire, this seminar examines articulations of imperialism in the late Victorian and early Modernist British imagination and contemporaneous or subsequent responses of resistance to it. “Imperial” writers may include Cary, Conrad, Forster, Rider Haggard, and Kipling; “interlocutors” may include Achebe, Naipaul, Kincaid, and Rhys.

424Z. Seminar: Caribbean Voices
(3-0-3) Johnson-Roullier
An exploration of various West Indian novelists, essayists, and poets.

427A. Monsters to Cyborgs
(3-0-3) Tomasula
Critical reading of “the body” as texts, and texts about the body, from Ovid’s Metamorphoses to the Human Genome Project.

429. Introduction to Post-Colonial Studies
(3-0-3) Wilson
Investigation of the development of literatures from the former colonies of various empires, but principally the British and French. Major regions include Africa, India, the Caribbean, and Southeast Asia. Authors may include Achebe, Ba, Emecheta, Desai, Head, Lamming, Rushdie, Soyinka, Chandra, Walcott, and Thich Nhat Hanh, among others. Theorists include Fanon, Said, Spivak, Ngugi wa Thiong’o.

430B. History of the English Language
(3-0-3) O’Brien O’Keefe, Jones
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) O’Brien O’Keefe, Jones
Training in reading the Old English language, and study of the literature written in Old English.

431E. Latin Literature in Translation
(3-0-3) Bloomer
A survey of a wide-range of Latin texts in English from Plautus to Augustine.

440E. Shakespeare in Performance
(3-0-3) Holland
A critical analysis of Shakespeare’s plays in performance across a wide range of history and forms.

440 F. Shakespeare I
(3-0-3) Lander
Close readings, in chronological order, the plays from the first half of Shakespeare’s career as dramatist.

444Z. Seminar: Ideas of Justice in Renaissance Literature
(3-0-3) Schwartz
An examination of “justice” in Renaissance literature as it developed from other diverse subjects such as the trial of Socrates and biblical prophecy.

448. Milton
(3-0-3) Hammill, Fallon
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.

455B. Irish and British Literature, 1790–1815
(3-0-3) Deane
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.

456. Restoration and Early Eighteenth-Century Literature
(3-0-3) Sitter
An examination of selected 17th- and early 18th-century British literature.

460. Virtue, Sex, and the Good Life: Eighteenth-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.

464. Victorian National Romance
(3-0-3) Maurer
How selected 19th-century British literary texts that focused on marriage created a collective sense of an identity that came to be understood as “national.”

465C. Dandies, Decadents, and Women
(3-0-3) Mahoney
A critical study of three major late-Victorian literary movements, the Aesthetic Movement, Decadence, and the New Woman novel, and how these movements laid the groundwork for the advent of literary Modernism.

465M. Methods: Poetry and Prayer
(3-0-3) Hart
Close readings of a wide range of poems that are also prayers, from medieval lyrics to contemporary verse, to show the intimate connections between poetry and prayer.

465Z. Seminar: Victorian Radicals
(3-0-3) Maurer
An examination of Victorian writers and thinkers grappled with questions about the ethics and aesthetics of the “modern world.”

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

468Z. Seminar: Nineteenth-Century British Novel
(3-0-3) Vanden Bossche
The British novel, 1830–1860, as a popular medium through which writers explored serious concerns: E. Bronnë, Gaskell, Dickens, Collins.

471E. Modern Irish Drama
(3-0-3) Harris
A close study of both the drama produced by the playwrights of the Irish literary renaissance—W. B. Yeats, J. M. Synge, Lady Gregory, and Sean O’Casey—and the political struggle for Irish independence that was taking place at the same time.

471Z. Seminar: Anglo-Irish Identities 1600–1800
(3-0-3) Fox
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, including Swift, Berkeley, Edgeworth and Goldsmith.

472. Postmodern British Poetry
(3-0-3) Huk
Study of competing galaxies of late-20th-century British poets, for whom more than art was at stake: agendas of race, gender, region, class, and other cultural materials.

475D. The Gothic in England and Ireland, 1750–1900
(3-0-3) McMinn
An exploration of Gothic fiction in England and Ireland from the mid-18th century to the Victorian age.

475P. Writing and Politics in Northern Ireland
(3-0-3) Burgess Smyth
An examination of the politics of culture, and the cultures of politics, in the North of Ireland during the 20th century through close readings of drama, fiction, poetry, film, painting, and documentary material.

476. Twentieth-Century British Women Writers
(3-0-3) Green
Modern and postmodern fiction (and some non-fiction prose) by British women. Authors may include Woolf, Butts, Rhys, Cunard, Richardson, Carrington, West, Mansfield, Carter, Winterson.

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

480C. The American Scene: Literary and Cultural Studies
(3-0-3) Meissner
An exploration of “America” as it was explored by selected late-19th and early-20th century writers.

482C. Tragedy: Shakespeare and Melville
(3-0-3) Staud
Using concepts of tragedy as a linking principle, this course reads several Shakespearean plays and then Moby-Dick, noting Shakespeare’s influence on the American novelist.

485A. Mark Twain and the American Imagination
(3-0-3) Werge
A study of Twain’s life and writings in light of the history of ideas and the literary, political, philosophical, and religious currents of 19th-century America.

488. American Film
(3-0-3) W. Krier
Presentations and discussions of the several genres of film produced in America since the early 1900s.

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.

490M. Methods: Wallace Stevens
(3-0-3) Hart
This course will be devoted to reading the major poems of Wallace Stevens, arguably the greatest poet writing in English in the 20th century. What relations are there between reality and the imagination? That is Stevens’s abiding question, and we will follow it in all its twists and turns, in his poems as well as his essays and letters.
490Z. Seminar: Black Cultural Studies
(3-0-3) Irving
This interdisciplinary course considers the conflicted ways in which “racial” identities and differences have been constructed throughout U.S. culture.

491B. African-American Poetry and Poetics
(3-0-3) Wilson
An examination of poetry and poetics by black Americans from the 18th century to the present.

491M. Methods: Latino Literature
(3-0-3) Rodríguez
An examination of literary theory through the study of Latino literature from the corridors of the Mexican Southwest to the contemporary.

492B. The American Novel between the Two World Wars
(3-0-3) Todorova
This course pays particular attention to the different social contexts from which narratives emerged in order to see how novels participated in the contemporary cultural and political debates. Each of these works probes some defining notion of American identity, asking who or what constitutes “America.” We will also address the question by discussing each narrative’s formal characteristics and how they meet the author’s aims.

492J. Lost Generation
(3-0-3) Brogan
This course studies the writings of authors, mostly Americans, who achieved prominence in the 1920s: Hemingway, Fitzgerald, H.D., Stein, Cummings, Hughes, and others.

493B. Latino Poetry
(3-0-3) Menes
This course will focus on several prominent contemporary Latino and Latina poets—from among them, Gary Soto, Lorna Dee Cervantes, Victor Hernandez Cruz, Martin Espada—who whose work has enriched and diversified the canons of American poetry.

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.

493J. Crossing Color Lines: Racial and Ethnic Passing in Twentieth-Century American Literature and Film
(3-0-3) Todorova
An exploration of the conflicted and contradictory ways in which racial and ethnic identities have been constructed and mediated in American culture.

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

494C. Poetry and Performance
(3-0-3) Fredman
An investigation of the meeting ground of poetry, conceptual art, new music, and performance art.

494N. American War Literature
(3-0-3) Rodríguez
An examination of American War Literature, both historical and contemporary, and how this literature offers opportunities for research into national ideology and identity, the views and interpretations of “enemy,” and what the historical moments were that shaped the literature.

497Z. Seminar: Southern Fiction
(3-0-3) Sayers
Close readings of selected 20th-century Southern fiction to 1960.

498. Special Studies
(3-0-3) Staff
Prerequisites: 3.5 average, and written consent of instructor and approval of chair. For English majors only. Independent study under the direction of a faculty member.

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 Workshop
502. Graduate Poetry Workshop
504. The Writing Profession
504A. Literary Publishing
505. English for Non-Native Speakers
506. Introduction to Graduate Studies
511. Philology and Weltliteratur
531B. Old English Literature
544A. History Plays of Shakespeare and Historiography
556. Studies in Eighteenth-Century Literature
564. Nineteenth-Century British Novel
572C. Modernism and Modernity
577F. Memory, Meaning, and Migration
579. Crisis, Criticism, Cubism
593. Latino/a Literature
596B. Twentieth-Century Poetics
701. Practicum: Teaching Writing
701A. Practicum: Teaching Creative Writing
702A. Practicum: Preparation for the Profession
702B. Practicum: Writing for the Profession

Film, Television, and Theatre
Chair:
Peter Holland (on leave spring 2005)
Associate Chair and Director of Undergraduate Studies:
James M. Collins
Director of Theatre:
Kevin Dreyer
McMeel Family Chair in Shakespeare Studies
Peter Holland.

The William and Helen Carey Assistant Professor in Modern Communication:
Susan Ohmer

Professors:
Donald Crafton; Vincent Friedewald Jr. (visiting); Luke Gibbons (concurrent); Jill Godmilow (on leave 2004–2005); Peter Holland (on leave spring 2005); Mark C. Pilkinton; John Welle (concurrent)

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

Assistant Professors:
Wendy Arons; Christine Becker; Jessica Chalmers; Emily Phillips; Susan Ohmer; William L. Wilson (visiting)

Professional Specialists:
Richard E. Donnelly

Associate Professional Specialists:
C. Ken Cole; Theodore E. Mandell; Ava Preacher (concurrent)

Assistant Professional Specialists:
William Donaruma; Karen Heisler (visiting); Sini Scott (artist in residence)

Instructors:
Gary Sieber (adjunct); Christopher Sieving (visiting)

The Department. The Department of Film, Television, and Theatre's 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 the 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 formation 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 scholars/artists to build a basis for advanced study and professional careers in the arts 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 the Web at www.nd.edu/~ftt.

Program of Studies. Students interested in the major are encouraged to visit the department office (230 Marie P. DeBartolo Performing Arts Building) for information about the programs and department faculty. You also may visit our Web site at www.nd.edu/~ftt. It is recommended that interested students complete one of the freshman/sophomore basic courses, Basics of Film and Television (FTT 104/204) or Introduction to Theatre (FTT 105/205), before 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 taking either course is impossible, instructors of the courses may approve students for concurrent registration.

Step-by-step instructions for becoming a major are available on our Web site. All students declaring a major first must obtain the signature of the department chair or associate chair and select a departmental faculty advisor, with whom the student will consult 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 concentrate in either Film/Television or in Theatre. At least 30 credit hours are needed to complete the major. The Film/Television concentration requires at least one elective on an international subject and at least three upper-level courses. The Theatre concentration offers a supplementary major requiring 24 credit hours. The Film/Television concentration requires at least one elective on an international subject, and 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 cross-listing 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 fundamentals 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 on an international topic. 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 production. Students may 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 Before 1900 (FTT 482), Dramatic Literature After 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.

**Cocurricular 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 activities 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 Corerequisite: FTT 104/204L.

This course introduces students to the study of film and television, with particular emphasis on narrative. Students will learn to analyze audio-visual form, including editing, framing, mise-en-scène, and sound. Students will consider topics in film and television studies such as authorship, genre, stardom, and feminism. Focusing on Classical Hollywood and American TV, the course will also introduce students to international and/or alternative cinemas and television styles. Evening screenings are required. Serves as prerequisite to most upper-level courses in film and television.

**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 relevance to their own life as well as to other art forms. A basic understanding of the history of theatre and the recognition of the duties and responsibilities of the personnel involved in producing live theatre performances will allow students to become more objective in their own theatre experiences.

**180. University Fine Arts Seminar: Film/Theatre** (3-0-3) Staff

University Seminars are designed to foster intense interaction between first-year students and faculty in small settings. These courses, designed by the “180” number, are offered by departments within the college of Arts and Letters and will satisfy the relevant University requirement in history, literature, fine arts, social science, and the first course of the philosophy or theology requirement. These seminars include a significant writing component and require a minimum of 24 pages with at least one re-write of a corrected paper. Each first-year student will be required to complete one University Seminar. There are University Seminars in 12 Arts and Letters disciplines.
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.

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. Bringing together painters, video artists, musicians, and writers (among others), performance has emphasized modernist and avant-garde experimentation. The work of these and other artists are studied through readings and film and video documentation. Students also will be asked to use these examples as models to create a series of their own short performance pieces. Students at all levels and disciplines are encouraged to enroll. A background in theater is not required—only a spirit of collaboration and openness toward alternative uses of character, text, 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.

260. Introduction to New Media
(3-0-3) Staff
The Internet, interactive computer technologies, and unprecedented ways of performing and expressing ideas make an awareness of new media (broadly defined) necessary. This course examines the history, application, and social impact of these new systems.

269. Stagecraft: Theory and Practice
(3-0-3) Cole
Prerequisite: FTT 105/205 or permission of instructor.
A practical introduction to techniques, processes, and materials. The student will explore traditional and modern stagecraft methods: carpentry, rigging, basic scenic painting as well as basic technical drafting, design ideas, equipment use, safety, material handling, and problem solving. Students will gain practical experience participating on realized projects and productions.

300. Principles of Television and Media Production
(3-0-3) Friedewald
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 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.

301. History of Television
(3-2-3) Becker
Corequisite: FTT 301L.
This course examines the historical evolution of television, focusing on the industrial, political, technological and cultural forces that have shaped the development of the medium in the U.S. and abroad. In addition to analyzing the history of American broadcasting, we’ll cover the histories of other television systems, including those of Great Britain, China, Latin America and the Middle East. As such, we will explore the variety of forms this ubiquitous mass medium has taken on across the globe and investigate the historical factors which brought about those forms.

303. Debate
(V-V–2) Staff
This course will focus on research of current events and the efficacy of proposed resolutions toward the alleviation or reduction of societal harms. It will also involve discussion of debate theory and technique. Permission required. Offered spring semester only.
305. The Art and Science of Filmmaking
(3-0-3) Donaruma
This course is a behind the scenes look at the artists and craft people that work together to create both theatrical films and television programs. We will explore the many roles people play and the techniques used to make movies specifically the director, producer and cinematographer’s relationship on a set. This study will combine history, technology and the politics of both big budget shows and independent cinema. We will also follow a case study about the making of “Heaven’s Gate.” This is a course about film production without the hands on experience, which will provide a basis for those thinking about doing production as well as expand the expertise for those who have taken production courses. There will be screenings, a mid-term and final paper (10 pages) regarding a chosen researched topic about filmmaking.

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) Staff
Prerequisite: FTT 104/204.
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) Staff
Prerequisite: FTT 310 or consent of instructor.
Corequisite: FTT 311L.
This course is a continuation of FTT 310, examining the most important developments in world cinema from 1946 to the present.

320. Italian National Cinema
(3-2-3) Welle
See LLRO 450L.

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.

326. Acting: Role/Classical
(3-0-3) Scott
Prerequisite: FTT 221 or permission.
This course looks at Shakespeare’s plays 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
Prerequisite: 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
Prerequisite: 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.

333. New Iranian Cinema
(3-2-3) Godmilow
Corequisite: FTT 333L.
This seminar course will take up a selection of the best of the new wave of Iranian cinema (films by Kiarostami, Close-Up, Taste of Cherry, And Life Goes On, Through The Olive Trees; Mahmenalbaf, Gabbeh, The Cyclist; Samira Makhmalbaf, The Apple; Panahi, The Circle; Naderi, The Runner, and others) and debate its sources and its paradoxical arrival on the international film scene. We will consider the role of censorship, limited budgets, Islamic proscriptions, national history and aspirations, issues of gender and, in particular, the persistent influence of a 2,500-year-old, popular Persian poetic tradition in the inspiration and refinement of this unexpected and celebrated cultural phenomenon.

334. 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.

350. Love, Death, Revenge: Japanese Drama
(3-0-3) Brownstein
See LLEA 350.

351. Playwriting and Screenwriting
(3-2-3) Chalmers, 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.
352. Nazi Past in Postwar German Film  
(3-0-3) Hagens  
See GE 350.

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 critics' 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.

356. African Cinema: Black Gazes with White Cameras  
(3-0-3) Dubreil  
See AFAM 355.

360. Scene Design and Techniques for the Stage  
(3-0-3) Phillips  
**Prerequisite:** FTT 105 or 205.  
This is a beginner's course in basic scenic design techniques and hand drafting for the stage. This course will take the student through the process of design from how to read a script, research, presentation, rendering, basic drafting and if time allows, model building. No previous experience necessary. Offered fall only.

361. Introduction to Film and Video Production  
(3-0-3) Mandell  
**Prerequisite:** FTT 104/204 or exemption.  
An introductory course in the fundamentals of shooting, editing and writing for film and video productions. This is a hands-on production course emphasizing aesthetics, creativity, and technical expertise. The course requires significant amounts of shooting and editing outside class. Students produce short video projects using digital video and Super 8mm film cameras and edit digitally on computer workstations. The principles of three-camera studio production are also covered.

363. Lighting Design and Methodology  
(3-0-3) Dryer  
**Prerequisite:** FTT 105/205 or permission.  
This course serves as an introduction to the theories and practice of lighting 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.

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 formats 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. At 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.

378. Acting in Film and Theatre  
(3-2-3) Arons, Wojcik  
**Prerequisite:** FTT 104/204 or 105/205.  
**Corequisite:** FTT 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.

386. New Directions In Russian Cinema (In English)  
(3-0-3) Gillespie  
See RU 385.

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

390. Theatre Production Workshop  
(3-V-V) Donnelly  
**Prerequisite:** Instructor's permission.  
A workshop course in the process of theatre production, in which students assume a major nonperformance 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.

391. Short Story in East Asia and Beyond  
(3-0-3) Selden  
See LLEA 391.

394. Japanese Culture Film Fiction  
(3-0-3) Selden  
See LLEA 394E.

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.

396. Sports Journalism  
(3-0-3) Heisler  
This course combines the study of how the broadcast and cable television industries operate in contemporary society with a basic introduction to television production techniques. Lecture/discussion sessions will focus on current issues including programming strategies and practices, regulatory guidelines, sales and advertising, and news, sports and entertainment programming. During eight production sessions, students will gain hands-on experience at WNDU-TV, the local NBC affiliate. Students are required to write two papers and take two exams. In addition, students must produce a 15-minute television program as a group project. Enrollment is limited to 15 students. This course also serves as a prerequisite for FTT 496 (Broadcast Internship at WNDU).

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.)
409. Media Ethics
(3-0-3) Strotin
See AMST 414.

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: FTT 104–204.
Corequisite: FTT 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.

416. Media and the Presidency
(3-0-3) Oehmer
Prerequisite: FTT 104/204
As the brouhaha over Howard Dean’s “yell” illustrates, media have come to play a key role in the coverage of Presidential elections. This course examines how print and broadcast media have functioned in U.S. elections since way we choose a President was first established. After a brief overview of changing relationships between journalists and Presidential candidates in the 19th century, we will focus on elections since the 1920s, when radio first broadcast election updates. We will analyze how candidates have used radio, television and the internet to construct images of themselves and their platforms, and how journalists have become an active force in representing the political process. Rather than see electronic media as neutral or “objective,” we will assess the narrative strategies and visual and verbal codes by which media present politics to us, the voters.

419. Shakespeare and Film
(3-2-3) Holland
This course explores the phenomenon of Shakespeare and film, concentrating on the ranges of meaning provoked by the conjunction. We shall be looking at examples of films of Shakespeare plays both early and recent, both in English and in other languages, and both ones that stick close to conventionalized and historicized conceptualizations of Shakespeare and adaptations at varying degrees of distance towards the erasure of Shakespeare from the text. The transposition of different forms of Shakespearean textualities (printed, theatrical, filmic) and the confrontation with the specificities of film produce a cultural phenomenon whose cultural meanings—meaning as Shakespeare and meaning as film—will be the subject of our investigations. There will be regular (though not necessarily weekly) screenings of the films to be studied.

421. Advanced Scene Study
(3-0-3) Staff
Prerequisite: FTT 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.

431. Advanced Acting Techniques
(3-0-3) Scott
Prerequisite: FTT 221 or FTT 322, or permission of instructor.
A course intended for the serious acting student. This advanced course uses Method techniques in scene study and monologue work to hone the skills acquired in Character and Advanced Scene Study. Students will be responsible for finding, rehearsing and performing texts from several genres. Class work will focus on impulse and response, creating realistic characters and partner work. Rehearsals outside of class is mandatory.

437. Film and Society: Americana
(3-0-3) Snively
See ANTH 437

440. Shakespeare in Performance
(3-0-3) Holland
Prerequisite: FTT 105 or 205
This course will explore Shakespeare’s plays in performance across a wide range of history and forms. It will include explorations of the physical spaces and institutional organization of the theatres for which Shakespeare wrote and the effects of the actors and staging methods on his plays. It will look at the history of Shakespeare in performance from then till now, including Shakespeare adapted, Shakespeare restored and Shakespeare reinvented. It will examine contemporary productions on stage, film and audio. It will involve visits to productions and work shopping scenes ourselves.

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

448. Intermediate Film Production
(3-2-4) Donaruma
Prerequisites: FTT 361.
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 and evening screenings.

452. Italian Cinema: The Realities of History
(3-0-3) Baranski
See ROIT 452101

455. Film and Latin American Imaginary
(3-0-3) Heller
See ROSP 455

460. French Theatre Production
(3-0-3) McDowell
See ROFR 490.

463. Advanced Digital Video Production
(4-3-3) Mandell
Prerequisite: FTT 361 or DESN 2825.
A course for the advanced production and design student interested in the techniques and technology of the video post production world and the digital manipulation of the moving image. Students will produce short projects using the BetaCam SP and DV tape formats, while learning advanced nonlinear editing techniques with the Avid Media Composer incorporating Adobe Photoshop, Illustrator and After Effects programs, digital multi-track audio sweetening with DigiDesign Pro Tools, and an introduction into Lightwave 3D animation techniques.

464. Visual Communication for the Stage
(3-0-3) Phillips
Do I draw? Should I paint it? What about perspective? Model making? How can I make the director see what it’s supposed to look like up there? These are some of the questions facing every person who wants to “visually communicate” for the stage. In this course, we’ll be looking at the various ways and methods of how one communicates for the stage—we’ll explore the various forms, rendering, model making, perspective, etc. for theatre design.
465. CAD for the Stage
(3-2-3) Staff
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 3-D and then 3-D design techniques. A basic understanding of the Macintosh computer system is necessary, and significant computer work is required outside class.

470. Melodrama
(3-2-3) Staff
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.

472. Film Topics: Comedy
(3-2-3) Pam Wojcik
Prerequisite: FTT 104 or 204
Corequisite: FTT 472L.
This course examines film comedy from the silent era to the present, with particular—but not exclusively—emphasis on American film comedy. Students will learn about different kinds of comedy, including clown comedy, romantic comedy, screwball comedy, buddy films, farce, gross-out films, ensemble films, and political satire. We will consider various elements that make movies funny, such as sight gags, verbal jokes, breaking social taboos, and more. We will consider different modes of performance and the influence of theatrical traditions, such as vaudeville, on performance. We will explore the ideology of film comedy as it related to issues of nationalism, sexuality, race, and ethnicity. Students will analyze the work of comedic actors and auteurs such as: Charles Chaplin, Buster Keaton, Harold Lloyd, Ernst Lubitsch, the Marx Brothers, Wheeler and Woolsey, Mae West, Cary Grant, Irene Dunne, Katherine Hepburn, Ralph Bellamy, Preston Sturges, Howard Hawks, George Cukor, Bob Hope, Bing Crosby, Jerry Lewis, Jacques Tati, Kenneth Williams, Woody Allen, Ben Stiller, and the Farrelly Brothers.

473A. Feminist Theory and Representation
(3-2-3) Staff
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.

474. Irish Film and Culture
(2-1-2) Gibbons
See ENGL 475G

475. Topics
(3-2-3) Staff
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.
Topics vary from semester to semester.

476. Film and Television Theory
(3-2-3) Collins
Prerequisite: FTT 310 or 311
Corequisite: FTT 476L.
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 this course may vary from semester to semester. Cannot have taken FTT 377, 377A or 377B.

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. Contemporary Hollywood
(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 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 After 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.

485. Postmodern 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.

486. Overcoming Political Tragedy
See GE 484.

487. Acting: Viewpoints
(3-0-3) Collins
This class will introduce students to “Viewpoints,” the movement-based acting training system developed by Anne Bogart. Viewpoints training helps to raise an actor’s awareness of his or her body as a tool in creating theatrical meaning through its relationship to, and use of, space, architecture, rhythm, tempo, gesture, shape and kinesthetic response. During the semester we will do a series of exercises in which actors will create their own non-script based theatre by exploiting the expression inherent in movement and relationship. Viewpoints training is a stimulating, exciting, and innovative method for expanding the actor’s range and ability. Students must wear clothing and shoes that allow for a full range movement.

488A. Advanced Film/Video Production
(3-0-3) Godmilow
Prerequisite: FTT 448A and application to professor.
Corequisite: FTT 488B
This is a film/video production workshop for advanced students, focusing on the development and production of 16 mm short films and video FTT tapes 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 16 mm color film processes and/or Betacam videotape technologies.

488B. Advanced Film/Video Production & Post Production
(3-0-3) Godmilow
Prerequisite: FTT 448A and application to professor.
Corequisite: FTT 488A
This is a film/video production workshop for advanced students, focusing on the development and production of 16 mm short films and video FTT tapes 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 16 mm color film processes and/or Betacam videotape technologies.

489. Media Culture: Popular Taste
(3-0-3) Collins
Prerequisite: FTT 310 or by permission.
In this course we’ll investigate the evolving relationship between popular culture and “high art,” concentrating on how they have become increasingly intertwined within the past decade in a variety of different media. We will begin by focusing on how hard and fast distinctions between the two were first formulated in the latter half of the 19th century as urbanization and immigration began to create widespread anxiety about the fate of culture. We’ll then turn to specific case studies which exemplify the ways in which the distinctions were enforced throughout the 20th century, e.g., why Vitagraph began making literary adaptations to legitimize film-going as a respectable art form, why Disney was so determined to incorporate the world of classical music in a film like Fantasia. In the second half of the course we’ll examine the ways in which those hard and fast distinctions begin to break down. Here we’ll be exploring those forms of high-pop which have emerged within the past few years—high-concept literary adaptations a la Miramax, the museum blockbuster show, the opera singer as pop star, Martha Stewart as the most successful woman in the entertainment industry, book clubs and the literary best-seller.

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 dramatic 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 487-488.
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. Some evening screenings required.

494. Theatre Seminar
(3-V-3) Scott
Prerequisite: Senior majors only, or with permission.
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 advisor (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.

495. Practicum
(V-V-V) Holland
Prerequisite: Majors only, and permission required.
Individual practical projects for the advanced student. May be repeated up to six hours credit. Taken S/U only.

496. Media Internship
(V-V-V) Heisler
Students who successfully complete at least two of the following courses, FTT 308, FTT 361 or FTT 395, may be eligible for an internship at a television station or network, radio station, video production company, film production company or similar media outlet. Interns must work 10-15 hours per week and compile 150 work hours by the end of the semester (120 hours for the summer session). Interns will complete a project, mid-semester progress report and a final evaluation paper. Students can take no more than two 496 internships for a total of no more than three credits. DOES NOT count as a Film/TV upper level course.

498. Special Studies
(V-V-V) Staff
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
Paul G. Kimball Professor of Arts and Letters:
Vittorio Hösle
Max Kade Visiting Professor of German:
Joachim Dyck
Professors:
Vittorio Hösle; Randolph J. Klawiter (emeritus); Klaus Lenzinger (emeritus); Thomas G. Marullo; Robert E. Norton; Vera B. Profit; Konrad Schaum (emeritus)
Associate Professors:
David W. Gasperetti; Albert K. Wimmer
Assistant Professors:
Kirsten M. Christensen; Alyssa W. Gillespie; Jan Lüder Hagens; John I. Lioitas
Visiting Assistant Professor:
Denise M. DellaRossa
Associate Professional Specialist:
Hannelore Weber
Visiting Assistant Professional Specialist:
Svitlana Kobets

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 several significant cultural traditions and allows the examination of these traditions in a more sophisticated and cosmopolitan manner.

The goal of all levels of language courses are oral and reading competence and linguistic and stylistic mastery. 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: First Major, Supplementary Major, and Minor
Majors must select at least one course each from clusters A and B (in that order; see Schematic Organization of the German Program below) before taking courses from Cluster C and should take at least one course from Cluster C before proceeding to courses from Cluster D. Courses from Cluster D are intended to serve as culminating (senior-year) courses. For first majors, at least four of these courses must be taken at the home campus; for supplementary majors, three courses must be taken at the home campus.

First Major
1. Successful completion of 10 courses (30 credit hours) above the three-semester language requirement (i.e., beyond 201).
2. Of these 10 courses, seven (7) must be taught in German. Four (4) of the upper-division courses must be taken at the home institution, and at least two (2) of these courses must be at the 400 level from departmental offerings.

Supplementary Major
1. Successful completion of eight courses (24 credit hours) above the three-semester language requirement (i.e., beyond 201).
2. Of these eight courses, six (6) must be taught in German; three (3) of the latter must be upper-division courses taken at the home institution from departmental offerings, two (2) at the 300 level, and one (1) at the 400 level.

Minor (only for non-Innsbruck students)
Minors may take any combination of courses in clusters A, B, and C (see Schematic Organization of the German Program below). The culminating course for the minor may be (but does not have to be) from Cluster D.

Minors are expected to successfully complete five courses (15 credit hours) at the 201 level or above, only one (1) of which may be taught in English.

A year of study abroad in Innsbruck, Austria, is an incomparable opportunity to improve language skills and strengthen cultural understanding. Majors and supplementary majors are therefore strongly encouraged to participate in this program during their sophomore or junior year. For further information, see “International Study Programs” in the front section of this Bulletin.

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 G.P.A. 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 GE 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 A), 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.

### Schematic Organization Of the German Program

- **CLUSTER A (Conversation/Composition/Reading)**
  - Prerequisite for this cluster is 202 or the equivalent.

- **302. ABCs of Speaking, Reading, and Writing about Literature**
  - Offered in the fall semester in even-numbered years.

- **303. Advanced Conversation**
  - Offered every spring semester.

- **305. Stylistics and Composition**
  - Offered in the fall semester in odd-numbered years.

- **CLUSTER B (Introduction to Culture and Literature)**
  - Prerequisite for this cluster is at least one course from Cluster A.

- **307. German Cultural History**
  - Offered every spring semester.

- **309. Survey of German-language Literature**
  - Offered every fall semester.

- **CLUSTER C (300-Level Literature, Culture, Linguistics, and Professional German)**
  - A variety of courses offered as dictated by student needs and faculty specialization.

- **CLUSTER D (400-Level Literature, Culture, Linguistics, and Professional German)**
  - A variety of courses offered as dictated by student needs and faculty specialization.

### 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, political science, 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. As with 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, political science, or history.

#### Minor in Russian

Fifteen 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, political science, 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.

#### Study Abroad

Our students are encouraged to experience firsthand the excitement of being immersed in Russian culture through participation in a study program in Russia. Programs are available during the summer (five to seven weeks) or for an entire semester or academic year. Credits earned for course work taken in approved programs may be applied toward the Russian major or minor at Notre Dame. Grants are available on a competitive basis for summer language study through the Office of International Studies and through the Russian and East European Studies program.

#### 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 testing out of the language requirement. This includes students who have taken an AP or SATII exam.

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**GERMANY**

101–102. **Beginning German I and II**

(4-0-4) (4-0-4) 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**

No prerequisite.

(6-0-6) (6-0-6) 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.

180J. **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**

(6-0-6) (6-0-6) 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.

253. Philosophy of Power  
(3-0-3) Hösle  
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.

202. 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: Dürrenmatt’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.

303. German for Conversation  
(3-0-3) Liontas  
This is an advanced German language course, designed for students who have successfully completed a minimum of four semesters of German. This course expands on the grammatical structures of the German language spoken in German-speaking countries today, with emphasis on communication and acquisition of advanced language skills: reading and listening comprehension, and oral and written expression. A study of everyday German culture supports the language study. The conversational component of the course requires student/teacher and student/student interaction (in large and small group settings) to exchange information, clarify meanings, express opinions, argue points of view, and engage in any other communicative function for which native speakers use language. The course includes ongoing evaluation of students, using a variety of evaluative instruments and communicative contexts.  
Note: Native speakers or students who already have achieved a high level of oral proficiency (to be determined by an Oral Proficiency Interview with the instructor) will not be given credit for this course.

305. Advanced Stylistics and Composition  
(3-0-3) Christensen  
This course offers students the opportunity to increase the sophistication of their written German. Speaking, listening, and reading skills also will benefit. Assignments are varied widely to address the interests and strengths of all students and to allow many opportunities for creativity. For example, students may work at writing letters, biography or autobiography, short stories, editorials, film reviews, or advertisements, to name just a few of the genres and writing styles we explore. In the process, students build their vocabulary, including idiomatic expressions, and solidify their understanding of German grammar. German culture, as expressed in short texts, the Internet, films, and music, provide a rich and meaningful context for the writing process. Students work frequently in groups to read and edit each other’s work.

306. The Face(s) of German Identity  
(3-0-3) Staff  
Prerequisite: GE 202 or equivalent.  
The dismantling of the border between the two German states not only changed the German landscape but also disrupted the silence regarding concepts of national identity in Germany. This course examines the cultural constructions of nation and identity in Germany, beginning with the French Revolution and continuing to today. The subjects we examine include essays, poetry, short stories, films, architecture, and painting, facilitating classroom discussions on the intersecting discourses of geography, religion, gender, ethnicity, and nationality and their influence on German identity.
307. German Cultural History (Kulturgeschichte) (in German)
(3-0-3) Norton
This course offers a survey of major developments in the cultural history of Germany and Central Europe. The course will investigate different manifestations of German and Central European cultures, such as literature, painting, architecture, music, and philosophy, as well as their interrelationship and historical contextualization. The course will provide an overview of important cultural and historical developments that have shaped German-speaking Europe. The goal is to familiarize students with basic techniques of approaching and interpreting texts and artifacts while preparing them for a wider range of more specialized courses.

309. Literatur von Gestern und Heute
(3-0-3) Staff
Prerequisite: GE 202 or equivalent.
This course acquaints students with the major periods and issues of German literature through the examination of a significant constellation of literary texts. Students read, discuss, and analyze selected texts from prose, poetry, and drama and become familiar with basic techniques of approaching and interpreting texts that will prepare them for a wider range of more specialized courses.

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)
(3-0-3) 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 issues in the realm of ethics (perpetrators, victims, and passive accomplices; stereotypes; courage and cowardice; personal and national guilt; revisionism, coming-to-terms, and productive memory; responsibility and the [im]possibility of reconciliation). Some central questions about German history during the Third Reich and the postwar era will be dealt with. The course will also develop basic categories of film analysis and ask questions about the special capacity of film to help a nation work through its past. Films subtitled, dubbed, or English language. Readings, lectures, and discussions in English.

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. NineteenthCentury 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 epoched 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: Mörike, Heine, Grillparzer, Hebbel, Keller, Meyer, Raabe, Fontane, George.

370. Ostalgie? The Cultural Legacies of the GDR
(3-0-3) Staff
Through literature, film, and news sources, this course examines the cultural production of the German Democratic Republic. We look at how East German cultural policies influenced literary content and style, what forms that resistance to these policies took, and how East German artists grappled with Nazi Germany and the Holocaust and have now transformed into the new unified Germany.
390. Germany and the New Millennium
(3-0-3) Liontas
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.

391. Masterpieces of German Literature (Meisterwerke der deutschsprachigen Literatur des 20. Jahrhunderts) (in German)
(3-0-3) Profit
A sampling of the most beautiful, moving, and humorous prose and poetry of the 20th century will be read and interpreted. Amongst other authors, we will focus our attention on selections from Heinrich Böll, Wolfgang Borchert, Max Frisch, Marlo Krolof, and Rainer Marie Rilke. The written assignments will evolve from the texts studied.

398. Special Studies I and II
(3-0-3) Staff
Prerequisites: Junior standing, dean’s list.

411. Self-Definition and the Quest for Happiness in Continental and American Prose of the Twentieth Century (in 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 that 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? Do I make a difference? At what point can legitimate self-interest, however, cross the line and develop into narcissism? 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.
All works of the German tradition will be read, discussed, and written about in German; all others in English. An oral report and two papers will be required as well as a two-hour final.

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 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.

446. German Cinema in the Weimar Republic
(1918–1933) (in English)
(3-0-3) Hagens
Prerequisites: None for those taking the class in translation. For those desiring German credit, advanced standing in German (five semesters or permission of instructor) is necessary.
The years between 1918 and 1933 are the Golden Age of German film. In its development from Expressionism to Social Realism, the German cinema produced works of great variety, many of them in the international avant-garde. This course gives an overview of the silent movies and sound films made during the Weimar Republic and situate them in their artistic, social, and political context. The oeuvre of Fritz Lang, the greatest German director, receives special attention. Should we interpret Lang’s disquieting visual style as a highly individual phenomenon independent of its environment, or can we read his obsessive themes (world conspiracies and terrorized masses, compulsive violence and revenge, entrapment and guilt) as a mirror image of the historical period? Might his films, as come critics have suggested, even illustrate how a national psyche gets enmeshed in fascist ideology?
Films subtitled, dubbed, or in English; readings, lectures, and discussions in English.

448. German Cinema in the Weimar Republic
(3-0-3) Jaktun
Prerequisites: 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, Hofmannsthall, Brecht, and Werfel. This semester we will focus on the so-called “drama of reconciliation,” a newly rediscovered genre, where the conflict is serious 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, and often English-language, texts in the theory of drama (Aristotle, Schelling, Carriere, and Cavell, as well as our department’s own Hölse 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.

449. 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, Hofmannsthall, Brecht, and Werfel. This semester we will focus on the so-called “drama of reconciliation,” a newly rediscovered genre, where the conflict is serious 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, and often English-language, texts in the theory of drama (Aristotle, Schelling, Carriere, and Cavell, as well as our department’s own Hölse 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.

450. Twentieth-Century German Literature (in German)
(3-0-3) Dyck
This course will provide the students with an opportunity to read, discuss, and analyze representative 19th-century novellas by such authors as Kleist, Keller, Meyer, Storm, and Hauptmann. These texts will be treated as both literary and historical documents. The course will examine the literary techniques common to the novella and offer a historical survey of the various theories of this rich and especially German genre. It will also attempt to access the works through the contextual framework of the social and politico-economic events and trends of the 19th century in German-speaking countries. Finally, particular emphasis will be placed on the psychological implications of the works.

471. Twentieth-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 ’70s. Among others, 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) Atons
No prerequisite.
See FTT 481.

475A. 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 theater, 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 350 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, Weis, Handke, Durrenmatt, 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?

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 Lukacs, and Adorno.

480. The German Novel Since 1945
(3-0-3) Profft
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 Dürrenmatt.

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 Kliwer. 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 Duttie treating the lasting complexities of unification.

482. Literature of Unified Germany 1989–2000 (in German)
(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 Duttie. 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.

483. Seminar on German Women Writers (in German)
(3-0-3) Christensen
Prerequisite: Four semesters.
Participants in this seminar will explore the rich literary history of female writers from German-speaking Europe. We read works of many genres (drama, short story, novella, novel, letter) by women from the early Middle Ages to the present. In the process, we will encounter Europe’s first playwright, one of the 21st century’s brightest young literary stars, and an array of intriguing women who lived in the interim. We scrutinize and apply various theoretical and critical approaches to women’s literature, both in writing and in lively debates.

484. Overcoming Political Tragedy
(3-0-3) Hagens
Prerequisite: If taken for German, five semesters of German. Otherwise, none. Fulfills literature requirement in the College of Arts and Letters.
An interdisciplinary course in drama and peace studies. Drama is a potentially fascinating topic for peace studies because, at the heart of traditional drama and theatre, there is conflict—and the question of whether it can be resolved. Moreover, just as politics is often dramatic, drama is often political; there is, for example, an extensive tradition of plays that make a theme of political revolution, usually in the form of tragedy or comedy. Students in this course read classic political dramas that are neither tragedies nor comedies but rather bring potentially tragic public conflict to positive yet nontrivial resolution.
Having discussed definitions of tragedy and comedy, and what might be the advantages of aesthetic renditions of conflict, the class then reads some of these dramas of political reconciliation: Aeschylus, Orestia/Eumenides; Shakespeare, Measure for Measure; Calderón, The Mayor of Zalamea; Corneille, Cesse; Lessing, Nathan the Wise; Schiller, William Tell; Kleist, The Prince of Homburg; Brecht, The Caucasian Chalk Circle; Lan, Desire; and Fugard, Valley Song. (We also may include selected films, such as Meet John Doe, On the Waterfront, or Twelve Angry Men.) We will examine these plays (and films) through both the categories of drama analysis and theories of conflict resolution, mediation, and transformation, with the expectation of achieving greater depth in our understandings of the dramatic texts and in our understanding of the theories of conflict resolution.

Students of peace studies and political science who are familiar with these pieces of world literature will have acquired a new kind of resource for their ability to think through and work in conflict resolution. Being able to draw on such artistically crafted illustrations of political mediation opens up historically diverse, cross-cultural, and emotionally nuanced perspectives onto the topic of their studies. Conversely, students of drama and theatre will acquire more sophisticated technical instruments for the analysis of aesthetic conflict.

It is hoped that guest speakers from other departments will participate in the class. All discussions, texts, and papers are in English, and special arrangements can be made for students of German.

485A. Twentieth-Century German Literature (in German)
(3-0-3) Hagens
This survey course introduces students to the major writers in 20th-century German-language literature. We will be reading, discussing, and writing about poems, short stories, and dramas by authors such as George, Hofmannsthal, Rilke, Trakl, Thomas Mann, Kafka, Musil, Brecht, Celan, Bachmann, Frisch, Dürenmatt, Enzensberger, Christa Wolf, Peter Schneider, Brinkmann, Hahn, and Königsdorf. By also considering these writers, contexts—the trends and movements they may have been a part of, the activities in the other arts that influenced them, the contemporary discourses that surrounded them—they may be able to add depth and nuance to our readings. Thus, depending on student interest and ability, we will familiarize ourselves with the larger ensembles of 20th-century German-language culture: political and economic developments; new schools of thought in philosophy and psychology; important artistic achievements in the visual arts, including film, as well as in classical and popular music.

486. Der Artusroman—Arthurian Epic
(3-0-3) Christensen
Come and explore the enduring legend of King Arthur and his court as interpreted by German authors of the high Middle Ages (late 12th and 13th centuries). We spend the majority of the semester on the three best-known and most complete Arthurian epics in the German tradition: Erec and Iwein by Hartmann von Aue, and Wolfram von Eschenbach's Parzival, as well as other later German adaptations they influenced. These tales are among the most imaginative and fascinating in the German canon, full of the adventures and exploits of knights and ladies. Our exploration of these texts focuses on their relationship to their French and English predecessors, on the many twists and turns in story line and character development that each individual author creates, and on the information they suggest about "real" life in the medieval world. We also take a look at some of the most interesting modern literary and film adaptations of the Arthurian legend.

488. Philosophical Dialogues
(3-0-3) Hösle
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 which 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.

489A. Drama on Political Conflicts (in English)
(3-0-3) Hösle
To understand politics and the moral conflicts involved in it, we have three sources: philosophy, social science, and the arts. The arts often neglected, but wrongly so, for the insights Aeschylus, Sophocles, Aristophanes, Shakespeare, Schiller, Kleist, Grillparzer—the authors we will read—have to offer into the logic of power and the morality of political choices are flabbergasting. At the same time, we will develop esthetical criteria that will allow us to evaluate the dramas on literary grounds.

490. Schiller (in German)
(3-0-3) Norton
In this course we will consider Friedrich Schiller as a dramatist, poet, aesthetic philosopher, and historian. We will read several of Friedrich Schiller’s most important plays, including Die Räuber, Kabale und Liebe, Die Verschwörung des Fiesko, Wallenstein, Maria Stuart, and Die Braut von Messina. In addition, we will read from his letters on beauty (Kallias), and the essays Über Anmut und Würde, Über naïve und sentimentale Dichtung, and Die Ästhetische Erziehung des Menschen. Finally, we will also read selections from his historical works on the Thirty Years’ War and on the Netherlands.

491. Evil and the Lie in Modern European Literature (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; Gilde, The Immortal; and Frisch, Andorra.

492. Schopenhauer
(3-0-3) Hösle
Prerequisites: 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) Hösle
Prerequisites: Senior standing, dean's list. Nietzsche's philosophy represents one of the greatest interruptive 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 literal 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) Hösle
Thomas Mann is certainly the most influential German novelist of the 20th century. Rooted in the Bildungsbürgertum 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 (Lotte 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
Prerequisites: Senior standing, dean's list.
RUSSIAN

101–102. Beginning Russian I and II
(3-0-3) (3-0-3) Gillespie, Marullo, Cruise
No prerequisite.
This introduction to the Russian language will develop students’ skills in listening, speaking, reading, and writing, while fostering an appreciation for Russian culture. Emphasis will be placed on the acquisition of basic structures, vocabulary, and sound systems. Students will be encouraged to use their language skills to communicate and interact in a variety of situations and contexts.

180J. Literature University Seminar
(in English)
(3-0-3)
This course introduces students to Russian 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.

201–202. Intermediate Russian I and II
(3-0-3) Gasperetti
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.

360. Holy Fools in Christian Traditions
(3-0-3) Kobets
Through the analysis of a variety of texts ranging from the New Testament books to hagiographies and philosophical treatises, we will examine different forms of holy foolishness in spiritual and cultural traditions of Eastern and Western Christianity and establish their cultural bearings. Concepts under discussion will include asceticism; sanctity; heresy; canonization; hagiography. Among the course readings will be the First Epistle of the Apostle Paul to the Corinthians; Early Christian Paterika; individual Vitea of Byzantine holy fools (St. Simeon of Emessa, St. Andrew of Constantinople); controversial lives of Christian saints (Life of Alexius the Man of God); lives of Western Christian saints (St. Francis of Assisi, Margery Kempe), and later elaborations on the subject of folly found in such works as In Praise of Folly, by Erasmus of Rotterdam, and Madness and Civilization, by Michael Foucault.

373–374. The Literature of Imperial Russia I and II
(in English)
(3-0-3) (3-0-3) Marullo
No prerequisite.
The Literature of Imperial Russia is a two-semester survey of long and short fiction and focuses on the rise of Realism in Russia. Topics to be included are the content and method of Realism (“gentry,” “urban,” “classical,” “romantic,” “empirical,” and “psychological”); the evolution of the “family” chronicle; the nature and development of the Russian hero and heroine, particularly the “superfluous man,” “the philosophical rebel,” the “man-god,” and the “moral monster”; the interplay of “patrarchal,” “matriarchal,” and “messianic” voices; the dynamics of the Russian soul and soil; the interaction of lord and peasant; the premonition of catastrophe and Apocalypse; and finally, the conflict between city and country, “old” and “new,” Russia and the West.

375–376. Twentieth-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 30 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) Gasperetti
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 West European materialism to his critique of rationalism and mockery of literary convention.

381. Russian Women Memoirists (in English)
(3-0-3) Gillespie
No prerequisite.
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 examines the history and development of the female memoir in Russian literature, from the 18th-century 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 autobiographical writing and consider the relationship of the works we read to the dominant “male” literary tradition.

385. New Directions in Russian Cinema
(in English)
(3-0-3) Gillespie
No prerequisite.
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.

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) Cruise
No prerequisite.
Selections from Tolstoy's folk tales, short stories, novellas, and novels.

401–402. Advanced Russian I and II
(in Russian)
(3-0-3) (3-0-3) Kobets
Prerequisite: RU 202 or the equivalent.
This year-long course is designed to significantly improve students' comprehension and self-expression skills in Russian, serving as a preparation for Russian literature courses in the original (400-level). The course will include an intensive review of Russian grammar; Russian stylistics, syntax and grammar at the advanced level; reading and analysis of a wide range of 19th- and 20th-century Russian texts (including fiction, poetry, interviews, songs, and newspaper materials); writing essays in Russian; and extensive work on vocabulary building and advanced conversation skills. The course will be conducted in Russian.
461. Nineteenth Century Russian Literature Survey (in Russian)  
(3-0-3) Gillespie  
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 literature in the first half of the century and to the role of literature played in the political and social ferment of the period. Readings, discussions and written assignments are in Russian.

462. Twentieth-Century Russian Literature Survey (in Russian)  
(3-0-3) Gillespie, Gasperetti  
Prerequisite: 202 or the equivalent.  
Surveys the literary innovation and political suppression 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) Gillespie  
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, Zhukovskii, Tsiutchev, Nekrasov, Blok, Akhmatova, Mandel’stham, Pasternak, Khlebnikov, Maiakovskii, Tsvetaeva, Vyssotski, Brodskii, and others. Emphasis will be placed on the evolution of verse forms and poetic, 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.

477. Post-Soviet Literature and Culture (in Russian)  
(3-0-3) Klobets  
Prerequisite: RU 202 or equivalent.  
In the last two decades Russia has undergone dramatic changes ranging from the crisis of the totalitarian system and disintegration of the Soviet Empire to the rapid development of new trends in literature and culture. We will survey these new trends, with a focus on defining the nature and multiplicity of “Post-Soviet” cultural sensibilities in recent Russian short fiction, essays, poetry, lyrics, and interviews, as well as in pop-culture and film. Topics under consideration will include traditional and new, Post-Soviet and Postmodern, as well as feminist, emigre, and post-colonial discourses.

482. Russian Romanticism (in Russian)  
(3-0-3) Gillespie  
Prerequisite: 202 or the equivalent.  
This course will introduce students to the literature of Russian Romanticism, which came into being at the turn of the 19th century, dominated Russian literature in the 1820s, and was still influential well into the latter part of the century. Inspired by Russian writers’ encounters with English, German, and French Romantic literature, Russian Romanticism was, paradoxically, the first literary movement in Russia that sought to develop a definitively national, uniquely Russian literature and literary language. We will explore this quest for a national literature in light of Russian Romanticism’s Western influences. In so doing, we will study works of poetry, fiction, drama, and literary criticism by a diverse group of Romantic writers including Vasily Zhukovsky, Alexander Pushkin, Nikolai Gogol, Mikhail Lermontov, Alexander Bestuzhev-Malinsky, Vissarion Belinsky, Karolina Pavlova, Fedor Tsiutchev, Afanasy Fet, and others. Themes of the course will include the national and the exotic, the natural and the supernatural, rebellion and social alienation, violence and passion.

492. Chekhov (in Russian)  
(3-0-3) Gillespie  
Prerequisite: RU 202 or equivalent.  
This course is an introduction to the short stories and plays of Anton Chekhov, with attention to the development of his art of characterization, dialogue, plot construction, and innovative dramatic technique. Central themes of the course will be alienation and banality in Chekhov's works, Chekhov's attitude to science and progress, and his views on the future of Russia. A portion of the semester will be largely devoted to the reading and performance (in Russian) of one of Chekhov's plays.

493. Pushkin and His Time (in Russian)  
(3-0-3) Gillespie, Gasperetti  
Prerequisite: 202 or the equivalent.  
An analysis of the lyric and narrative poetry, drama, and prose fiction of Russia's national literary treasure. Discussions focus on Pushkin's contributions to the creation of a literary language, his transition from Romanticism to Realism, his innovative treatment of genres, and his role in the development 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 "crisis" on the latter half of his literary career.

494A. Area Studies  
(3-0-3) Staff  

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

History  
Chair:  
John T. McGreevy  
Director of Graduate Studies:  
Olivia Remie Constable  
Director of Undergraduate Studies:  
Daniel A. Graff  
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:  
Thomas P. Slaughter  
Francis A. MacAunney Professor of History:  
George M. Marsden  
Carl E. Rich Assistant Professor of History:  
Richard Pierce  
Rev. John J. Cavanaugh, C.S.C., Professor of Humanities:  
James Turner  
Rev. Theodore M. Heusburgh, C.S.C., College of Arts and Letters Chair:  
Sabine G. MacCormack  
Robert M. Conway Director of the Medieval Institute:  
Thomas Noble  
John M. Regan Jr. Director of the Joan B. Kroc Institute for International Peace Studies:  
Director of the Erasmus Institute:  
Rev. Robert Sullivan  
Professors:  
R. Scott Appleby; Kathleen A. Biddick; Rev. Thomas Blantz, C.S.C.; Olivia Remie Constable; Gary M. Hamburg (on leave 2004–2005); Christopher S. Hamlin; Nathan O. Hatch (Provost); Ivan A. Jaksic; Thomas A. Kselman; Sabine G. MacCormack (joint with Classics); George S. Marsden; John T. McGreevy; Dian H. Murray (on leave spring 2005); Thomas Noble; Thomas P. Slaughter (on leave 2004–2005); James Turner; John H. Van Engen; J. Robert Wegs  

Professors Emeriti:  
Robert E. Burns; Vincent P. De Santis; Jay P. Dolan; J. Philip Gleason; Rev. Robert L. Kerby; Walter Nugents; Rev. Marvin R. O’Connell; Andrezj Walicki  

Associate Professors:  

Assistants Professors:  
Paul Cobb; Jon Coleman; Laura A. Crago; Margaret Meserve; Aideen O’Leary; Emily Osborn (on leave spring 2005); Richard B. Pierce; Marc Rodriguez  

Specialist Professor  
D’Arcy Jonathan Boulton  
Assistant Professional Specialist:  
Daniel A. Graff
Program of Studies for the Class of 2006 and Beyond. The Department of History offers courses for undergraduates designed to expose them to life in the past as it was experienced and understood in the Americas, Europe, Asia, Africa, and Australia. Courses offered consist of lectures and seminars that require students to develop both a critical appreciation of primary and secondary texts and skills in historical thinking and writing.

Beginning with the Class of 2006, students interested in majoring in history at the University of Notre Dame will have two options. The first major option consists of 10 three-credit upper-level history courses (300/400s), beginning with an exciting introductory seminar (HIST 300H—History Workshop), which will plunge students into the work of writing history from the moment they join the major, through intensive interpretation of primary source documents. To encourage breadth of historical knowledge, first majors will take a variety of courses emphasizing different chronological periods and geographical areas. More specifically, they must take one course from four of the five following fields: African/Asian/Middle Eastern history; Ancient/Medieval European history (to 1500); Modern European history (from 1500); United States history; Latin American history. One of the four courses must contain substantial material on the period before 1500. In addition, to encourage depth in a particular field of interest, first majors will also declare a concentration consisting of three courses. (These concentrations must be approved by the major’s advisor by the beginning of the senior year.) First majors will also take an elective in any field they choose. To complete their course work, first majors will take a departmental seminar (HIST 491, 492, or 493), which will offer the opportunity to conduct primary research and produce a substantial paper.

The second option is a supplementary major, consisting of eight three-credit upper-level history courses (300/400s). The supplementary major is designed for those majoring in other departments but also interested in pursuing a program of study in history. To encourage breadth of historical knowledge, supplementary majors will take a variety of courses emphasizing different chronological periods and geographical areas. More specifically, they must take one course from four of the five following fields: African/Asian/Middle Eastern history; Ancient/Medieval European history (to 1500); Modern European history (from 1500); United States history; Latin American history. One of the four courses must contain substantial material on the period before 1500. In addition, to encourage depth in the student’s particular field of interest, supplementary majors will take three electives. To complete their course work, supplementary majors will take a departmental seminar (HIST 491, 492, or 493), which will offer the opportunity to conduct primary research and produce a substantial paper.

History Honors Program for the Class of 2006 and Beyond. The History Department offers a special program of study, the History Honors Program, for the most talented and motivated history majors. Each fall semester, the junior class of history majors will be invited to join; those selected will begin the program in the spring semester of their junior year. A student in the History Honors Program will take 11 three-credit upper-division History courses to satisfy both the Honors Program and History Major requirements. In addition to taking the introductory gateway course (HIST 300H—History Workshop) and a variety of courses emphasizing geographical and chronological breadth (see the first major option above), the student will also take two special Honors seminars. Instead of completing a departmental seminar, the student will research and write a senior thesis, receiving credit in each of the senior years. Each History Honors student will select a field of concentration and will take two additional courses in this field to complete the program. In the spring of the junior year, the student will enroll in an Honors Program Methodology Seminar (HIST 494H), designed to introduce the student to the various methods historians utilize to analyze and write about the past. (Students admitted to the Honors Program, but studying abroad during the spring semester junior year, will be exempt from HIST 494H. They must, however, register a thesis topic and advisor with the Undergraduate Studies Office by the end of that semester.) In the fall of the senior year, the student will enroll in an Honors Program Reading and Discussion Colloquium (HIST 495H), intended to introduce the student to basic issues of critical interpretation and historiography through a specific field. In the fall and spring of the senior year, the student will work on a thesis (40 to 80 pages) under the supervision of a specific faculty member. The student will register for HIST 499H (three semester credits) each semester of the senior year.

History Honors Program for the Class of 2005 and Before. The History Department offers a special program of study, the History Honors Program, for the most talented and motivated history majors. Each fall semester, the junior class of history majors will be invited to join; those selected will begin the program in the spring semester of their junior year. The student in the History Honors Program will take 33 hours (11 courses), rather than 24 (eight courses), of upper-division history courses to satisfy both the Honors Program and history major requirements. In addition to taking two courses in each of the three standard distribution fields (Americas, pre-1600 Europe, post-1600 Asia/Africa/Europe), the student will also take two special Honors seminars. Instead of completing a departmental seminar, the student will research and write a senior thesis. Each History Honors student will select a field of concentration (pre-1600 Europe, post-1600 Asia, the Americas, Intellectual History, etc.) and will take an additional three hours (one course) in this field to complete the program. In the spring of the junior year, the student will enroll in an Honors Program Methodology Seminar (HIST 494H), designed to introduce the student to the various methods historians utilize to analyze and write about the past. (Students admitted to the Honors Program, but studying abroad during the spring semester junior year, will be exempt from HIST 494H. They must, however, register a thesis topic and advisor with the Undergraduate Studies Office by the end of that semester.) In the fall of the senior year, the student will enroll in an Honors Program Reading and Discussion Colloquium (HIST 495H), intended to introduce the student to basic issues of critical interpretation and historiography through a specific field. In the fall and spring of the senior year, the student will work on a thesis (40 to 80 pages) under the supervision of a specific faculty member. The student will register for HIST 499H (three semester credits) each semester of the senior year.
Phi Alpha Theta. Students who have completed at least four major-level courses in history, earning a grade point average of 3.5 or above, and whose cumulative grade point average is at least 3.2, are eligible for the Notre Dame chapter of Phi Alpha Theta, the History Honor Society. The History Department initiates new members once a semester.

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) Noble, O'Leary
A survey of the central themes in Western Civilization from ancient Mesopotamia to the Renaissance. Emphasis will fall upon problems of social organization, especially the mutual obligations and responsibilities of individuals and states; evolving concepts of justice; aesthetic standards; religious ideas and institutions; basic philosophical concepts; different kinds of states and the ideologies that defined and sustained them.

112. Western Civilization II
(3-0-3) Bergen, Crago, Hamburg, Kselman
This course will examine important topics in European history from the Renaissance to the present: the evolution of statescraft 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) Turner, Brady, Coleman
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 Native American, European, and African encounters; regional development and divergence; imperial conflict and revolution; constitutional development and argument; democratization and its implications; religious impulses and reformism; immigration and nativism; the importance of land and westward expansion; slavery and emancipation; sectional division and Civil War.

116. The Development of Modern America
(3-0-3) Blantz, McGreevy, Miscamble, Bederman, 
(3-0-3) Brady
A survey tracing the major developments in American society and culture from 1865-present. Topics will include Reconstruction and its consequences; Progressive era reforms, the Great Depression and World War II, the 1960s and recent shifts in American foreign and domestic policy.

121. Ancient Greece and Rome.
(3-0-3) Mazurek, Wood.
See CLAS 121.

155. Collapse of European Communism
(3-0-3) Crago
Why did certain countries become communist regimes after World War II? And how did communism collapse there? This course will explore the rise and fall of communism in Eastern Europe from World War II to 1989. Emphasis will be placed on the Hungarian, Czech, Polish, and Yugoslav experiences. Students will examine the period by reading traditional historical and political writings as well as examining literature and films from the period. The reading includes approximately five books.

180. History University Seminar
(3-0-3) Staff
An introduction to the seminar method of instruction which explores the major methodologies of the historical discipline and which accentuates the organization and expression of arguments suggested by readings in historical topics.

206. Castles and Courts in Medieval Europe
(3-0-3) Boulton
This course will examine the high period in the history of the castle—a combination of fort and residence—of the castellany or district subjected to the domination of a castle, and of the household and court of the kings, princes, and barons who built such residences and organized their lives and their activities within their various structures. It will first consider the castle as a form of fortification, review briefly the history of fortifications before 900, and examine the ways in which lords and their builders steadily improved their defensive capabilities in response to new knowledge and to new methods and tools of siegework. It will then examine the relationship of the castle to the contemporary forms of non-fortified or semi-fortified house, and finally its relationship to the lordly household (the body of servants organized into numerous departments associated with particular rooms or wings of the castle) and with the court (or body of soldiers, officers, allies, students, and temporary guests) who filled the castle when the lord was present. The course will conclude with an examination of the history of the castellany as a form of jurisdiction. The course will concentrate on the castles of the British Isles and France, but will examine the great variety of types found throughout Latin Europe.

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.

228. History of Mexico: Conquest and Culture Through Five Centuries
(3-0-3) Beatty
Mexican history is often portrayed as a recurring conflict between foreign conquests and an authentic Mexican culture. We will examine this theme over 500 years of Mexican history, from indigenous cultures and the Spanish conquest to the 20th century revolution and its social consequences. Through readings, lectures, discussions, art, and film we will explore the roots of modern Mexico and its development from the 15th century to the present. No background in Mexican or Latin American history is required.

235. Irish American Experience
(3-0-3) Dolan
For sophomores only.
This course will examine the history of the Irish in the United States. In many respects the Irish are the great success story in American history. They have moved from the shantytowns of urban America to the board rooms of Wall Street. Along the way they have left their mark on American politics, literature, religion and the labor movement. These are the areas that the course will study. Since the story must begin in Ireland, one-third of the course will examine the history of modern Ireland so that the students can better understand the Irish experience in the United States. After studying the famine of the 1840s, the course will turn to the theme of emigration in order to bring the Irish to the United States. Then it will study the great themes of Irish American history—politics, literature, religion and labor. The heart of the course will be the century of immigration, 1820–1920.
240. Vikings
(3-0-3) O’Leary
The Vikings are notorious in European history for plunder and pillage, pagan savagery, and horned helmets. Participants in this lecture-and-discussion 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.

244. Introduction to Islamic Civilization.
(3-0-3) Guo.
See MELC 244.

(3-0-3) Schlereth.
See AMST 258.

261. American Catholic Experience
(3-0-3) Appleby, Cummings
A survey of the history of Roman Catholicism in the United States from colonial times to the present, with emphasis on the 20th-century experience. The first half of the course covers the Catholic missions and settlements in the New World, Republican-era Catholicism’s experiment with democracy, and the immigrant church from 1820 to 1950. The second half of the course focuses on the preparations for, and impact of, the Second Vatican Council (1962–65). Assigned reading includes a packet of articles and primary sources about the Liturgical Renewal, Catholic Action, social justice movements and other preconciliar developments.

265. Visual America.
(3-0-3) Schleereth
See AMST 261.

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.

300H. History Workshop.
3-0-3. Staff
History Workshop introduces students to how historians study the past. Students will gain insight into the nature of historical inquiry through discussion of exemplary works of history, analysis of primary source documents from various time periods and places, and, most important, their own efforts to write history. Readings will include important secondary historical works as well as discussions of how historians actually do history. Writing assignments will include at least two 10-page histories written by each student from primary source documents. This course is a requirement for—and open only to—history majors pursuing the standard (“first”) major in history (not the supplementary major).

302. Humor and Violence in History
(3-0-3) Bergen
This course, linked to Classics 302A, explores the relation between humor and violence from Western antiquity to the present, and works from the premise that humor is a response and antidote to violence and suffering. We will use a wide range of literary works, films, and students’ assignments to investigate our subject.

303M. American Social Movements: Traditions of Protest.
(3-0-3) Ardizzone
See AMST 302.

305. Greek History.
(3-0-3) Vacca, Ladouceur
See CLAS 305.

306. Roman History.
(3-0-3) Mazurek
See CLAS 306.

306M. Homefronts During War.
(3-0-3) Ardizzone
See AMST 306.

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.

311E. Western Civilization I
(3-0-3) Noble, O’Leary
For students intending to seek certification in secondary teaching through the Saint Mary’s Education Program only.
See HIST 111.

312E. Western Civilization II
(3-0-3) Bergen, Crago, Kselman, Hamlin
For students intending to seek certification in secondary teaching through the Saint Mary’s Education Program only.
See HIST 112.
314. England Since 1789
(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. World War II: History and Memory.
(3-0-3) Guglielmo
See AMST 316.

315E. The Growth of the American Nation
(3-0-3) Turner, Brady, Coleman
For students intending to seek certification in secondary teaching through the Saint Mary's Education Program only.
See HIST 115.

316. The Development of Modern America
(3-0-3) Blantz, McGreevy, Miscamble, Bederman, Brady
For students intending to seek certification in secondary teaching through the Saint Mary's Education Program only.
See HIST 116.

317M. Who is an American?
(3-0-3) Guglielmo
See AMST 317.

319. Roman Law and Governance.
(3-0-3) Mazurek
See CLAS 308.

320. The Making of Modern Europe
(3-0-3) Staff
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.

320M. Power and Culture in Modern European Empires
(3-0-3) Feay
Whatever prompted a few French priests to leave Europe in the 1840s and journey across the fields and forests of northern Indiana to the site of what would become the University of Notre Dame du Lac? Could their motivations have included elements similar to those prompting and justifying European imperial expansion across the globe? Continuing from an exploration of the above questions, this course will examine the consolidation, progression, disintegration, and consequences of the modern European empires. We will focus on how Europeans forged a cultural identity through their encounters with American, African, Middle Eastern, and Asian cultures. Using readings and film, you will explore how Europeans civilized themselves by constructing, denigrating, and adopting aspects of non-European culture, as well as postcolonial constructions of identity. Finally, we will debate the issue of what current global conflicts owe to the colonial legacy. The class will be organized as a geographical tour of imperialism with thematic detours that will include religion; gender; ecology/biology, medicine, and technology; ethnicity, resistance and class; and terrorism.

322M. Indigenous and Colonial Mexico
(3-0-3) Beatty
This course investigates the history of Mesoamerica from the Olmec, Mayan, and Aztec societies to Mexico's independence from Spain after 1800. We will examine the nature of several indigenous societies; their conquest and domination by Europeans; post-conquest debates concerning Indians' nature and colonial Indian policy; the structure of colonial society, including relations between Indians, Africans, and Europeans; Catholic conversions and the role of the Church; and finally the causes of independence. We will use readings, lectures, discussions, archeological evidence, film, and literature throughout the course. Students need not have any background in Latin American history.

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 Vico's New Science, Mozart's Don Giovanni, Voltaire's Philosophical Dictionary, Turner's 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. Irish History
(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.

329. Latino/a History
(3-0-3) Rodriguez
This is an interdisciplinary history course examining the Latino experience in the United States after 1848. We will examine the major demographic, social, economic, and political trends of the past 150 years with an eye to understanding Latino/a America. Necessarily a large portion of the subject matter will focus on the history of Mexican Americans, and Mexican immigrants in the Southwest and midwestern United States, but we will also explore the histories of Puerto Ricans, Cubans, and Latin Americans within the larger Latino/a community. Latinos are U.S. citizens and the course will spend significant time on the status of these groups before the law, and their relations with the state, at the federal, local, and community level. To explore these issues within the various Latino communities of the United States we will explore the following key topics: historical roots of "Latino/a" in the U.S.; the evolution of a Latino/a ethnicity and identity within the U.S.; immigration, transmigration, and the shaping of Latino/a communities; Latino/a labor history; segregation; civil rights; nationalism and transnationalism; the Chicano Civil Rights Movement; Latinos in film; and post-1965 changes in Latino/a life.
330M. Violence in U.S. History
(3-0-3) Staff
In the late 1960s, black militant H. Rap Brown exclaimed, “Violence is as American as apple pie.” It might be said that the purpose of this entire course will be to evaluate the truth of Brown’s statement. This will be accomplished in two ways: first, by surveying some of the major episodes and themes of violence in American history, from its colonial origins through contemporary foreign policy and domestic debates; and second, by assessing the meaning of that violence as it simultaneously reflects and shapes American society, culture, and values.

332. History of the U.S. South, 1876–Present
(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.

335N. History of Ancient Medicine.
(3-0-3) Ladouceur
See CLAS 335.

339. History of Education.
(3-0-3) Staff
See ESS 339A.

345. Europe from the French Revolution to World War I
(3-0-3) Keelman
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.

348. Modern Japan
(3-0-3) Thomas
This introduction to modern Japanese history focuses on political, social, economic, and military affairs in Japan from around 1600 to the early post-World War II period. It considers such paradoxes as samurai bureaucrats, entrepreneurial peasants, upper-class revolutionaries, and Asian fascists. The course has two purposes: (1) to provide a chronological and structural framework for understanding the debates over modern Japanese history, and (2) to develop the skill of reading texts analytically to discover the argument being made. The assumption operating both in the selection of readings and in the lectures is that Japanese history, as with all histories, is the site of controversy. Our efforts at this introductory level will be dedicated to understanding the contours of some of the most important of these controversies and judging, as far as possible, the evidence brought to bear in them.

352. Gilded Age and Progressive Era
(3-0-3) McGreevy, Cummings, Pratt
Through discussion and lectures, students examine the emergence of a recognizably 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.

353. Polish and Lithuanian Commonwealth
(3-0-3) Crago
This course will survey the history of the Polish and Lithuanian Commonwealth from its origins in the 1386 dynastic union of Jogaila, Grand Duke of Lithuania, with Hedvig, the daughter of Polish king, Louis the Great (1370–1382), through the transformation into a political union at Lublin in 1569 to the collapse of the Commonwealth which culminated in three partitions at the end of the 18th century. Special emphasis will be placed on the political processes which transformed the Commonwealth into one of the most democratic countries in the world, but also ultimately contributed to its decline. Attention, too, will be paid to the wars which ravaged the Commonwealth, including those with Moscovy, Sweden, the Ottoman Empire, and with the peoples of what today is modern Ukraine.

355N. Chinese Ways of Thought.
(3-0-3) Jensen
See LLEA 380.

357M. Cicero and Political Traditions
(3-0-3) MacCormack
The life and writings of Marcus Tullius Cicero (106–43 B.C.) have been studied in light of the different aspects of his eventful career as a lawyer and advocate, orator, politician, statesman, and philosopher. His surviving writings—political and judicial speeches, treatises on religion, law, ethics, political philosophy, and rhetoric, and also many personal letters—shed light on the diverse successes and reversals of his public and private life. Those who study Cicero tend to focus on one or two aspects of his achievement to the exclusion of the others. In this course, we will try to understand how the different branches of Cicero’s life and work fit together; why he thought that philosophy, law, and religion were relevant to politics; and why and how ethical considerations should condition one’s private and public life. In pursuing these issues, we will think about Cicero’s intellectual and political predecessors, both Greek and Roman, before reading a selection of his own writings. By way of understanding some aspect of Cicero’s enormous influence we will conclude with reading part of The Federalist Papers.

361. Twentieth Century-U.S. Military Experience
(3-0-3) Jordan
Is America, as historian Geoffrey Perret contends, a “country made by war”? Regardless of one’s opinion, a systematic study of America’s wars is essential to either confirm or refute this statement and attain a more complete understanding of the nation. There have certainly been ample historical occurrences to support Perret’s assertion over the last century, and this course will investigate the validity of the question by examining the modern American military experience from after the Franco-Prussian War of 1871 to the present. We will explore the causes, conduct, and consequences of the major military conflicts of the 20th century in which the U.S. was involved or that had a significant impact on the U.S., using traditional historical materials. We will also read several battlefield memoirs to further examine the conflicts at the tactical level and also explore the human dimension of war. Using a fundamental thesis to address war at the political, strategic, operational, and tactical levels, the course’s goal will be to gain a better understanding of the relationship among the different levels as well as the importance of each.
369. Jacksonian America
(3-0-3) Graff
This course explores the early 19th-century history of the United States, from the close of the War of 1812 to the coming of the Civil War (1815–1850). Although the era and course take their name from President Andrew Jackson, we will cover much more than national politics and affairs of state. We will explore the birth of mass political parties, conflicts between nationalism and sectionalism, early industrialization and the rise of class conflict, the development of slavery and anti-slavery, changing gender roles and the rise of feminism, evangelical religion and reform, and Native American resistance and removal. The course will emphasize active participation by students through regular discussion and frequent writing assignments.

371. 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.

371M. Gods, Heroes, Mysteries, Magic.
(3-0-3) Wood
See CLAS 371.

372. 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.

373. African American Civil Rights Movement
(3-0-3) Pierce
There may not be a term in American society as recognized, and yet as misunderstood, as “Civil Rights.” Often civil rights are conflated with human rights, even through each are distinct of the other. During the semester, we will trace the African American Civil Rights Movement in the United States during the 20th century, as well as its lasting impact on American society. We will do so using as many media as possible. Fortunately, we will have the opportunity to study an important part of American history in significant detail. The time span we cover will not be that great, but the issues we investigate challenge the founding principles of American society to its core.

374M. 'The Fighting Irish': The Irish at War Since 1534
(3-0-3) Staff
This course will focus on the cult of the ‘Fighting Irish’ in history, literature, art, iconography, film, and media. Lectures and readings will deal primarily with the period between the Reformation (1534) and the Irish Civil War (1923). Hundreds and thousands of Irishmen (Catholic and Protestant) fought both for and against the English/British Empire in Ireland for over four hundred years. Hundreds and thousands more served on five continents (often on opposite sides) in the armies of Britain, France, Spain, Russia, the Papal States, Austria, the United States of America, Canada, and Mexico. Irishmen were present at some of the largest, most murderous, and significant military engagements in the history of human conflict. Many of them never forgot the land of their birth or origin and proudly carried the insignia of the national saint (Patrick) and the national symbol (harp) into battle. Many others longed for the day when they would return to their native land as part of a French (royalist or republican), Spanish, or Irish American army to either regain their estates, restore their exiled king and outlawed religion, or to found an Irish republic and end British rule. Many more fought and died to prevent these from taking place. Especial emphasis will be placed on Irish involvement in the Americas, the American War of Independence, the Peninsular War, the Civil War, and the subjugation of the native American peoples. The course will also focus on the historical and military contexts of this tradition and the ideologies (royalist or republican, nationalist or unionist) that often prompted this military service.

375. British-American Intellectual History, 1660–1900
(3-0-3) Turner
A survey of the intellectual history of Britain and English-speaking America from around 1650 to the mid–1900s, including European backgrounds and contexts. Emphasis on writings about religion, government, natural science, education and human nature.

377. Engendering War, Business, and Law
(3-0-3) Biddick
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.

378M. Women and American Catholicism
(3-0-3) Cummings
This course is a survey of women in the American Catholic Church from the colonial period to the present. Through lectures, reading, and discussion, we will consider the following themes: the experience of women in religious communities, women and men in family life, gender and education, lay women and social reform, ethnic diversity among Catholic women, the development of feminist theology, and the intersections and departures between Catholicism and feminism.

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) Graff
This course will examine the history of paid and unpaid labor in the United States from colonial times to the near present. We will seek to understand how working people both shaped—and were shaped by—the American Revolution, the debates over slavery and free labor culminating in the Civil War and Reconstruction, the rise of big business, the creation of a national welfare state, the Cold War-era repression of the left, and continuing debates over the meanings of work, citizenship, and democracy. Throughout the course, we will devote considerable time to the organizations workers created to advance their own interests, namely the labor movement. We will also pay special attention to the complicated yet crucial connections between work and racial and gender identities. Specific topics may include: slavery, farm labor, women’s domestic work, trade unions, questions of industrial democracy, the role of radicalism and the challenges confronting workers in the current era of corporate globalization and anti-sweatshop activism.

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.
383. Nineteenth- and Twentieth-Century Polish History
(3-0-3) Crago
This course will examine the history of Poland since the partitions of the Polish state (1772) until contemporary times.

384. Modern European Diplomacy
(3-0-3) Crago
This course will investigate some of the main problems in the history of European relations from the middle of the 19th century to the present. The emphasis will be on the patterns of political interaction between and among the European powers (Britain, France, Germany, Austria-Hungary, Russia and Italy). We shall also examine their respective military strategies, both in peacetime and in war, and whether those strategies changed over time. Our other concern will be to place European relations with the context of the great-power system as a whole.

385M. American Political Traditions Since 1865
(3-0-3) McGeevy
Students will investigate the political debates—and simultaneous examinations of democracy’s character—that have animated American reformers and intellectuals since the Civil War. The focus will be on these political traditions, not the studies of voter behavior or policy implementation that also constitute an important part of political history. The course will begin with discussion of the character of Reconstruction, and move through the “social question” of the late 19th century, Progressive reform in the early 20th century, the New Deal, the origins of modern conservatism, and various post-World War II social reform movements. Readings will include court cases, memoirs, speeches and a sampling of the philosophical and historical literature.

386. Europe Since 1945
(3-0-3) Wegs
This course will include discussion of the history, politics and culture of the post-World War II period. Beginning with the destruction wrought by the war, it will examine closely the tie between the economic-political resurgence of Europe, and the development of the “cold war.” Important subjects that will be covered include the development of the European Union, the development of consumer societies, the 1968 turmoil in both the West and East, the establishment and eventual collapse of the dictatorships in Russia and Eastern Europe, the growing internationalization of European economies after the 1960s, the “normalization” of politics and societies after 1970, the end of the “cold war” and the major role of European countries throughout the world in the contemporary period. Naturally, the role of individuals in these broad transformations will not be neglected.

388. Environment and Environmentalism in History
(3-0-3) Hamlin
This course is an introduction to the new field of environmental history. In recent decades, historians have begun to actively explore the past sensibilities of various groups toward the quality of their air, water and land; the passionate discussions of philosophers, theologians and social and natural scientists about resource use, the safety of the environment, and long-term prospects for humanity; and the customs, laws and managerial systems that guided use of the environment. Historians have also increasingly paid attention to the ways environmental factors have affected the course of history: the effects of the distribution of water, wood and minerals and of changes in climate or endemic disease. This course ranges widely in methodology 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.

389M. Pre-History of Western North America
(3-0-3) Mack
See ANTH 391.

392. History of Christianity to 1500
(3-0-3) Sullivan
A survey of the development of Christianity from late antiquity to the eve of the 16th-century Reformation. Emphasis includes 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 from 1500 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.

401. The Haunted Campus: Designing a Memoryscape
(3-0-3) Biddick
Is this your beautiful campus? In this experimental studio course, teams of history majors and CAPP majors will devise and install an outdoor campus installation using digital audio and possibly video materials. We will craft our digital archive out of our research on Native American and French histories of this campus as it was upon its foundation in the 1840s. The goal of the installation will be to "re-member" the historical encounter of these two cultures as a haunting “memoryscape.” A “memoryscape” is a space with a past to tell. We will start out in the Notre Dame archive and examine historical materials especially related to the founding of the campus in the 1840s. We will grapple, too, with the challenge of thinking about the local Potawatomi tribe, a people without such an archive. We will then think about strategies for translating our research into digital artifacts to be used in designing our installation. We will end up out on the campus installing our speakers and monitors to project our installation. The teacher and students will teach each other by pooling humanistic and technological skills. We will let members of the university community "grade" our work, as they walk through our memoryscape and respond to it online.

401M. U.S. Immigration History
(3-0-3) Guglielmo
See AMST 401.
404M. World of Charlemagne  
(3-0-3) Noble  
The Carolingian (from Carolus, Latin for Charles; Charles the Great—Charlemagne—the most famous Carolingian) period, roughly the eighth and ninth centuries, was foundational for western Europe. But this was also the time when the mid-Byantine Empire consolidated its position and when the Arab-based family of caliphs introduced important and durable changes in the Islamic world. This course will focus on the West in the age of Charlemagne, but will draw frequent comparisons with and make continuous reference to Europe’s Byzantine and Islamic neighbors. The course will explore such themes as: Europe’s Roman and Christian inheritances from antiquity; the peoples of the Carolingian world; kingship and empire; political and social institutions and ideologies; religious and secular war; and diplomacy; agriculture and trade; the church—popes, bishops, monks, and nuns; theology; art and architecture; and Latin and vernacular literature.

408. Late Antiquity  
(3-0-3) Noble  
This course will explore the transformation of the Roman World from about 300 to 600 A.D. We will ask: was the “fall” of the Roman Empire a civilizational catastrophe? Or was it a slow, messy process blending continuity and change? Or was late Antiquity itself a dynamic and creative period? Our emphasis will fall on the changing shape of Roman public life; the barbarians and their relations with Rome; the emergence of the Catholic Church; the triumph of Christian culture; and literature, art, and architecture in the late imperial world.

410. The Reformation  
(3-0-3) Gregory  
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.

412. Politics and Religion in Medieval Europe  
(3-0-3) Van Engen  
This course considers the intersection between political and religious claims in medieval Europe. Virtually all the powers—kings and popes, princes and bishops—claimed to act on religious principle and in accord with transcendent notions of virtue or world order. Yet they fought bitterly with each other, with words and with swords, and mutually condemned one another. The course will begin with the showdown between emperors and popes known as the Investiture Contest, then take up pivotal figures like Pope Innocent III, King Frederick II, and Pope Boniface IX, and conclude with sections on the Spiritual Franciscans and on conciliarism.

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: Handsworth 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, Lyandres  
This course will analyze crucial developments in the political and cultural history of early imperial Russia—that is, Russia from the late 17th century to the mid–19th century. Among the questions treated will be the unitary state in late 17th-century Russia, the religious schism between Orthodox and Old Believers, the making of the empire under Peter the Great and Catherine the Great, the rise of the serf system, comparisons between serfdom and American slavery, the Napoleonic wars, the development of political opposition to the autocracy, and the abolition of serfdom.

414M. Romans and Christians.  
(3-0-3) Bradley  
See CLAS 415.

415. Twentieth-Century Russian History I  
(3-0-3) Lyandres, Hamburg  
This course will examine some of the most important ideas, events, and personalities that shaped Russian and Soviet history from the beginning of the last tsar’s reign in 1894 to the emergence of the Soviet Empire at the end of the Second World War. In particularly, we will explore the role of politics and ideology in Russian society, the origins of Leninism and the creation of the first socialist state as well as the experience of Stalinism and the Nazi-Soviet War.

416. American Thought, Belief, and Values Since 1865  
(3-0-3) Marsden  
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 American 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. Dostoyevsky’s Russia  
(3-0-3) Hamburg, Lyandres  
This course will focus: 1. on Dostoyevsky’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 Dostoyevsky operated. The reading will likely include Dostoyevsky’s Notes from the House of the Dead, Notes from the Underground, Crime and Punishment, The Idiot, and Brothers Karamazov.

417M. Media and the Presidency.  
(3-0-3) Ohmer  
See FTT 416.

418. Modern Russian Society and Politics I  
(3-0-3) Lyandres  
This course examined selected critical issues in the foundations of modern Russian society and culture from the late 19th through the first half of the 20th century. Lectures and discussions include such topics as late Imperial politics and society, cultural innovation of the “Silver Age,” World War I, Revolutions of 1917, creation of socialist society and culture, and the experience of the Stalinist terror.

419M. Modern Russian Society and Politics II  
(3-0-3) Lyandres  
This course surveys the history of Russia and its peoples in the second half of the 20th century, with a particular focus on the role of politics and ideology in Soviet (1941–1991) and contemporary Russian society (1991–2000). We will explore the experience of the Great Patriotic War, late Stalinism and post-Stalinist socialism, the emergence of the Soviet Empire at the end of the Second World War, the collapse of the communist regime and the disintegration of the Soviet Union in 1991, as well as Russia’s uneasy transition out of Totalitarianism during the last decade of the 20th century.
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 Jorg Haider. Course requirement will include a midterm and final examination and an extended historical essay.

421. Christianity and Colonialism
(3-0-3) Feay
The extension of Christianity has long been considered one of the three great justifications for global European expansion (the other two being economic gain and geopolitical power). This course will examine in detail the role Christianity played in the development of the European empires from 1500–1950. Topics to be covered include missionaries, definitions of conversion, encounters with other religions, relationships with the secular state, conflicts between Christian confessions, definitions of "civilization," gender roles and identities, critiques of colonialism, converts and their roles, martyrs, utopias, and contemporary legacies.

421M. Archives and Empires: Record Keeping and Governance in the Inca and Spanish Empires
(3-0-3) MacCormack
Traditionally, scholars have highlighted the differences between the Inca empire and that of its Spanish conquerors. These differences are indeed striking, and will be explored in this course. But there are also similarities between the two imperial polities, which we will likewise study. Attention will focus on the production, collection, ordering, and storage of information by both imperial and local authorities, and on how this information was used. The Incas recorded administrative and narrative information on quipus (knotted cords) and with reference to indigenous Andean languages. The Spanish in the Andes briefly used this system before switching to alphabetic writing and the Spanish language. Questions we will address include: did this change affect the kind of information that was preserved, and if so, how? And also, what role did culture and religion (as documented in imperial records) play in the creation and maintenance of imperial power?

422. Russian History Since WWII
(3-0-3) Lyandres
This course surveys the history of Russia and its peoples in the second half of the 20th century, with a particular focus on the role of ideology, politics, and culture in Soviet and contemporary Russian society. We will explore the emergence of the Soviet Empire at the end of WW II, the experience of late Stalinism and post-Stalinist socialism, the collapse of the communist regime and the disintegration of the Soviet Union in 1991, as well as Russia's uneasy transition "out of Totalitarianism" during the last decade of the 20th century.

422M. Women and Work in Early America
(3-0-3) White
See GSC 422.

423. Twentieth-Century German History
(3-0-3) Bergen, Wegs
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) Bergen, Wegs
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 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.

425. France: Old Regime to Revolution
(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, Feay
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 that occurred in private life, in family relations, and in the use of leisure time.

427. Medieval Spain: Land of Three Religions
(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
Who are the English? In this course we will explore the origins of England, and discuss the social, cultural, and political changes taking place on the island of Britain from the pre-Christian era until the 12th century. Beginning with an exploration of Celtic Britain, we will then analyze the principal Anglo-Saxon kings and their achievements; the historical significance of English poems such as Beowulf; the lasting effects of the Vikings in England; and the Norman conquest of England in the 11th century. General themes will include the problems associated with Anglo-Saxon Christianity, how the English portrayed their own history, England's relationship with her neighbors (e.g. Scotland, Wales, Ireland, and France), and the contributions of medieval England to European history.

428M. Race, Gender, and Women of Color.
(3-0-3) Ardizzone
See AMST 428.

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 resemblances between 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.

429M. Nature in America.
(3-0-3) Schlereth
See AMST 434.

430. Renaissance Italy
(3-0-3) Meserve
This course charts the story of European exploration, conquest, diplomacy and exchange in the early modern period, from about 1400 to 1650. Although the European experience of the Americas was largely one of conquest and domination, elsewhere in the world Europeans faced the perils of military aggression (as waged, for example, by the Ottoman Empire) or found themselves at a cultural disadvantage (as Jesuit missionaries and European merchants felt, for example, in China and Japan). Drawing on primary sources including letters, diaries, account books, atlases, travel narratives and political manifestos, we will examine the various ways Europeans went abroad in the early modern world—as pilgrims or crusaders, as merchants or explorers, as conquistadors, missionaries or, sometimes, as converts, refugees or prisoners of war. Key issues to explore include European ideologies of crusade, conversion and colonization; the image of the noble savage and the politics of European identity (including the problems associated with "going native" or "turning Turk"); the impact of geographical discoveries on European thought and the Scientific Revolution, and the growing importance of the exotic and the rare in European economic, cultural and artistic life. Just what did Europeans discover in the "Age of Discovery," and how did their findings change the culture of Europe itself?

431. Early Modern Rome
(3-0-3) Meserve
This course traces the interlocking histories of the papacy and the city of Rome from the Renaissance to the birth of the modern Italian state. Topics will include the rise and fall of the papal monarchy; cultural and intellectual life at the Vatican court; the urban fabric of Rome from the Renaissance to the Baroque; the peculiar strains of Roman society; and the tumultuous relationship, both political and cultural, between Rome and the rest of Europe from the Reformation to the Age of Revolution. The course will proceed chronologically, but will pause frequently to examine special topics, including the Renaissance cardinal and his household; Michelangelo's Rome; the building of St. Peter's; Jesuit science; the trial of Galileo; archaeology and antiquarianism; the Roman Carnival; the Inquisition; Bernini's Rome; the Grand Tour; Rome in the Romantic imagination; and Napoleon's Rome.

432. Europe Between the Wars
(3-0-3) Bergen
Between the end of the First World War and the beginning of the Second, there were only 20 years. But during this short period were Hitler, Stalin, the Great Crisis, the League of Nations, and much more. Understanding the present requires a knowledge of these pivotal years.

433. Europe Between the Wars
(3-0-3) Johnson
Between the end of the First World War and the beginning of the Second, there were only 20 years. But during this short period were Hitler, Stalin, the Great Crisis, the League of Nations, and much more. Understanding the present requires a knowledge of these pivotal years.

434. Technology and Development in History
(3-0-3) Beatty
Technologies are often seen as either the product of human genius and achievement, or as an alienating, inhuman, and sometimes destructive force. Both perspectives argue that technological change has been one of the most important forces shaping world history over recent centuries. This course examines technological developments and theories of technological change in world history. It focuses on the relationship between new technologies, social change, and economic development since 1750, surveying cases from Britain, the United States, China, Japan, and Latin America. We will pay special attention to technology transfers: the movement of new machines and processes and knowledge from one society to another, and the ways that social, cultural, and political forces have shaped technological change in different parts of the world.

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.

436. 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 12th 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.
440M. The Vikings (3-0-3) O’Leary
The Vikings are notorious in European history for plunder and pillage, pagan savagery, and horned helmets. Participants in this lecture-and-discussion 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.

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 to 1800 (3-0-3) Osborn
This course introduces students to major themes in African history to 1800. It investigates agricultural and iron revolutions, states and empires, religious movements, and patterns of migration and labor exploitation. The latter part of the course focuses on Africa in the era of trans-Atlantic slave trade. Questions to explore include: What was the effect of the slave trade on Africa? How did the slave trade shape the formation and destruction of African states? How did the slave trade influence social systems, gender relations, cultural practices, religious beliefs, and demographics in Africa?

444. African History Since 1800 (3-0-3) Osborn
This course on the social and political history of Africa begins by investigating the legacies of the trans-Atlantic slave trade and the dynamism that shaped the era of so-called legitimate commerce Jihads, the rise of new states, cash crop production, missionary movements, the intensification of domestic African slavery, and the growth of European and black settler communities contributed to 19th-century processes of change in Africa. By the start of the 20th century, European powers laid claim to and colonized almost the whole of Africa. The attempts by Europeans to control Africans and their cultural, economic, and social lives often took brutal forms, but Africans nevertheless hindered and resisted the colonial project in both covert and overt ways. Analyzing European education, labor, and political policies sheds light on how the colonial state sought to remake Africans and how African colonial subjects developed alternative interpretations and opportunities for the future, as nationalist movements demonstrate. This course will conclude by focusing on independence movements and the challenges faced by post-colonial African nation-states. Case Studies include the Democratic Republic of Congo (Congo-Zaïre), Kenya, Nigeria, Sierra Leone, Senegal, South Africa and Tanzania.

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
The course will provide a general survey of Chinese history from 1644 (the establishment of the Qing dynasty) to the present. It will highlight China’s evolution from a period of strength and unity during the last dynasty to a period of disunity and weakness during the revolutionary period 1911–1949, back to a period of strength under the Communist government from 1949 to the present. Special attention will be given to the problems of economic modernization, the role that foreigners have played in this process, and the relationship of both to cultural development.

445M. Prophets, Protestors, and Politicians in Africa (3-0-3) Osborn
This dialogue-intensive seminar focuses on men and women who led political, religious, and social movements in Africa in the 19th and 20th centuries. The Islamic Murride brotherhood in Senegal, the Women’s Wars of Nigeria, and the Mau Mau uprisings in colonial Kenya will introduce students to important episodes in African history and to the intellectual debates of the field.

448. War/Money/Romance: 1100–1200 (3-0-3) Biddick
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 may 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.

450M. Fashioning Identities in Colonial America (3-0-3) White
See GSC 401.

451. Colonial America (3-0-3) Slaughter, Coleman
This course considers the history of New World exploration and settlement by Europeans from the 15th to the 18th century. It examines the process of colonization in a wide variety of cultural and geographic settings. It explores the perspectives of Indians, Europeans, and slaves with a particular emphasis on the consequences of interracial contacts. We will discuss the goals and perceptions of different groups and individuals as keys to understanding the violent conflict that became a central part of the American experience. Lectures, class discussions, readings, and films will address gender, racial, class, and geographic variables in the peopling (and depopulating) of English North America.
452. Revolutionary America (3-0-3) Slaughter
This course examines the American Revolution as both a process of change and an event with profound consequences for the history of the American people. It emphasizes conditions and consequences of the Revolution for common people and for those living at the fringes of economic subsistence and political power—laborers, women, slaves, and Indians—in addition to the ambitions of the founding fathers. The long-term preconditions for revolution are considered within the contexts of domestic and international politics. We will focus on the conflict that was the heart of the Revolutionary experience and that was the fundamental legacy of the war for American society.

453. The New Nation, 1781–1841 (3-0-3) Staff
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. Ancient Japan (3-0-3) Thomas
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, Graff
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 Confederacy 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.

455. 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 front during World War II.

456. 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 postwar era, 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.

459. The Catholic Reformation: History, Theology, Devotion (3-0-3) Gregory
This course will introduce students to major topics of the European Reformation: the intellectual climate of this postwar era, and the presidencies of Jimmy Carter and Ronald Reagan.

460. Colonial Latin America (3-0-3) Beatty
This course provides an introduction to the major themes of Latin American colonial history, including the discovery, conquest, and settlement of the New World, the institutional framework established by the Iberian countries to advance their economic, political, and religious interests in the region, and various aspects of Latin American society and culture until independence in the early 19th century.

462. Christianity in the Middle East. (3-0-3) Amaz
See MELC 350.

463. Global Development in Historical Perspective (3-0-3) Beatty
The difference between rich and poor nations is not, as Ernest Hemingway once said, that the rich have more money than the poor, but is in part because the rich produce more goods and services. Industrialization, in other words, has often brought wealth (as well as social dislocation and protest) to those who have succeeded. This course examines the process of industrialization from a comparative perspective and integrates the history of industrialization and its social consequences for Western Europe (Britain and Germany), the United States, Latin America (Mexico), and East Asia (Japan and South Korea). We will concentrate on these countries' transition from agriculurally based societies to industrial societies. We will analyze the process of industrialization on two levels from above the role of political authority and from below a view of factory life, industrial relations, and protest from the perspective of workers and the working classes. No specific prerequisites in history or economics are necessary.

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.
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 preindustrial 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, Brady
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" perspective.

471M. Women in the United States South
(3-0-3) Brimmer
This course introduces students to the historical study of women in the United States South. It will cover topics such as women in slavery, the transition to freedom, race relations, and social movements. Through student-centered discussions, presentations, and a variety of different writing assignments, students will analyze how race, class, and gender structured the experiences of women in southern society. At the end of the semester students will be prepared to pursue more advanced research in the field of women's history.

472. U.S. Foreign Policy Before 1945
(3-0-3) Miscamble, Brady
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.

472M. Romans and Their Gods.
(3-0-3) Bradley,
See CLAS 372.

473. U.S. Foreign Policy Since 1945
(3-0-3) Miscamble, Brady
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. Premodern China
(3-0-3) Murray
This course will review the interaction between Buddhism and Chinese society, the emergence of the Chinese empire, the influence of Buddhism on Chinese society, the emergence of gender culture and the civil service examination system, and the phenomenon of "barbarian" conquest and cultural interaction.

475. History of Chinese Medicine
(3-0-3) Murray
In light of the contemporary currency of certain Chinese practices in the field of alternative medicine, this course will explore the phenomenon of Chinese traditional medicine in both its historical and contemporary settings. The first unit, Medicine in Ancient China, will explore the earliest medical ideas of the Chinese and will demonstrate how the state's political unification gave rise to a correlational cosmology that not only included Heaven and Earth, but also human beings as integral elements of an organic cosmos. The second unit will explore the influences and contributions of Daoism (Daoism) and Buddhism to Chinese medicine and will explore what it meant to be both physicians and patients in late imperial China. The third unit will focus on medicine in contemporary China and will feature the experiences of Elisabeth Hsu, a student of Chinese medical anthropology who as a part of her doctoral research enrolled as a student in Yunnan Traditional Chinese Medical College between September 1988 and December 1989. We will conclude the course with a brief examination of the influence of Chinese medicine on the contemporary world.

476. American Religious History
(3-0-3) Appleby, Cummings
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.

477. Labor Movements in Twentieth-Century U.S.
(3-0-3) Graff
This course explores American workers' collective efforts as workers in their search for economic security, political power, and social and cultural autonomy from the 1890s to the present. For the most part, this course will focus on the unions and related organizations forged by workers throughout the past century—from major umbrella groups like the American Federation of Labor, the Industrial Workers of the World, and the Congress of Industrial Organizations, to important sectoral actors like the Brotherhood of Sleeping Car Porters, the United Automobile Workers, the American Federation of Teachers, and the United Farm Workers. The central questions of the course will be when, where, and why have U.S. workers organized collectively in the 20th century—and how successful have they been? What has been the response of employers, the government, and the public at large to these collective efforts of workers, and how and why have those responses changed over time? What has been the relationship between organized labor and racial and gender discrimination, as well as the causes of racial and gender equality? And how have Americans generally, and workers in particular, understood the labor movement in relation to capitalism, freedom, and democracy?

478. 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 19th 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.

479. American Religions
(3-0-3) Appleby
The course examines the patterns of Catholic intellectual life, religious culture, social engagement, and public presence in the United States throughout the 20th century. Thomas Beissel, The Catholic response to the theory of evolution and to the social sciences, the rise and decline of Thomism as the philosophical framework of Catholic thought and education, Catholic participation in the labor movement and the civil rights movement, the new theologies and social ethics of the '60s, the impact of the Second Vatican Council, shifting modes of public Catholicism, and the Catholic culture wars of the 1980s and 1990s.

480. 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 19th 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 14th and 15th 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.

484M. Material America.
(3–0–3) Schlereth
See AMST 484.

486. Medicine and Public Health in the U.S.
(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 humoral pathology, epidemics as social crises, the rise of pathological anatomy, the germ theory and public health, the transformation of illness and death with care. Combination of lectures and discussions; readings in primary and secondary materials.

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?

488. Sex, Sexuality, and Gender in the United States to 1890
(3–0–3) Bederman
Sexuality, like other areas of social life, has a history. Yet historians have only written about the history of sex for the last forty years or so. This course will both introduce students to a variety of current themes in the history of sexuality and invite them to consider how they themselves might research and write that history. The class will survey recent topics in the history of sexuality from first colonial settlement to the end of the Victorian era. Issues we may consider include different religions’ attitudes toward sexuality (the Puritans were not anti-sex!), how different cultures’ views of sex shaped relations between colonists and Indians, why sex was an important factor in establishing laws about slavery in Virginia, birth control and abortion practices, changing patterns of courtship, men who loved men and women who loved women, and why the average number of children in American families fell by 50 percent between 1790 and 1890.

491, 492, 493. Seminar Series in History
(3–0–3) (3–0–3) (3–0–3)
All history majors must take one seminar, except those in the History Honors Program. Seminars are open to junior and senior history majors only. 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 20.

491A. SEM: United States in the Twentieth 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. SEM: Notre Dame History
(3–0–3) Turner, Blantz
This seminar will offer the student the opportunity to research an aspect of Notre Dame history of his or her particular interest—academic program, student life, administrative decision, etc. Research topics might include Father Sorin’s rebuilding of the Main Building after the fire of 1879; priest-chaplains serving in the Civil War; Notre Dame during World War I or World War II; Rev. Julius Nieuwland, C.S.C., and the discovery of synthetic rubber; Notre Dame’s Minims Department (grade school); Notre Dame’s Preparatory School (high school); Notre Dame’s Manual Labor School; immigrant scholars on the Notre Dame faculty in the 1930s; Holy Cross religious as Japanese prisoners of war in World War II; the inauguration of the Great Books Program; Rev. John J. Cavanaugh, C.S.C., and the Kennedy family; Rev. Theodore Hesburgh, C.S.C., and the Civil Rights Commission, etc. After some introductory readings on the history of the University, the principal work of the course will be the research, in primary and secondary sources, and the writing of a paper of approximately 30 pages, and a presentation of the paper for class discussion.

491G. SEM: Americans in Paris and Vice Versa
(3–0–3) Kselman
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. SEM: 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. SEM: 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. Contrary 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.
491M. SEM: The Cold War
(3-0-3) Miscamble, Brady, Wegs
This course will examine the various issues surrounding the Cold War, from its inception to the tearing down of the Berlin Wall.

491N. SEM: 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. SEM: 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.

491V. SEM: Women and Gender in the United States, 1929–1984
(3-0-3) Bederman
This research seminar will cover changing gender relations in the United States from the Great Depression to the end of the Reagan era. Students will read and discuss recent books and articles covering a variety of topics that may include gender relations during the Great Depression, whether World War II was a turning point for women’s work, The Feminine Mystique, women in the civil rights movement, the women’s liberation movement of the 1960s and 1970s, changes in masculinities and their relation (or lack of relation) to the women’s movement, the gay rights movement, and changes in women’s workplace participation and family life. During the latter half of the semester, students will concentrate on producing a substantial paper, based on original primary source research, on a topic of their choice selected in consultation with the instructor.

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. SEM: 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.

492A. SEM: Republicanism
(3-0-3) Smyth
“Republicanism” refers principally, but not exclusively, to republican ideas in the English-speaking Atlantic world in the period 1600–1800. After looking briefly at republican ideology in the ancient world and in Renaissance Europe, the seminar will move to the substance of the course: the English “classical” republicans of the 17th century, such as Marchamont Nedham, John Milton, and James Harrington; the transmission of their ideas to 18th-century America; and, finally, the particular version of republicanism as it developed in Ireland in the same period. This seminar course is discussion-based. Members of the seminar are expected to research topics, which will at first be stipulated by the instructor, and will subsequently be of the student’s own choice. Students will present the findings of their research as the basis for leading a class discussion. The seminar’s work will conclude with a 20-page essay on a subject negotiated between the student and the instructor.

492B. SEM: Turn-of-the-Century Europe
(3-0-3) Wegs
This seminar will deal with the social and cultural history of Europe from about 1880 to 1914. Since only a few of you will be able to read the foreign language necessary for your topic, you can concentrate instead on other means to research your topic. For example, by interpreting music or art works or reading literature in translation it will be possible to accumulate sufficient evidence to deal with issues that come up during your research.

492C. SEM: U.S. Catholic History
(3-0-3) Cummings, McGreevy
This seminar is designed with two goals in mind: to introduce students to the major events and themes in the history of American Catholicism, and to help students organize, research, and write an original work of historical scholarship. During the first half of the semester, we will read and discuss a variety of primary and secondary sources concerning the following topics: immigrant and ethnic Catholicism; the experience of Catholic women, especially women religious; Catholic devotional life; Catholic social movements; and the relationship between Catholics and the broader American society. We will explore some of the major historical interpretations of the Catholic experience, and become familiar with methods of historical research. During the second half of the semester, students will work independently (in consultation with the instructor) to prepare their research papers. At the end of the semester, they will share their findings with other participants in the seminar through an oral presentation.

492D. SEM: Occupation of Japan
(3-0-3) Thomas
After years of fierce fighting in the Pacific, the victorious Allies occupied Japan from August 1945 until 1952. The “Basic Initial Post-Surrender Directive” charged military occupiers and their civilian auxiliaries with democratizing the former enemy empire. This course examines three aspects of this effort, namely the political, economic, and cultural restructuring of Japan. We will explore the goals, methods, and mix-ups of the (mostly) American attempt to recast Japanese society in a democratic mold and the Japanese response. The Big Question—one that we will return to again and again in our discussions—is, what is democracy and how is it created and sustained?

492E. SEM: Europe in the Nazi Era
(3-0-3) Bergen
This research seminar will address issues related to the rise, expansion, and defeat of Nazism between 1933 and 1945. Although Germany occupies a central place in this history, we will focus on the Europe-wide impacts of Nazi ideas and aggression. Students will read and discuss key works in the field dealing with topics such as Hitler’s rise to power, European diplomacy in the 1930s; the course of World War II; Nazi occupation practices; the Holocaust and other programs of mass killing; women and the war effort; popular consensus, collaboration, and resistance; and the immediate postwar period.
492F. SEM: American Thought, Beliefs, and Values to 1865
(3-0-3) Marsden
A research seminar surveying early America’s most characteristic intellectual, moral, and religious outlooks. The course will provide a broad introduction to topics such as the religious foundations of influential Americans groups such as Puritans in New England and Quakers in Pennsylvania; the European origins of American beliefs; the Enlightenment of the 18th century; the origins of American political thought; the impact of evangelicalism on the new republic, romanticism and Transcendentalism; the role of science, anti-slavery and other reform thought before the Civil War; the South; and the ideological and moral issues of the Civil War.

492J. SEM: The Russian Revolution
(3-0-3) Lyandres
This research seminar is designed to familiarize history majors with main categories of primary sources (e.g., official documents, diaries, memoirs, correspondence), major historical interpretations, and historical method through study of selected events of the Russian Revolution.

492K. SEM: Coffee, Sugar, and Other Addictive Substances
(3-0-3) Beatty
This examines the historical significance of addictive commodities (such as sugar, coffee, tobacco, cacao, tea, opium, cocaine, and perhaps oil). Their production, processing, distribution, and consumption have been intertwined with the historical development of individuals, peoples, nations, and international relations.

492L. SEM: African American Civil Rights in the U.S.
(3-0-3) Pierce
The primary goals of the class are to introduce the participants to the major scholarly works and developments related to African American civil rights and to facilitate the development of a research strategy for the production of an article-length scholarly treatment of a selected aspect of civil rights history. Projects should reflect the evolving interpretive synthesis of the history of the Civil Rights Movement and its relationship to the major social, political, economic, and cultural trends of the 20th century. Students may also examine the ways in which the history and achievements of the Civil Rights Movement have been represented and interpreted.

492P. SEM: Travel in History: Middle Ages and Beyond
(3-0-3) Constable
Many familiar events (from Exodus, to the voyages of Columbus, the Crusades, or the American Gold Rush) can be seen as examples of travel in history. This seminar will examine the phenomenon of travel, and will look at different types of travelers, including soldiers, pilgrims, explorers, missionaries, adventurers, and merchants. We will concentrate on the medieval period (500–1500 C.E.), but will also consider travel in other periods. The chronological scope of the course will be broad in order to trace changing perceptions of the world from the early Middle Ages up through the voyages of Marco Polo and Christopher Columbus. We will read the writings of Christian, Jewish, and Muslim travelers, and will discuss the differing motives, interests, and concerns of these itinerant men and women. We will also discuss the evolution of cartography, and shifting views of the world as revealed in early maps. The course will cover the technical aspects of medieval travel, with a discussion of roads, bridges, inns, over-land transport, and shipping. We will also consider less physical aspects of travel and the ways in which medieval writers employed the metaphor of travel in different genres of literature such as the epic quest and accounts of spiritual journeys.

492O. SEM: U.S. Legal History
(3-0-3) Rodriguez
This course examines the role of law in the history of the United States from its origins as a British colony to the late 20th century. It looks at law not only as a functional response to social transformation, but also as both a powerful force shaping daily life and as a key component of American political mythology. The course will examine constitutional, common, and statute laws, as well as legal culture and institutions. Key subjects include the market revolution, slavery, the Civil War amendments, laissez-faire constitutionalism, legal realism, the New Deal, and civil rights.

494H. Honors Methodology
(3-0-3) Staff
History Honors Program students only.
In the spring of the junior year, the History Honors student will enroll in this course. See the History Honors Program description above.

495H. Honors Colloquium
(3-0-3) Staff
History Honors Program students only.
In the fall of the senior year, the History Honors student will enroll in this course. See the History Honors Program description above.
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” in the College of Science section of this Bulletin.

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 — 3
——— 16

Second Semester
Introduction to Philosophy 3
Core Course 3
Theology 3
MATH 262. Honors Algebra II 4
MATH 266. Honors Calculus IV 4
——— 16

Junior Year
First Semester
Theology 3
MATH 361. Honors Algebra III 3
MATH 365, Honors Analysis I 3
Elective 5
History or Social Science 3
——— 17

Second Semester
Philosophy 3
MATH 362. Honors Algebra IV 3
MATH 366. Honors Analysis II 3
English/American Literature 3
Elective 3
——— 15

Senior Year
First Semester
Mathematics Electives 6
Electives 9
——— 15

Second Semester
Mathematics Electives 6
Electives 9
——— 15

(At least six credits of mathematics electives must be at the 400 level.)

Course Descriptions. See “Mathematics” in the College of Science section of this Bulletin.
**Medieval Studies**

Robert M. Conyard Director of the Medieval Institute: Thomas E.X. Noble (history)

Director of Undergraduate Studies: Calvin M. Bower (music)

**Faculty of the Institute:**

Professors:
The Rt. Rev. Abbot Astrik Gabriel (emeritus); Stephen Ellis Gersh (philosophy)

Librarians:
Louis E. Jordan; Marina Smyth

**Associated Faculty:**

Professors:
Kathleen A. Biddick (history); Alexander Blachly (music); Maureen McCann Boulton (Romance languages: French); Calvin M. Bower (music); Keith R. Bradley (Classics: Roman history); David Burrell, C.S.C. (philosophy); Theodore J. Cachey (Romance languages: Italian); Olivia Remic Constable (history); Lawrence S. Cunningham (theology); Rev. Brian E. Daley, S.J. (theology); Kent Emery Jr. (liberal studies: philosophy); Dolores Warvick Frese (English); Paul Higgins (music); Kathryn Kerby-Fulton (English); Sabine MacCormack (English); Ralph M. McNerny (philosophy); Katherine O’Brien O’Keefe (English); Jean Porter (theology); Robert Rodes (law); Charles Rosenblum (art history); Dayle Seidenspinner-Núñez (Romance languages: Spanish); Daniel J. Sherin (Classics: Latin); Rabbi Michael Signer (theology); John Van Engen (history)

**Associate Professors:**

Asma Alfaruquddin (Classics: Arabic); Joseph Amar (Classics: Arabic); Charles Barber (art history); W. Martin Bloomer (classics: Latin); John C. Cavandini (theology); Robert Coleman (art history); JoAnn DellaNevo (Romance languages: French); Rev. Michael Driscoll S.J. (theology); Stephen Dumont (philosophy); Brad Gregory (history); Rev. John Jenkins, C.S.C. (philosophy); Blake Leyerle (theology); Christian R. Moevs (Romance languages: Italian); David O’Connor (philosophy); Gretchen Reydams-Schills (liberal studies: philosophy); Susan Guise Sheridan (anthropology, archaeology) Joseph P. Wawrykow (theology); Albert Wimmer (German)

**Concurrent Associate Professor:**

D’Arcy Jonathan Dacre Boulton (history)

**Assistant Professors:**

Kirsten Christensen (German); Paul Cobb (history); Meredith Gill (art history); Li Guo (Classics: Arabic); Encarnacion Juarez (Romance languages: Spanish); Mary Keys (political science); Julia Marvin (liberal studies); Margaret Meserve (history); Maura Nolan (English); Aileen O’Leary (history); Thomas Prügl (theology)

**Mellon Fellow:**

Anne E. Lester

**Slaggis Fellow:**

Caroline G. Goodson

**The Medieval Institute Undergraduate Programs.**

The liberal arts were first cultivated as a university curriculum during the Middle Ages; thus, the undergraduate programs in the 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 three tracks:

1. The Major in Medieval Studies
2. The Supplementary Major
3. The Minor in Medieval Studies

All three of these programs enable students to take a wide variety of courses focused on the intellectual, cultural, and religious heritage of the medieval world. Students have access to the resources of the collection and staff of the library that forms the core 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 compete for the Michel Prize, awarded to an outstanding paper written by an undergraduate on a medieval topic, and participate in the unique graduation ceremony sponsored by the institute.

**1. The Major in Medieval Studies.**

Students wishing to major in Medieval Studies build their program of studies from courses offered by the 10 departments that participate in the interdisciplinary program of the Medieval Institute: (1) Anthropology; (2) Art, Art History, and Design (art history); (3) Classics (Latin); (4) English (Old and Middle English); (5) German and Russian (Old and Middle High German); (6) History; (7) Music (musicology); (8) Philosophy; (9) Romance Languages and Literatures (Old and Middle French, Old Provençal, Spanish, and Italian); and (10) Theology. While students are encouraged to explore various directions in all these departments, the fundamental requirements for the major in Medieval Studies are as follows.

**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 liturgies 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**
**MEDIEVAL STUDIES**

**E. One course in Medieval Philosophy or Theology**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Castles and Courts in Medieval Europe</td>
<td>3 credits</td>
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<tr>
<td>See HIST 206.</td>
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<tr>
<td>Music History I: Medieval and Renaissance</td>
<td>3 credits</td>
</tr>
<tr>
<td>See MUS 241.</td>
<td></td>
</tr>
<tr>
<td>Introduction to Art and Catholicism</td>
<td>3 credits</td>
</tr>
<tr>
<td>See ARHI 254.</td>
<td></td>
</tr>
<tr>
<td>King Arthur in History and Literature</td>
<td>3 credits</td>
</tr>
<tr>
<td>See HIST 285.</td>
<td></td>
</tr>
<tr>
<td>Ancient and Medieval Philosophy</td>
<td>3 credits</td>
</tr>
<tr>
<td>See PHIL 301.</td>
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<tr>
<td>Medieval German Literature</td>
<td>3 credits</td>
</tr>
<tr>
<td>See GE 315.</td>
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<tr>
<td>Middle Ages I</td>
<td>3 credits</td>
</tr>
<tr>
<td>See HIST 307.</td>
<td></td>
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<tr>
<td>Middle Ages II</td>
<td>3 credits</td>
</tr>
<tr>
<td>See HIST 308.</td>
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<tr>
<td>Muslims and Christians in the Medieval World</td>
<td>3 credits</td>
</tr>
<tr>
<td>See HIST 309.</td>
<td></td>
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<tr>
<td>Hundred Years' War (1337–1453)</td>
<td>3 credits</td>
</tr>
<tr>
<td>See HIST 310.</td>
<td></td>
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<tr>
<td>Gender, Sexuality, and Power in the Middle Ages</td>
<td>3 credits</td>
</tr>
<tr>
<td>See HIST 311.</td>
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<tr>
<td>Medieval Towns and Urban Life</td>
<td>3 credits</td>
</tr>
<tr>
<td>See HIST 316.</td>
<td></td>
</tr>
<tr>
<td>Latin Literature and Stylistics</td>
<td>3 credits</td>
</tr>
<tr>
<td>See CLLA 325.</td>
<td></td>
</tr>
<tr>
<td>Survey of Medieval Art</td>
<td>3 credits</td>
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<tr>
<td>See ARHI 330.</td>
<td></td>
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<tr>
<td>Art into History: Reading the Art of Medieval Byzantium</td>
<td>3 credits</td>
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<tr>
<td>See ARHI 333E.</td>
<td></td>
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<tr>
<td>Introduction to Italian Literature I</td>
<td>3 credits</td>
</tr>
<tr>
<td>See ROT 345.</td>
<td></td>
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<tr>
<td>Holy Fools in Christian Tradition</td>
<td>3 credits</td>
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<tr>
<td>See RU 360.</td>
<td></td>
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<tr>
<td>Canon and Literature of Islam</td>
<td>3 credits</td>
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<tr>
<td>See MELC 360.</td>
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<tr>
<td>Modeling Sanctity: The Saint in Image and Text</td>
<td>3 credits</td>
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<tr>
<td>See ARHI 370.</td>
<td></td>
</tr>
<tr>
<td>Survey of French Literature I</td>
<td>3 credits</td>
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<tr>
<td>See ROFR 371.</td>
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<tr>
<td>Survey of Spanish Literature I</td>
<td>3 credits</td>
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<tr>
<td>See ROSP 318.</td>
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<tr>
<td>Introduction to Italian Literature I</td>
<td>3 credits</td>
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<tr>
<td>See ROT 345.</td>
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<tr>
<td>Engendering War, Business, and Law</td>
<td>3 credits</td>
</tr>
<tr>
<td>See HIST 377.</td>
<td></td>
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<tr>
<td>Ancient and Medieval Political Theory</td>
<td>3 credits</td>
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<tr>
<td>See POLS 387.</td>
<td></td>
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<tr>
<td>Medieval Middle East</td>
<td>3 credits</td>
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<tr>
<td>See HIST 394.</td>
<td></td>
</tr>
<tr>
<td>Islam: Religion and Culture</td>
<td>3 credits</td>
</tr>
<tr>
<td>See MELC 390.</td>
<td></td>
</tr>
<tr>
<td>Christian Theological Traditions I</td>
<td>3 credits</td>
</tr>
<tr>
<td>See THEO 395.</td>
<td></td>
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<tr>
<td>Late Antiquity</td>
<td>3 credits</td>
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<tr>
<td>See HIST 408.</td>
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<tr>
<td>Introduction to Old French</td>
<td>3 credits</td>
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<tr>
<td>See ROFR 411.</td>
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<tr>
<td>Politics and Religion in Medieval Europe</td>
<td>3 credits</td>
</tr>
<tr>
<td>See HIST 412.</td>
<td></td>
</tr>
<tr>
<td>Renaissance and Baroque Poetry of Spain</td>
<td>3 credits</td>
</tr>
<tr>
<td>See ROSP 412.</td>
<td></td>
</tr>
<tr>
<td>The Italian Renaissance</td>
<td>3 credits</td>
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<tr>
<td>See HIST 430.</td>
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</tbody>
</table>

**F. One advanced seminar (400 level or above) in Medieval Studies**

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**

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 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 list of courses gives 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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor(s)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>416</td>
<td>From Roland to the Holy Grail</td>
<td>M. Boulton</td>
<td>See ROFR 416</td>
</tr>
<tr>
<td>422</td>
<td>Dante I</td>
<td>Cachey</td>
<td>See ROIT 422</td>
</tr>
<tr>
<td>422A</td>
<td>Medieval Theology: An Introduction</td>
<td>Frügl</td>
<td>See THEO 422A</td>
</tr>
<tr>
<td>423</td>
<td>Dante II</td>
<td>Cachey or Moevs</td>
<td>See ROIT 422</td>
</tr>
<tr>
<td>427</td>
<td>Medieval Spain</td>
<td>Constable</td>
<td>See HIST 427</td>
</tr>
<tr>
<td>428</td>
<td>Anglo-Saxon England</td>
<td>O'Leary</td>
<td>See HIST 428</td>
</tr>
<tr>
<td>430A</td>
<td>Beowulf: Text and Culture</td>
<td>O'Brien O'Keefe</td>
<td>See ENGL 430</td>
</tr>
<tr>
<td>430C</td>
<td>Introduction to Old English</td>
<td>Staff</td>
<td>See ENGL 430C</td>
</tr>
<tr>
<td>431</td>
<td>Late Antique and Early Christian Art</td>
<td>Barber</td>
<td>See CLLA 431</td>
</tr>
<tr>
<td>431C</td>
<td>Latin Love Elegy</td>
<td>Mazurek</td>
<td>See CLLA 431</td>
</tr>
<tr>
<td>432A</td>
<td>Chaucer: Canterbury Tales</td>
<td>Staff</td>
<td>See ENGL 432A</td>
</tr>
<tr>
<td>434</td>
<td>Medieval Ireland</td>
<td>O'Leary</td>
<td>See HIST 434</td>
</tr>
<tr>
<td>438A</td>
<td>Medieval Romance</td>
<td>Nolan</td>
<td>See ENGL 438</td>
</tr>
<tr>
<td>439</td>
<td>Middle English Literature</td>
<td>Kerby-Fulton</td>
<td>See ENGL 439</td>
</tr>
<tr>
<td>440</td>
<td>Trecento: Giotto to the Duomo</td>
<td>Gill</td>
<td>See ARHI 441</td>
</tr>
<tr>
<td>440H</td>
<td>The Vikings</td>
<td>O'Leary</td>
<td>See HIST 440M</td>
</tr>
<tr>
<td>441A</td>
<td>Jews and Christians Through History</td>
<td>Signer</td>
<td>See THEO 441</td>
</tr>
<tr>
<td>442</td>
<td>Fifteenth-Century Italian Renaissance Art</td>
<td>Rosenberg</td>
<td>See ARHI 442</td>
</tr>
<tr>
<td>443</td>
<td>Northern Renaissance Painting</td>
<td>Rosenberg</td>
<td>See ARHI 443</td>
</tr>
<tr>
<td>448</td>
<td>War/Money/Romance: 1100–1200</td>
<td>Biddick</td>
<td>See HIST 448</td>
</tr>
<tr>
<td>457</td>
<td>Byzantine Art</td>
<td>Barber</td>
<td>See ARHI 433</td>
</tr>
<tr>
<td>461A</td>
<td>Petrarch</td>
<td>Cachey, Moevs</td>
<td>See ROIT 432</td>
</tr>
<tr>
<td>468</td>
<td>Thought and Culture in the High Middle Ages</td>
<td>Van Engen</td>
<td>See HIST 467</td>
</tr>
<tr>
<td>471</td>
<td>The Vulgate and Related Texts</td>
<td>Bower</td>
<td>Readings in 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>
<td>See THEO 356</td>
</tr>
<tr>
<td>472A</td>
<td>Seminar: Topics in Medieval Art</td>
<td>Staff</td>
<td>See ARHI 470M</td>
</tr>
<tr>
<td>473</td>
<td>The Romans and their Gods</td>
<td>Bradley</td>
<td>See CLAS 472</td>
</tr>
<tr>
<td>474</td>
<td>Family and Household in the Roman World</td>
<td>Bradley</td>
<td>See CLAS 475</td>
</tr>
<tr>
<td>475</td>
<td>Introduction to Christian Latin Texts</td>
<td>Sheerin</td>
<td>See CLLA 475</td>
</tr>
<tr>
<td>476</td>
<td>Medieval Latin Survey</td>
<td>Sheerin</td>
<td>See CLLA 475</td>
</tr>
<tr>
<td>481</td>
<td>The Medieval Book</td>
<td>Bower</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>
</tr>
<tr>
<td>482</td>
<td>Medieval Art Seminar</td>
<td>Barber</td>
<td>See ARHI 482</td>
</tr>
<tr>
<td>483</td>
<td>Renaissance Art Seminar</td>
<td>Rosenberg</td>
<td>See ARHI 483</td>
</tr>
</tbody>
</table>

**MEDIEVAL STUDIES**
Music

Chair: TBD

Professors: Alexander Blachly; Calvin M. Bower; William Cerny (emeritus); Craig J. Cramer; Kenneth W. Dye; Erhan T. Haimo; Paula M. Higgins; Eugene J. Leahy (emeritus); Luther M. Snavely (emeritus); Susan L. Youens

Associate Professors: Karen L. Buranskas; Paul Johnson; Rev. Patrick Maloney, C.S.C. (emeritus); Carolyn R. Plummer; Georgine Resick; Peter H. Smith

Assistant Professors: John Blacklow; Mary Frandsen; James S. Phillips (emeritus)

Associate Professional Specialist: Lawrence H. Dwyer; Daniel C. Stowe; Rev. George Wiskirchen, C.S.C. (emeritus)

Adjunct Faculty: John Apeitos; Darlene Catello; Sam Sanchez; Darrel Tidaback; Lane Weaver

Program of Studies. The Department of Music offers students a variety of musical experiences in accordance with its two objectives: (1) to provide all students, regardless of their major, knowledge and training in music through introductory, historical and theoretical courses, through participation in large and small ensembles and through applied instrumental or vocal study; and (2) to provide intensive curriculum and training for the student who chooses music as a major.

Four areas of specialization are offered for advanced training in music and are recommended for those students wishing to pursue graduate study in the field. These are the specializations in music history, music theory, and sacred music, each of which requires 54 hours, and the specialization in performance, which requires 69 hours.

The requirements for a 54-credit music history major are:

<table>
<thead>
<tr>
<th>CLASS</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td>Music History Survey I-III</td>
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<tr>
<td>Theory I-V</td>
<td>15</td>
</tr>
<tr>
<td>Musicianship I-IV</td>
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<tr>
<td>Applied Lessons</td>
<td>8</td>
</tr>
<tr>
<td>Advanced History</td>
<td>9</td>
</tr>
<tr>
<td>Counterpoint</td>
<td>3</td>
</tr>
<tr>
<td>Orchestration</td>
<td>3</td>
</tr>
<tr>
<td>Senior Honors Thesis</td>
<td>3</td>
</tr>
<tr>
<td>Music total</td>
<td>54</td>
</tr>
<tr>
<td>Collegiate/University Requirements</td>
<td>60</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
</tr>
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</table>

The requirements for a 54-credit music theory major are:

<table>
<thead>
<tr>
<th>CLASS</th>
<th>CREDITS</th>
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</thead>
<tbody>
<tr>
<td>Music History Survey I-III</td>
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<tr>
<td>Theory I-V</td>
<td>15</td>
</tr>
<tr>
<td>Musicianship I-IV</td>
<td>4</td>
</tr>
<tr>
<td>Applied Lessons</td>
<td>8</td>
</tr>
<tr>
<td>Advanced Theory</td>
<td>9</td>
</tr>
<tr>
<td>Counterpoint</td>
<td>3</td>
</tr>
<tr>
<td>Orchestration</td>
<td>3</td>
</tr>
<tr>
<td>Senior Honors Thesis</td>
<td>3</td>
</tr>
<tr>
<td>Music total</td>
<td>54</td>
</tr>
<tr>
<td>Collegiate/University requirements</td>
<td>60</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
</tr>
</tbody>
</table>

The requirements for a 54-credit major in sacred music are:

<table>
<thead>
<tr>
<th>CLASS</th>
<th>CREDITS</th>
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</thead>
<tbody>
<tr>
<td>Music History I-III</td>
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</tr>
<tr>
<td>Theory I-IV</td>
<td>15</td>
</tr>
<tr>
<td>Musicianship I-IV</td>
<td>4</td>
</tr>
<tr>
<td>Conducting I-II</td>
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</tr>
<tr>
<td>Music of the Catholic Rite</td>
<td>3</td>
</tr>
<tr>
<td>Counterpoint or Orchestration</td>
<td>3</td>
</tr>
<tr>
<td>Senior Seminar in Sacred Music</td>
<td>3</td>
</tr>
<tr>
<td>Applied Music</td>
<td>13-5</td>
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<tr>
<td>Music total</td>
<td>54-56</td>
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<tr>
<td>Collegiate/University Requirements</td>
<td>60</td>
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<tr>
<td>Electives</td>
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<tr>
<td>Total</td>
<td>120</td>
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</tbody>
</table>

The requirements for a 36-credit performance major are:

<table>
<thead>
<tr>
<th>CLASS</th>
<th>CREDITS</th>
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</thead>
<tbody>
<tr>
<td>Music History Survey I-III</td>
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<tr>
<td>Theory I-IV</td>
<td>12</td>
</tr>
<tr>
<td>Musicianship I-II</td>
<td>2</td>
</tr>
<tr>
<td>Applied Lessons</td>
<td>13</td>
</tr>
<tr>
<td>Music Total</td>
<td>36</td>
</tr>
<tr>
<td>Collegiate/University Requirements</td>
<td>60</td>
</tr>
<tr>
<td>Electives</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
</tr>
</tbody>
</table>

The requirements for a 36-credit theory/history major are:

<table>
<thead>
<tr>
<th>CLASS</th>
<th>CREDITS</th>
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</thead>
<tbody>
<tr>
<td>Music History Survey I-III</td>
<td>9</td>
</tr>
<tr>
<td>Theory I-IV</td>
<td>12</td>
</tr>
<tr>
<td>Musicianship I-II</td>
<td>2</td>
</tr>
<tr>
<td>Applied Lessons</td>
<td>7</td>
</tr>
<tr>
<td>Additional History/Theory</td>
<td>6</td>
</tr>
<tr>
<td>Music Total</td>
<td>36</td>
</tr>
<tr>
<td>Collegiate/University Requirements</td>
<td>60</td>
</tr>
<tr>
<td>Electives</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
</tr>
</tbody>
</table>

The requirements for the 36-credit major in sacred music are:

<table>
<thead>
<tr>
<th>CLASS</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music History I-III</td>
<td>9</td>
</tr>
<tr>
<td>Theory I-IV</td>
<td>12</td>
</tr>
<tr>
<td>Musicianship I-II</td>
<td>2</td>
</tr>
<tr>
<td>Music of the Catholic Rite</td>
<td>3</td>
</tr>
<tr>
<td>Applied Music</td>
<td>10</td>
</tr>
<tr>
<td>Music total</td>
<td>36</td>
</tr>
<tr>
<td>Collegiate/University Requirements</td>
<td>60</td>
</tr>
<tr>
<td>Electives</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
</tr>
</tbody>
</table>

The Department of Music also offers an 18-credit minor.

The requirements for a minor are:

<table>
<thead>
<tr>
<th>CLASS</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music History Survey I-III</td>
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</tr>
<tr>
<td>Theory I-IV</td>
<td>6</td>
</tr>
<tr>
<td>Musicianship I-II</td>
<td>2</td>
</tr>
<tr>
<td>Applied Lessons</td>
<td>6</td>
</tr>
<tr>
<td>Music total</td>
<td>18</td>
</tr>
</tbody>
</table>

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.

In addition to its programs leading to degrees appropriate for further professional study in the field, the Department of Music offers a 36-credit program in music. This program allows for the study of the basic foundations of music.

The major in performance waives the college requirements for a second social science and a course in the fine arts.
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 $190 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 full 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, Dwyer
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.

102. Chamber Orchestra
(V-0-1) Blachly
An ensemble of 10–15 players drawn primarily from the ranks of the Notre Dame Orchestra. Admission by audition.

103. Glee Club
(V-0-1) Stowe
Notre Dame’s traditional all-male choir. Admission by audition.

107. Fall Concert Band (Fall semester)
(1-0-1) Dye
The Fall Concert Band prepares and performs traditional and contemporary works for band in a large concert ensemble setting, rehearsing once per week with one concert near the end of the semester.

107F. Symphonic Winds (Spring semester)
(1-0-1) Dye
The Symphonic Winds prepares and performs traditional and contemporary works for band in a smaller, wind ensemble setting, rehearsing twice per week, with a short concert tour and two concerts during the semester.

107B. Symphonic Band (Spring semester)
(1-0-1) Dye
The Symphonic Band prepares and performs traditional and contemporary works for band in a large concert ensemble setting, rehearsing twice per week, with a short concert tour and two concerts during the semester.

110. Chamber Ensemble
(V-0-1) Staff
This ensemble is organized according to the needs of those who audition through the regular process at the beginning of each semester. It consists of those for whom the larger ensembles are inappropriate. Admission by audition.

110A. Percussion Ensemble
(V-0-1) Sanchez
Admission by audition.

121D. Jazz Ensemble
(V-0-1) Dwyer
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) Weaver

403. Wind Ensembles
(1-0-1) Dye

408. University Band
(1-0-1) Dye
A full concert band open to students, faculty, and staff. Rehearses once a week; no audition required.

427D. Opera Workshop
(1-0-1) Resick
A group devoted to the performance of classical operas. Admission by audition.

### APPLIED MUSIC INSTRUCTION

210. Piano Class
(1-0-1) Staff
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.
COURSES

120/220. Introduction to Classical Music
(3-0-3) Stowe
Historical survey of Western art music from the Middle Ages to the present, with emphasis on the study of selected significant vocal and instrumental works.

121/221. Introduction to Jazz
(3-0-3) Dwyer
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.

125/225. Current Jazz
(3-0-3) Dwyer
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.

127/227. Gender, Race, Class, and Sexuality
(3-0-3) Higgins
This course adopts a cultural studies approach, focused on issues of gender, race, class, and sexuality, to the study of a wide selection of both classical and popular musics, ranging chronologically from pastourelles from the Middle Ages to the music videos of Madonna, with special attention to two operas: Mozart’s Don Giovanni and Bizet’s Carmen. Students will learn how to listen to and recognize common musical practices composers and musicians use—specific uses of melody, rhythm, meter, tempi, harmonic scales and chord progressions, dynamics, and instrumentation—and to explore critical modes of interpreting them within specific ideological frameworks.

128/228. Introduction to European Romanticism
(3-0-3) Youens
A survey of 19th-century European Romanticism in art and music. No musical background required.

129/229. Introduction to Eighteenth-Century Music
(3-0-3)
Historical survey of 18th-century Western art music. No musical background required.

180. Fine Arts University Seminar
(3-0-3) Youens
The nature and principles of music in cultural context. Recent topics have included Mozart, Beethoven, and Schubert; Gender and Sexuality in Opera; Impressionism in Music; Music of J.S. Bach.

228. Twentieth-Century Music
(3-0-3) Johnson
An introduction to the history and ideas of Western classical music from 1900 to 1998.

229. Music of the Eighteenth Century
(3-0-3) Frandsen
Introduction to the major composers and musical genres of the 18th century. Composers studied include Vivaldi, Bach, Handel, C.P.E. Bach, Gluck, Mozart, and Haydn; musical genres studied include the cantata, concerto, sonata, fantasia, quartet, opera, and oratorio. Readings include reactions and criticisms of 18th-century listeners, and writings of modern music scholars.

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 and minors, but open to students with sufficient musical background.

233–234. Musicianship 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.

(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 and minors, but open to students with sufficient musical background.

251. Music Theory III
(3-0-3) Haimo, Johnson, Smith
Prerequisites: Music Theory I and II. Studies in advanced harmony.

253–254. Musicianship 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
Prerequisites: Theory I–IV.
A study of the procedures for harmonic, melodic, rhythmic, and formal analysis.

395. Junior Recital
(3-0-1) Staff

409. Chamber Music
(1-0-1) Buranskas, Plummer
Study and performance of selected chamber compositions. Intended for music majors or with special permission.

424. Instrumental Conducting
(3-0-3) Weaver
Provides basic to intermediate theory and technique for rehearsing and conducting instrumental ensembles.
432. Twentieth-Century/Music Theory IV
(3-0-3) Haimo, Johnson
Prerequisite: Approved background. Intended for music majors.
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.

463. Composition
(V-0-V) Haimo, Johnson
Prerequisite: Approved background.
Creative writing in various forms, conventional and contemporary. Private instruction only.

486. Vocal Pedagogy
(1-0-1) Resick
Basic techniques of vocal pedagogy.

487. Music Through Technology
(3-0-3) Dye
Prerequisite: musical and/or computer background.

495. Senior Recital
(V-0-1) Staff
A survey of music technology in the 20th and 21st centuries. Introduction to computer music notation, sound synthesis and digital audio recording. Senior Recital

498. Special Studies
(V-0-V) Staff
Prerequisite: Approval of the chair.
An individualized course in directed studies under personal supervision of the teacher.

499. Undergraduate Thesis Direction
(V-0-V) Staff

Philosophy

Chair: Paul J. Weithman
Michael P. Grace Professor of Medieval Studies: Ralph McInerny
F.J. and H.M. O’Neill Professor of Science, Technology and Values:
Kristin Shrader-Frechette
Rev. Theodore M. Hesburgh Professor of Arts and Letters:
Rev. David Burrell, C.S.C.
McMahons/Hank Professor of Philosophy:
Karl Ameriks
Visiting McMahons/Hank Professor of Philosophy:
Jaegwon Kim
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
George N. Shuster Professor of Philosophy:
Michael J. Loux
Senior Research Professor:
Alasdair C. MacIntyre
Professors:
Robert Audi; Joseph Bobik; Fred Dallmayr; Marian A. David; Cornelius F. Delaney; Michael R. DePaul; Michael Detlefsen; John Finnis (concurrent); Thomas P. Flint; Alfred Freddoso; Stephen Gersh (concurrent); Gary M. Gutting; Vittorio Hösle (concurrent); Don A. Howard; Lynn Joy; Edward Manier; Mark Roche (concurrent); Kenneth Sayre; James P. Sterba; Stephen H. Watson; Paul J. Weithman
Associate Professors:
Patricia Blanchette; Sheila Brennan (emerita); Stephen Dumont; Paul Franks; Rev. John Jenkins, C.S.C.; Janet A. Kourany; Vaughn R. McKim; G. Felicitus Munzel (concurrent); John O’Callaghan; David K. O’Connor; William Ramsey; Michael Rea; Rev. Herman Reith, C.S.C. (emeritus); Gretchen Reydams-Schils (concurrent); John Robinson; W. David Solomon; Leopold Stubenberg; Ted A. Warfield
Assistant Professors:
Timothy Bays; Katherine Brading; Anastasia Gutting (concurrent); Anja Jauernig; Lenny Moss; Fred Rush; Rev. Charles Weiner, C.S.C. (emeritus)
Professional Specialists:
Montey 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 Arts and Letters 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.

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.

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.

210. Philosophy and Psychiatry
(3-0-3) Manier
A comparative analysis of first-person narratives of life with mental disorder and a comparative evaluation of anthropological, philosophical, and biomedical perspectives on the lived experiences of mental illness.

211. Ethics and Imagination
(3-0-3) McNerney
The aim of this course is to underscore the importance for moral reasoning of the moral imagination through a vivid juxtaposition of classic texts in moral and political philosophy with works of art, principally narrative art, but not excluding music, painting, architecture, sculpture, and dance.

215. Gender, Politics, and Evolution
(3-0-3) Manier
An examination of ethical/political models of gender-neutral access to public and domestic requisites for the development of basic human capabilities, and a comparison of these models with current studies of the significance of human sexual dimorphism in evolutionary psychology.

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.

219. A Brief History of Time, Space, and Motion
(3-0-3) Jauernig
An examination of the historical evolution of the philosophical conceptions of time, space, and motion from Plato to Einstein. Special attention will be paid to the influence of developments in physics on this evolution in philosophical theorizing (and vice versa).

221. Philosophy of Human Nature
(3-0-3) Moss, Reimers
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, Gutting, 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.

226. Images of Humanity: Aesthetics and the Philosophy of Art
(3-0-3) Rush
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.

228. Philosophy and the Arts
(3-0-3) A. Gutting
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, Neiman
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.
231. Philosophy and Cosmology: A Revolution
(3-0-3) Braden
The main philosophical themes running through this course are: (1) the nature of matter and all of the material bodies in the cosmos, with the focus of attention on how and why these bodies move as they do (including Newton’s laws of motion and of universal gravitation), and (2) what constitutes knowledge of, and how we justify our beliefs about, the cosmos (including the story of Galileo’s condemnation by the Church). We will explore these and other questions, reading as we go along from the work of some of the main people involved, including Copernicus, Kepler, Galileo, Descartes and Newton.

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.

233. Theories of Sexual Difference
(3-0-3) Kourany
An examination of the following questions: What kind of differences separate men and women? Are these differences natural or are they socially produced, and are these differences beneficial to us or are they limiting? What does equality mean for people characterized by such differences?

234. Self and World
(3-0-3) Dumont
A general introduction to the fundamental questions about the nature of the world and our place in it, the area of philosophy called metaphysics.

238. Philosophy of Education
(3-0-3) Neiman
An introduction to issues in philosophy of education such as religion and education, education and politics (including global politics), the value of social and empirical sciences for the study of education, the problem of indoctrination etc.

239. Minds, Brains and Persons
(3-0-3) Jenkins, Stuubenbg
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.

MORALS AND POLITICS

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.

241. Ethics
(3-0-3) DePaul, Holloway, Warfield
An examination of the relationship between thought and action in light of contemporary and traditional accounts of the nature of ethics.

242. Basic Concepts in Political Philosophy
(3-0-3) Bays, Langan, Weithman
An introduction to important thinkers and problems of political philosophy. Basic concepts to be considered are equality, liberty and authority.

243. Moral Problems
(3-0-3) Sterba, Warfield
An introduction to the field of moral philosophy, with major emphasis on contemporary moral issues.

244. Philosophy of Law
(3-0-3) Robinson, Warfield
An examination of the relationship between fair procedures and just outcomes in the judicial process, a study of the conditions under which punishment is morally defensible, an investigation of the extent to which the state may regulate the private affairs of its citizens, and a consideration of the role that moral theory has to play in the process of constitutional interpretation.

245. Medical Ethics
(3-0-3) Solomon
An exploration from the point of view of ethical theory of a number of ethical problems in contemporary biomedicine. Topics discussed will include euthanasia, abortion, the allocation of scarce medical resources, truth-telling in the doctor-patient relationship, the right to medical care and informed consent and human experimentation.

246. Ethics and Business
(3-0-3) Holloway
This course aims at helping the student recognize the moral aspects of business decisions on the personal level and of business institutions on the social level.

247. Environmental Ethics
(3-0-3) DePaul, Sterba
The course will be an attempt to come to grips critically with the moral significance of contemporary concern for ecology and the environment.

248. Modern Science and Human Values
(3-0-3) Quinn
Applications of ethical theory to moral problems created by science, such as distributing scarce medical resources, experimenting with animals, teaching creationism and dealing with computer invasions of privacy.

249. Environmental Philosophy
(3-0-3) Sayre
A philosophically integrated examination of current environmental issues, drawing on familiar literature from ecology (e.g. Leopold), economics (e.g. Boulding), and ethics (e.g. Singer), as well as recent fiction (e.g. Tolkien, Herbert).

250. War and Philosophy
(3-0-3) Langan
The goal of this course is to understand and evaluate the teachings that philosophers have drawn from the experience of war and conflict. Authors to be read include Thucydides, Plato, Augustine, Hobbes, Maritain.

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?

252. Sports Ethics
(3-0-3) Jensen
An introduction to the central ethical questions in and around sports, especially at the collegiate and professional levels. After a brief introduction to the basics of ethical reasoning and normative theory, the first half of the course will be spent on ethics in sport and the second half on the ethics of sport.

258. Philosophy of Technology
(3-0-3) Moss
Topics covered are: early philosophy of technology, recent philosophy of technology, technology and ethics, technology and policy, technology and human nature, and technology and science.

262. War, Poverty, Genocide and Justice
(3-0-3) Walsh
An attempt to understand the ongoing injustices of global poverty, genocide, and war through a consideration of the theories of distributive justice of Plato, John Rawls, and Michael Walzer.

270A. Chinese Mosaic: Philosophy, Politics, Religion
(3-0-3) Jensen
This course will chart this terrain of current Chinese imagination as it has been shaped from the contending and often contentious influences of religion, philosophy, and politics, introducing students to the heralded works of the Chinese intellectual tradition while requiring critical engagement with the philosophic and religious traditions animating this culture.

272. Chinese Ways of Thought
(3-0-3) Jensen
A special topics class on religion, philosophy, and the intellectual history of China.
PHILOSOPHY OF RELIGION

261. Philosophy of Religion
(3-0-3) Bobik, Van Inwagen
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) Rea
An examination of the interrelation and tension between contemporary science and traditional religious belief.

263E. Rich, Poor, and War
(3-0-3) Whitmore
This course examines the interrelationships between economic injustice and violence. It begins by investigating the gap between rich and poor both in the U.S. and worldwide. We also look at the history of Christian thought on wealth and poverty. We then address the ways in which economic disparity intersects with the problem of violence in both domestic (violence against women) and political realms (war and revolution). Next, we canvass Christian thought on the use of violence. This raises the question of whether Christianity itself contributes more to violence or to peace. Finally, we pose the question of whether forgiveness for violence is advisable or feasible.

264. Faith and Reason
(3-0-3) Freddoso, Jenkins
This course will deal with the relation between faith and reason. Some questions to be discussed are: Can the doctrines of the faith conflict with the deliverances of reason found in philosophy and science? Is it possible to defend the doctrines of the faith against the objections of nonbelievers in a non-question-begging way? How might one go about constructing an apologia for the Christian faith? Authors to be read include St. Thomas Aquinas, G.K. Chesterton and C.S. Lewis.

265. Philosophical Reflections on Christian Belief
(3-0-3) Rea
An examination of some of the most philosophically fascinating features of the Christian faith including the Christian conception of God, the doctrine of the incarnation, and the cogency of a Christian world-view.

267. Philosophy of Judaism
(3-0-3) Neiman
An attempt to come to a reasonable understanding of the philosophy of Judaism as presented in Abraham Joshua Heschel's masterwork, God in Search of Man: A Philosophy of Judaism.

268. God and Persons
(3-0-3) O'Callaghan
Members of western culture living in the present age are, whether they like it or not, inheritors of a long history of reflection upon the stellar achievements of human reason and the demands of revealed religion. The purpose of this course is to engage that history philosophically. A number of traditions of reflection will be considered, contemporary, modern, ancient, and medieval.

269. Thought of Aquinas
(3-0-3) McNerney, Neiman
A general introduction to Aquinas' overall philosophical view.

279. Science and Theology
(3-0-3) Ashley
Both science and religion generate assertions that are held to provide true descriptions of the world and our place in it. Both science and theology subject these assertions to disciplined inquiry and testing within specific communities. In societies (like ours) in which both science and religion are vital forces, these processes of inquiry and testing overlap and interrelate in complicated ways, resulting sometimes in conflict and sometimes in mutual enrichment. This course will investigate these interrelations by means of three case studies: the Galileo affair, the conflict of evolution and creationism, and the ethical issues that arise from new genetic biotechnologies. Requirements: frequent short (one-page) written assignments on the readings, two in-class exams, and a final.

290. Philosophical Issues
(V-0-V) Staff
In exceptional circumstances with written permission of instructor and approval of philosophy director of undergraduate studies, students are permitted to take a tutorial with a faulty member on a particular issue in philosophy. Readings will be assigned and writing assignments required.

SPECIALIZED ELECTIVES

301. Ancient and Medieval Philosophy
(3-0-3) Burrell, Dumont, Freddoso, Jenkins, O’Connor
This course will concentrate on major figures and persistent themes. A balance will be sought between scope and depth, the latter ensured by a close reading of selected texts.

302. Modern Philosophy
(3-0-3) Ameriks, David, Delaney, Joy
An examination of the perennial tension between reason and experience as exemplified in classical modern rationalism and empiricism; its subsequent synthesis in Kant.

303. Nineteenth- and Twentieth-Century Philosophy
(3-0-3) Ameriks, Watson
A survey of developments in philosophy since Kant. Readings in both the Continental and Anglo-American traditions.

313. Formal Logic
(3-0-3) Bays, Blanchette, Detlefsen
An introduction to the fundamentals and techniques of logic for majors. This course does not satisfy the University requirement.

326. God, Philosophy, and Universities
(3-0-3) MacIntyre
Enquiry and teaching in Catholic universities have aimed at understanding how the universe—physical, animal, and human—is ordered to God. One task of philosophy in the Catholic tradition has been to show how the various secular disciplines both contribute to such understanding and remain incomplete without theology. This course examines the question of how this task is to be carried out.

352. Ethics, Ecology, Economics, and Energy
(3-0-3) Sayre
A critical examination of the following hypotheses: (1) that continuing economic growth requires ever-increasing consumption of energy, (2) that increasing energy consumption results in increasing degradation of the biosphere, and (3) that increasing degradation of the biosphere poses an increasing threat to human existence.

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. Philosophical Issues in Physics
(3-0-3) Howard
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 students who wish to know the actual route to the discovery and broader implications of the formal theories with which they are already familiar.

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 philosophy, with special emphasis on the logical, physical, and metaphysical writings.

405. Augustine and Aquinas on Mind
(3-0-3) O'Callaghan
Aquinas' early discussion of mind displays a significant Augustinian structure that disappears by the time of his last works, a shift that can be described as
PHILOSOPHY

a more robust Aristotelianism. This course examines the philosophical significance of that shift in Aquinas’ thought, and will relate it to questions about the nature of contemporary philosophy of mind.

408. Kant
(3-0-3) Ameriks, Jauerling, Franks
An examination of the background of Kant’s work, followed by a tracing of some of the principal 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 introduction to the concentration in philosophy and literature and will pursue interdisciplinary approaches to literary, theoretical and philosophical texts.

410. Dante and Aquinas
(3-0-3) McInerny
A comparative study of two giants of medieval Catholicism. The course will be a chance to make a tour of the Summa theologicae and the Divine Comedy, supplemented with looks at other works of these two giants of western culture. The dependence of the Divine Comedy on the Summa is a cliché, but a close look at the theological and poetic visions of the whole of reality as seen through the eyes of faith is an essential component of cultural literacy.

411E. Augustine and Bonaventure
(3-0-3) Neiman
An attempt to understand some of the ways the Augustinian tradition in philosophy attempts to make sense of the soul, in terms of mind, spirit, will but especially in terms of the heart. Works to be read are Augustine’s Confessions and De Trinitate, and Bonaventure’s The Mind’s Road to God.

411. Augustine and William James
(3-0-3) Neiman
A course devoted, for the most part, to a careful reading of significant parts of Augustine’s Confessions 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.

412. Hume’s Ethics and Philosophy of Mind
(3-0-3) Joy
An exploration of how modern philosophers in the British empiricist tradition developed new theories of moral psychology and human action. Chief among them was the Scottish philosopher David Hume.

416. History of Medieval Philosophy
(3-0-3) Dumont
A semester-long course focusing on the history of Medieval Philosophy. It provides a more in-depth consideration of this period than is allowed for in PHIL 301 History of Ancient and Medieval Philosophy and may be considered a follow-up to that course.

417. Aquinas on God
(3-0-3) Freddoso
A close reading of the first 43 questions of the first book of the Summa theologicae. These questions, which deal both with the divine essence and with the three divine persons, provide a comprehensive survey of St. Thomas’s metaphysics.

418E. Kierkegaard
(3-0-3) Neiman
This course will be devoted to a central theme in Kierkegaard’s ethics, i.e. his discussion of the religious commandment to love God and thy neighbor as thyself. We will proceed by way of a slow and careful reading of his Works of Love.

419. Wisdom and the Teacher
(3-0-3) Neiman
This course will begin with some elementary work in the philosophy of education on teaching, consider Kierkegaard’s Philosophical Fragments where he compares the teaching of Socrates and Christ, move on to Plato’s Meno a famous dialogue on teaching and learning, and perhaps consider Augustine and Aquinas on The Teacher.

421. Three Catholic Philosophers
(3-0-3) MacIntyre
A study of the enquiries of three 20th-century Catholic philosophers at work within three very different philosophical traditions, designed to identify the relationship between a commitment to philosophical enquiry and Catholic faith. To be considered are Jacques Maritain’s pursuit of questions opened up by Aristotle and Aquinas, Edith Stein’s progress beyond Husserl in her phenomenological enquiries, and G.E.M. Anscombe’s response to Wittgenstein.

421E. Chesterton
(3-0-3) Freddoso
An exploration of the thought of Gilbert Keith Chesterton (1874–1936) perhaps the best Catholic apologist of his time. The course will feature Chesterton’s two greatest apologetic works, Orthodoxy and The Everlasting Man.

422. Epistemology
(3-0-3) David, DePaul, Stubenberg
The aim of this class is to provide an understanding of the fundamental issues and positions in the contemporary theory of knowledge.

423. Ethical Theory
(3-0-3) Solomon, Sterba, Warfield
A systematic study of philosophical foundations of morality, drawing from major historical developments. Basic concepts of classical ethics will be developed—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) Flint, Freddoso, Loux, Van Inwagen
An examination of the nature of metaphysics and of those metaphysical issues that have proved central in Western philosophical tradition. Topics discussed 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.

426D. God, Philosophy, and Politics
(3-0-3) MacIntyre
This is the capstone seminar for the interdisciplinary Minor in Philosophy in the Catholic Tradition. It is normally open only to undergraduates registered for that minor. The central concern is to understand the various ways in which Catholic philosophers have brought theology to bear on the study of politics and vice versa. Authors studied include Augustine, Aquinas, Robert Dahl, and Maritain.

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.

428. Seminar in Medical Ethics
(3-0-3) Solomon
An examination of a number of the most important systematic contributions to medical ethics in recent years. Authors covered will include Tom Beauchamp, Jim Childress, H. Tristram Engelhardt, Stanley Hauerwas, Dan Callahan, and Al Jonsen. We will pay special attention to the relation between disputes within medical ethics and more general disputes in moral philosophy.

429. Philosophy of Mind
(3-0-3) Ramsey, Stubenberg, McKim
Dualist and reductionist emphases in recent analyses of mind. Topics covered will include identity of mind and body, intentionality, actions and their explanation and problems about other minds.

430E. Political Liberalism
(3-0-3) Delaney
After starting with some reading from Rawls’ Restatement as background, the seminar will focus on the later work of Rawls, namely, his Political Liberalism and Laws of Peoples.

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 discover a meaningful place for religious forms of life in a secular culture.
432. Terrorism and Political Philosophy
(3-0-3) Sterba
An exploration of various ethical questions raised by terrorism through an evaluation of competing conceptions of justice. Some questions to be considered include: How should we understand the terrorism that the United States opposes? Is it something only our enemies have engaged in or have we ourselves and our allies also engaged in terrorist acts? Is terrorism always wrong, or are there morally justified acts of terrorism?

433. Justice Seminar
(3-0-3) O'Connor, Solomon, Weithman
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 oral discussion. This is the core course for the minor in philosophy, politics, and economics (PPE).

434. Addiction, Science and Values
(3-0-3) Manier
This community-based learning course places students as volunteers with the Life Treatment Center, (LTC) in South Bend. The class meeting component of the course will cover the following topics: (1) overview of current biomedical and psychological models of addiction; (2) introduction to the ethics and politics of care for substance-related disorders; (3) survey of leading community coalitions for the prevention of substance abuse, analysis of "what works" in prevention, treatment and recovery.

435. Philosophy of Science
(3-0-3) Howard, Kourany
A detailed consideration of the central methodological and epistemological questions bearing on science.

436. Religion and Science
(3-0-3) Gutting, Rea, Plantinga
An examination of the nature and limits of both scientific and religious knowledge, and a discussion of several cases in which science and religion seem to either challenge or support one another.

438. Science and Social Values
(3-0-3) Kourany
Some questions to be pursued are: Should Science be value free, or should it be shaped by the needs and ideals of the society that supports it? If the former, how can scientists shaped by society contribute to it, and what claim to the resources of the society can scientists legitimately make? If the latter, how can scientists still claim to be objective?

439. Faith and Reason
(3-0-3) Freedoss
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 affections 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.

440. Four Moral Philosophers
(3-0-3) Solomon
A careful reading of basic texts from Aristotle, Hume, Kant, and Nietzsche, and an examination of the ways in which their views are appropriated for purposes associated with the contemporary problematic in normative ethics.

442. The Origins of Analytic Philosophy
(3-0-3) Blanchette
An examination of fundamental writings at the beginning of the 20th century that ushered in the linguistic and logical tradition of analytic philosophy.

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.

444E. Ethics and Modernity
(3-0-3) Gutting
A consideration of the following questions: Has modern philosophical thought led to a dead-end of ethical skepticism or relativism? Is there a crisis in modern ethical thought that requires a return to the Aristotelian tradition? Can a meaningful ethics be based on a modern naturalist or reductionist view of human beings? Is ethical relativism a coherent position? Is there any basis for maintaining that ethical judgments are objectively true? Authors to be read are: Alasdair Maclntyre's, Richard Rorty Charles Taylor and Bernard Williams (Ethics and the Limits of Philosophy).

445. Hegel
(3-0-3) Rush
An intensive reading of Hegel's Phenomenology of Spirit. Attention to some of Hegel's other writings and to select secondary literature as time permits.

446. Philosophy of Cognitive Science
(3-0-3) Ramsey
An exploration of three main topics: philosophical foundations of cognitive science, philosophical critiques of contemporary cognitive science, and the implications of cognitive research for traditional philosophical issues.

447. Continental Philosophy
(3-0-3) Watson
An examination of leading issues in contemporary movements in continental philosophy (e.g. existentialism, hermeneutics, poststructuralism) in authors such as Habermas, Gadamer, Sartre, Derrida, Foucault.

448. Philosophy of Language
(3-0-3) Blanchette, 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.

449. Existentialism: Philosophy and Literature
(3-0-3) Gutting
We will read representative literary and philosophical texts by Sartre (excluding Being and Nothingness, Nausea, a few plays), Beauvoir (The Philosophy of Ambiguity, excerpts from The Second Sex, A very easy Death, a novel and/or excerpts from A Memoir), and Camus (Myth of Sisyphus, excerpts from The Rebel, The Stranger, The Plague and/or The Fall).

449E. Phenomenology
(3-0-3) Watson
An introduction to the arguments and themes of phenomenology, a school of philosophy based on the description of lived experience that had a broad impact on 20th-century philosophy.

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.

452E. German Idealism: Kant to Hegel
(3-0-3) Franks
A survey of German Idealism through a reading of texts by not only the major figures, Kant, Fichte, Schelling and Hegel, but also some less familiar but no less vital figures, such as Jacobi, Maimon and Reinhold.

453. Philosophy and Theology of the Body
(3-0-3) Reimers
The first half of the course will focus on key concepts, such as solitude, gift, communion, shame, and nuptial significance, in relation to human sexual being and behavior. The second half will focus on the application of these theological concepts to ethics and vocation (marriage and celibacy), including John Paul's reflections of the encyclical Humanae Vitae.
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<tr>
<th>Course Number</th>
<th>Title</th>
<th>Instructor</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>455. Anselm</td>
<td>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.</td>
<td>(3-0-3) Flint</td>
<td>-</td>
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<tr>
<td>456. Divine Attributes</td>
<td>A consideration of the attributes Christians have traditionally ascribed to God, such as omnipotence, omniscience, omnibenevolence, 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.</td>
<td>(3-0-3) Flint</td>
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<tr>
<td>458. Classical Philosophy of Religion</td>
<td>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.</td>
<td>(3-0-3) Quinn</td>
<td>-</td>
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<td>459. Philosophical Poets: Poetic Philosophers</td>
<td>A discussion of the difference between poetic and philosophical modes of discourse, with special reference to Dante and Paul Claudel.</td>
<td>(3-0-3) McInerny</td>
<td>-</td>
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<tr>
<td>460. Joint Seminar in Philosophy and Theology</td>
<td>An examination of ethical/political models of gender-neutral access to public and domestic requisites for the development of basic human capabilities, and a comparison of these models with current studies of the significance of human sexual dimorphism in evolutionary psychology.</td>
<td>(3-0-3) Manier</td>
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<td>462. Gender, Politics, and Evolution</td>
<td>An examination of competing views of the moral status of nonhuman animals. Particular attention is given to views of the relation between the mental lives of animals and their moral status.</td>
<td>(3-0-3) Warfield</td>
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<tr>
<td>463E. Animal Minds and Animal Rights</td>
<td>A survey of a number of central positions and issues in contemporary ethical theory, including intuitionism, emotivism, prescriptivism, and the various forms of ethical naturalism.</td>
<td>(3-0-3) Shadrer-Frechette</td>
<td>-</td>
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<tr>
<td>464E. Anselm</td>
<td>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.</td>
<td>(3-0-3) Rush</td>
<td>-</td>
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<td>465. Ethics and Risk</td>
<td>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.</td>
<td>(3-0-3) Shadrer-Frechette</td>
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<td>466. Twentieth-Century Ethics</td>
<td>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.</td>
<td>(3-0-3) McInerny</td>
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<td>467. Kierkegaard and Newman</td>
<td>An examination of the evolution of such things as advanced motor control capable of dancing and mimetic communication, human emotion and sexuality, and human developmental plasticity. The significance of human biological specificity for questions in the philosophies of language, mind, ethics, and aesthetics will be considered.</td>
<td>(3-0-3) Shadrer-Frechette</td>
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<td>470. Environmental Justice</td>
<td>A consideration of some of the fundamental questions in aesthetics and philosophy of art, e.g., the nature of aesthetic representation, expression in art, the concept of beauty, what distinguishes art from ‘mere things,’ the structure and function of imagination.</td>
<td>(3-0-3) Moss</td>
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<td>471. Philosophy and Psychiatry in the Twentieth Century</td>
<td>A close consideration of Nietzsche’s thought beginning with his early work under the influence of Schopenhauer, through his “naturalistic” or “positivistic” works, and on to his mature work of the 1880s.</td>
<td>(3-0-3) Rush</td>
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<td>472. Kierkegaard and Newman</td>
<td>An examination of the thought of two 19th-century figures of fundamental importance: Soren Kierkegaard (1813–1855) and John Henry Newman (1801–1890).</td>
<td>(3-0-3) McInerny</td>
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<tr>
<td>473. Philosophy and Psychiatry in the Twentieth Century</td>
<td>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.</td>
<td>(3-0-3) Manier</td>
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<td>474. Topics in Philosophical Logic: Modal Metatheory</td>
<td>An examination of competing views of the moral status of nonhuman animals. Particular attention is given to views of the relation between the mental lives of animals and their moral status.</td>
<td>(3-0-3) Shadrer-Frechette</td>
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<td>475. Logic and the Philosophy of Language</td>
<td>A survey of a number of central positions and issues in contemporary ethical theory, including intuitionism, emotivism, prescriptivism, and the various forms of ethical naturalism.</td>
<td>(3-0-3) Shadrer-Frechette</td>
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<td>476. Intermediate Logic</td>
<td>A survey 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.</td>
<td>(3-0-3) Flint</td>
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<tr>
<td>477. Intermediate Logic</td>
<td>A survey 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.</td>
<td>(3-0-3) Flint</td>
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<td>478. Biomedical Ethics and Public Health Risk</td>
<td>A consideration of some of the fundamental questions in aesthetics and philosophy of art, e.g., the nature of aesthetic representation, expression in art, the concept of beauty, what distinguishes art from ‘mere things,’ the structure and function of imagination.</td>
<td>(3-0-3) Shadrer-Frechette</td>
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<td>479. Senior Thesis</td>
<td>An introduction to the metatheory of first-order logic up through the completeness, compactness and Lowenheim-Skolem theorems. A survey of basic set theory is also included.</td>
<td>(3-0-3) Shadrer-Frechette</td>
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<tr>
<td>480. Ethics and Risk</td>
<td>An introduction to the metatheory of first-order logic up through the completeness, compactness and Lowenheim-Skolem theorems. A survey of basic set theory is also included.</td>
<td>(3-0-3) Shadrer-Frechette</td>
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Philosophy and Theology
Joint Major

Director:
Jennifer Herdt, 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 proseminar 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.

The joint major differs from a first major in one discipline and a supplementary major in the other in that the latter requires 55 credit hours, whereas the joint major requires 60. Furthermore, the joint major calls for language instruction beyond what the University requires for all undergraduates. Finally, the joint seminars should prove especially challenging, inviting students to explore important topics in an interdisciplinary way. These features should make the joint major particularly attractive to students preparing for advanced study.

Requirements in Philosophy:
PHIL 101 or 201, and 2XX-level course (University-required courses; a higher-level course may be substituted for the latter).
PHIL 301 and 302. History of Philosophy I and II.
PHIL 313. Formal Logic.

Requirements in Theology:
THEO 100 or 200 and 2XX-level course (University-required courses).
THEO 395 and 396. Christian Traditions I and II.
THEO 401 or 411. Upper division scripture course. Plus:
Classical language (normally Greek)—two semesters.
Joint seminar(s).
Senior thesis.
Electives (including up to an additional six credit hours in language study).

Political Science

Chair: Rodney E. Hero
Director of Graduate Studies: Andrew Gould
Director of Undergraduate Studies: Anthony Messina
Packer J. Dee Professor of Political Science: Fred R. Dallmayr
Helen Kellogg Professor of International Studies: Guillermo O’Donnell
Joseph and Elizabeth Robbie Professor of Political Science: Donald P. Kommers
Helen Conley Professor of Political Science: Scott F. Mainwaring (on leave fall 2004)
William J. Scholl Professor of International Affairs: A. James MacDonald
Nancy Roses Drexel Professor of Political Science: Catherine Zuckert
Nancy Roses Drexel Professor of Political Science: Michael P. Zuckert
Packer J. Dee Professor of Political Science: Rodney E. Hero
Packer J. Dee Associate Professor of Political Science: Christina Wolbrecht (on leave fall 2004)
Notre Dame Assistant Professor of Comparative Politics: Kathleen Collins (on leave fall 2004)

Professors:
Peri E. Arnold; Sotirios A. Barber; A. J. Beitzinger (emeritus); George A. Brinkley (emeritus); Alan K. Dowty (emeritus); Michael J. Francis; Edward A. Goerner (emeritus); Victorio G. Hosle (concurrent); Robert Johansen (on leave spring 2005); David C. Leeg (emeritus); Gilburt D. Loescher (emeritus); George Lopez; Peter R. Moody; Walter Niegorski (concurrent); Ben Radcliff; John Roos; Rev. Timothy R. Scully, C.S.C.; A. Peter Walsh

Associate Professors:
Michael Coppendge; Andrew C. Gould; Frances Hagopian (on leave 2004–2005); Anthony M. Messina; Daniel Philpott

Assistant Professors:
Louis J. Ayala (on leave fall 2004); Eileen M. Botting (on leave fall 2004); David E. Campbell (on leave 2004–2005); Barbara M. Connolly (on leave 2004–2005); Robert Dowd, C.S.C.; John D. Griffin; Alexandra Giusinger; Theodore B. Ivanus (emeritus); Debra Javeline (on leave 2004–2005); Mary M. Keys; Keir A. Lieber (on leave fall 2004); Daniel A. Lindley III; Gerry Mackie; David Singer; Naunihal Singh; Alvin B. Tillery Jr.; Christopher Welna (concurrent)

Associate Professional Specialists:
Joshua B. Kaplan; Rev. William Lies, C.S.C. (concurrent)

Assistant Professional Specialists:
Carolina Arroyo; Luc Reydams; Mary Wong
Program of Studies. The Department of Political Science 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 political science go on to work in a wide variety of vocations, including government, law, nongovernmental organizations, teaching, politics, journalism and business.

Requirements. The major requires a minimum of ten courses:
- Four breadth requirements, consisting of a course in each of the four fields of political science: American Politics, International Relations, Comparative Politics, and Political Theory. Two of these must be introductory courses; the other two can be introductory courses or intermediate-level courses.
- Four intermediate-level courses at the 300 or 400 level.
- Two writing seminars.

When choosing intermediate and upper level courses, students may specialize 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 graduate with departmental honors a student must have a 3.55 cumulative average and a 3.55 average in the major, must complete a senior honors thesis 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 yearlong 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 political science courses, who have received no grade lower than a B in their political science 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. American Politics (3-0-3) Staff
This course surveys the basic institutions and practices of American politics. The course aims to make students better informed and more articulate. It examines the institutional and constitutional framework of American politics and identifies the key ideas needed to understand the subject and develop a basis for evaluating politics today. The premise of the course is that American government has advantages and disadvantages alike, which come from the same source—the Constitution and the American approach to power that it reflects. Themes of the course include the logic and consequences of checks and balances and the separation of powers; the causes and consequences of divided government; the importance of procedures and the built-in biases of institutions and procedures; the ways American government both fragments and concentrates power; the implications of America's weak party system; the nomination, campaign-finance, congressional, and budgetary reforms of the 1970s; the ways those reforms have shaped American politics today; and the trends and tendencies of the past 30 years. Although the course will prepare prospective political science majors for further study of American politics, its primary aim is to introduce students of all backgrounds and interests to the information, concepts, and ideas that will enable them to understand American politics better and help them to become more thoughtful and responsible citizens. This course fulfills a political science major requirement.

141. International Relations (3-0-3) Staff
This course provides an overview of substantive topics in international relations. What explains conflict and cooperation in world politics? We will examine competing theories of state behavior, briefly review the evolution of international history, and discuss enduring and contemporary issues such as interstate war; civil, ethnic, and religious conflict; proliferation of weapons of mass destruction; terrorism; international trade and finance; globalization; the information revolution; and international law, organization, and institutions. The ultimate goal of the course is to enhance our capacity to think critically about the basic forces that drive international politics, thereby improving our ability to evaluate and shape our world. Discussion sections use historical and current events to illustrate concepts introduced in lectures. This course fulfills a political science major requirement.

142. Comparative Politics (3-0-3) Staff
This course is an introduction to the main themes and areas of the comparative politics subfield. The course covers issues such as regime type, Leninism and socialism's collapse, authoritarianism and authoritarian collapse, Islam and theocracy, transitions to democracy, democratic state-building, political parties and electoral systems, economic reform, and civil and ethnic conflict. Geographically, the course introduces students to the institutions and politics of most regions of the world. The emphasis is on East Asia, Africa, the former Soviet Union, South Asia, and Latin America. This course fulfills a political science major requirement.

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 count toward the political science major.

**REQUIRED COURSES IN THE MAJOR**

240. American Politics (3-0-3) Staff
This course provides students with an overview of the American political system. Topics include the presidency, Congress, the Supreme Court, bureaucracy, separation of powers, federalism, political parties, interest groups, the public policy process, voting, public opinion, and participation. This course cannot be taken if you have already taken POLS 140.

241. International Relations (3-0-3) Staff
This course provides students with an understanding of historical and current events in world politics. As such, the course has three central objectives: to introduce various theoretical frameworks for analyzing international political and economic events, to provide an overview of substantive topics in international relations, and to supply a basic understanding of contemporary international events. We explore substantive issues such as cooperation and conflict in international relations, the causes of war, nuclear proliferation, regional free trade agreements, the causes and effects of economic globalization, and the role of international law and institutions. Discussion sections use historical case studies and current events to illustrate concepts introduced in lectures. This course cannot be taken if you have already taken POLS 141.
242. Comparative Politics  
(3-0-3) Staff  
This course poses three questions in the study of politics: (1) Why are some countries democratic and others authoritarian? (2) In what ways do democratic regimes vary from one another? (3) What constitutes “good” government? In answering these questions, we study two different types of mobilization (nationalist and developmental) and four countries: the United States, Russia, China, and Great Britain. This course cannot be taken if you have already taken POLS 142.

243. Political Theory  
(3-0-3) Staff  
This course serves as the department’s required introductory course in political theory, and also as a University elective. It introduces students to key questions in political theory, such as the nature of law, the question of conventional versus natural moral standards, the relationship between individual and community, and the relationship between individualistic- versus community-oriented political theories. Authors studied include Madison, Aristotle, Aquinas, Hobbes, Locke, Scott Momaday, Sophocles, Plato, and Flannery O’Connor. Students will write three one-page papers analyzing specific cases, and then two four-page papers. There is a comprehensive final. In Friday discussion groups, students will critically apply the materials covered in class to specific cases.

ELECTIVE COURSES IN THE MAJOR AMERICAN 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) Roos  
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.

307. Race/Ethnicity and American Politics  
(3-0-3) Tillyer  
This course introduces students to the dynamics of the social and historical construction of race and ethnicity in American political life. The course explores the following core questions: What are race and ethnicity? What are the best ways to think about the impact of race and ethnicity on American citizens? What is the history of racial and ethnic formation in American political life? How do race and ethnicity link up with other identities animating political actions like gender and class? What role do American political institutions—the Congress, presidency, judiciary, state and local governments, etc.—play in constructing and maintaining these identity categories? Can these institutions ever be used to overcome the points of division in American society?

308. Political Participation  
(3-0-3) Ayala  
This course is intended to explore some of the causes of citizens’ differentiated rates of political participation in American politics, as well as the impact that this has on the representational relationship between constituents and legislators. We will begin with a theoretical overview of some of the unique aspects of our representational system. Next, we will analyze the factors that influence the formation of individuals’ political preferences, and their propensity to undertake various forms of political participation. Then we will turn to an analysis of the formation and uses of public opinion. Finally, the class will investigate the consequences of using institutional reforms geared toward “direct democracy” to increase political participation and/or the weight of public opinion on the legislative process.

308. American Voting and Elections  
(3-0-3) Radcliffe  
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) Dowd  
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.

312. The Development of American Political Institutions  
(3-0-3) Griffin  
The U.S. Constitution has remained essentially intact since 1787, yet contemporary political institutions and practices would hardly be recognizable to a citizen of the 19th Century. Thus, the history of our political institutions is one of change and reform, as well as stability and persistence. This course will focus on the development of the U.S. political system from the late 18th to the early 20th century. Of particular interest will be the evolution of legislative, executive, and electoral institutions.

313. Constitutional Law  
(3-0-3) Kommers  
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 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.

314. 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.

318. Introduction to Public Policy  
(3-0-3) Ayala  
The objective of this course is to introduce students to the process of public policy formation in American politics. The course will be divided into three parts. The first section will encompass a brief review of some of the more important mechanisms of American politics that affect the legislative process (political participation, interest groups, congressional elections, etc.). We will then engage in a general review of how such factors have affected the direction and tone of federal public policy over the past 30 years. The final two sections of the course will be devoted to detailed analysis of two public policy areas of particular interest to younger voters: education reform and drug laws. Building on the earlier readings and the analytical tools developed, we will examine the current debates and prospects for reform in these policy areas, with an eye toward understanding the political realities of public policy formation.
American group politics. 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.

Comparative State Politics and Policies (3-0-3) Hero This course provides a "critical" examination of politics in the states of the United States and does so by analyzing topics from several theoretical perspectives. The states (and their local governments) are important political systems themselves, "polities," within the U.S. political system, and are major policymakers concerning such central public policies as education, welfare, and criminal justice, among a host of others. There is a great deal of variation, yet, at the same time, notable similarities among the 50 states in their political and governmental processes and institutions as well as in their public policies. The class takes a comparative approach in addressing major issues in state politics. That is, the major differences and similarities in the states and the causes and implications—of the differences and similarities for politics and public policies are considered. Major topics examined during the semester include federalism and the constitutional setting, the social and political environment of states, the major political "actors"—including interest groups, political parties, "direct democracy"—the formal institutions of state governments, and public policies in the states. Integrated into these substantive matters are a variety of theoretical perspectives and normative issues.

Interest Groups Politics (3-0-3) Wolbrecht Interest groups have long been considered central to an understanding of the working of American politics. As mediating institutions, interest groups sit at the intersection between the public and the political decision makers who govern them. Examining if and how interest groups facilitate effective representation thus tells us a great deal about the functioning and quality of American democracy. In this course, we will consider the historical development of interest group politics, the current shape of the interest group universe, potential bias in representation and function, membership and group maintenance, strategies and tactics, and above all, the influence and role of interest groups on democratic policy making and practice in the United States. We will explore broad theoretical issues, grounded in substantive cases from the current and historic experience of American group politics.

Public Policy and Bureaucracy (3-0-3) Arnold This course explores the process, substance, and efficacy of public policymaking and policy implementation in the United States. We begin by asking: Why do some problems become public issues while others do not? Attention is given to how government identifies problems and formulates policies meant to address them. Then we ask, once formulated, how policies are implemented. The course will examine government's "menu" of options for policy implementation. Student research papers will focus on the evolution over time of a specific policy, examining how that policy's implementation affected its impact. Requirements for the course include a midterm exam, a research paper, and a final exam. During the semester, students will be required to prepare several shorter papers as progress reports on their research papers. Students taking this course already should have taken POLS 140 or 240, Introduction to . It also will be helpful to have had an Introduction to Economics course.

American Political Parties (3-0-3) Wolbrecht Political parties play many vital roles in American politics. They educate potential voters about political processes, policy issues, and civic duties. They mobilize citizens into political activity and involvement. They provide vital information about public debates. They control the choices—candidates and platforms that voters face at the ballot box. They influence and organize the activities of government officials. Most importantly, by providing a link between the government and the governed, they are a central mechanism of representation. These roles—how well they are performed, what bias exists, how they shape outcomes, how they have changed over time—have consequences for the working of the American political system. This class explores the contribution of political parties to the functioning of American democracy.

Judicial Politics (3-0-3) Wolbrecht This course examines the effect of the legal system on American politics, government, and society. We begin by reviewing the institutions, actors, and processes of the legal system, focusing on the institutional and individual influences on judicial decision-making. In the second part of the semester, we closely analyze the political consequences of legal decisions in areas such as criminal law, race and education—including desegregation, school finance, and school choice—abortion, the death penalty, and homosexual rights. We conclude by evaluating the extent to which courts can and should be expected to bring about social and political change.

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.

Theories of War (3-0-3) Staff The course explores major theories of war from Machiavelli to Martin van Creveld. Rather than focusing on military details, the course tries to contextualize the theories of war and military strategies, show how they reflect economic conditions, technological capabilities, dominant political ideologies, and cultural beliefs of each era. Therefore, theories are transformed with changes in these underlying factors. The emphasis of the course will be on the conceptions by the 19th- and 20th-century political and social theorists about the nature, functions, and consequences of warfare. These conceptions concern the role of war in state formation, bureaucratization of society, economic development, and ideological currents. The authors to be discussed in detail include Carl von Clausewitz, Alexis de Tocqueville, Thorstein Veblen, Joseph Schumpeter, Raymond Aron, Henry Kissinger, and Martin van Creveld. The course will also pay attention to the political and economic foundations of deterrence and other doctrines concerning nuclear weapons.

Regionalism in International Relations (3-0-3) Staff The course explores different theories of regionalism and its manifestations in international relations. Theories range from the early studies of regional integration in the 1960s through the focus on regional conflict formations in the 1980s to the revival of this area of research in the 1990s. Current studies on regionalism view it as an outcome of economic processes rather than a result of governmental decisions. Regionalism in the Americas, Asia, and Europe can be thus construed as a response to the forces of globalization, an effort to create both a shelter and a base for expansion vis-a-vis external competitors. In the security realm, regional cooperation is increasingly focused on the prevention and management of local conflicts and the creation of peaceful security communities. In addition to theories, the course covers several regional integration schemes, such as the European Union (EU), the North American Free Trade Area (NAFTA), the Economic Community of West African States (ECOWAS), the Gulf Co-operation Council (GCC), the Association of South East Asian Nations (ASEAN), and Mercosur in the Southern Cone.
324. U.S. Foreign Policy  
(3-0-3) Lindley  
The United States is the most powerful state in the world today. Its actions are important not just for U.S. citizens, but they also affect whether others go to war, whether they will win their wars, whether they receive economic aid, whether they will go broke, or whether they will starve. What determines U.S. foreign policy? What is the national interest? When do we go to war? Would you send 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.

325. War and the Nation-State  
(3-0-3) Lieber  
This course will examine the phenomenon of war in its broader political, social, and economic context since the emergence of the modern nation-state. The general themes of the course include the impact of nationalism, democratization, industrialization, military professionalization, the nuclear revolution, and the information and communication revolution on the development of warfare and the state. Particular historical emphasis will be placed on exploring the causes and conduct of World War I and World War II.

326A. International Law  
(3-0-3) Reydams  
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.

327. International Environmental Politics  
(3-0-3) Connolly  
This course presents an introduction to the role of states, NGOs, international organizations, scientists, and other actors in international environmental politics. We consider policy instruments such as economic incentives, international treaties, and aid. Case studies include ozone depletion, deforestation, biodiversity, climate change, issues of developing countries, acid rain, trade and the environment, and UNCED.

328. International Organizations  
(3-0-3) Staff  
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.

331. International Relations of the Middle East  
(3-0-3) Staff  
Prerequisite: POLS 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.

332. Arab-Israeli Conflict  
(3-0-3) Staff  
This course tracks the Arab-Israeli conflict from its origins in the late 19th century to the present, making special use of primary sources that express differing perspectives in their full intensity. Current issues of the conflict will be analyzed in depth with the help of current periodical and electronic sources. Classes will include a mixture of lectures, video, and role-playing. There will be a midterm exam and a short policy paper.
briefly in class. A research paper (10 pages), a mid-
year exam, one group project, a midterm test, and a
final examination.

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 ques-
tions, including the role of economic integration,
threats 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.

336. United Nations and Global Society
(3-0-3) Johansen
This course explores the United Nations' responsibil-
ity for maintaining international peace and security;
the reasons for its successes and failures in peace-
keeping, enforcement, and peacebuilding in recent
cases; the international legal basis for humanitarian
intervention and for preventing crimes against the
peace, war crimes, crimes against humanity and
other gross violations of human rights; and the
ethical challenges posed for people seeking to be
good citizens both of their nation and of the world.
Students evaluate ways to strengthen the role of
international law and organization in preventing war
and terrorism while addressing ethical issues related
to international peace and security.

339V. Diplomacy of U.S. Foreign Policy
(3-0-3) Kamman
The United States emerged from World War II in
a new peacetime role as a superpower. We had to
discover for ourselves how to combine diplomacy
and military power in a manner consistent with our
democratic principles. While the policy choices were
stark in the days of the Cold War, they have become
more complex in recent years.

Presented by a career diplomat who headed
U.S. overseas missions in four countries, the course
emphasizes case studies and the practical problems
that have confronted U.S. leaders from the end of
World War II to the present. The issues treated will
illustrate the height of tensions in the Cold War, the
emergence of détente and Detente, and the chal-
geNGEOES of the global agenda after the end of the Cold
War.

The course aims to help the student understand
current foreign policy issues, which will be discussed
briefly in class. A research paper (10 pages), a mid-
term exam, and a final exam are required.

350. 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, oth-
er regions of the world, and each other. It analyzes
recurrent themes in U.S.-Latin American relations,
including the response of the United States to dicta-
torships, 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.

435. International Political Economy
(3-0-3) Singer
This course examines the interactions between
international politics and international economics.
We begin with a brief exploration of the economic
rationality for trade and financial relations and then
examine the recent political history of global trade
and finance. Topics include global and regional
trade liberalization, coordination and cooperation
in monetary policy (including the advent of the
single currency in Europe), causes and implications
of financial crises, and the linkages among economic
globalization, environmental regulation, and human
rights.

481. The International Economy and Domestic
Politics
(3-0-3) Staff
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 re-
ply to international trade and financial relations.

COMPARATIVE GOVERNMENT

301. Leadership and Social Change
(3-0-3) Scully
Prerequisite: Permission of instructor.
This course is intended to introduce seminar par-
ticipants to themes in leadership. Through readings,
presentations, and other media (such as film and
interaction with visitors), the course aims to provide
critical reflections on the nature and sources of dif-
fering types of leadership and authority, and a deeper
understanding of the vocation to lead.

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 con-
temporary political debates.

347. Russian Politics
(3-0-3) Staff
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 squab-
bles 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 similari-
ties and differences between Communist Russia and
the current Russian state. Familiarity with Soviet
politics is a crucial precondition to an understanding
of the modern political scene, so students first develop
an understanding of the nature of Bolshevik rule and
its collapse.

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 orga-
nizations, ideologies and government institutions in
Ghana, Nigeria, and Tanzania.

352. 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 ex-
amined. 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.

354. Political Economy of Post-Industrial States
(3-0-3) Messina
This course investigates the nexus between politics
and economics in the advanced industrial democ-
racies. 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 conse-
quences 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.
355. Parties and Party Systems
(3-0-3) Coppedge
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.

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. 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 Marxism; 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.

364. Building the European Union
(3-0-3) Messina
This course introduces the contemporary project for greater economic, political, and security integration among the current 25 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.

440. Latin American Politics
(3-0-3) Mainwaring
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.

441. 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.

443. German Politics
(3-0-3) Kommers
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.

485. Democracy in the Age of the Net
(3-0-3) McAdams
This course focuses on the Internet's paradoxical impact on liberal democracy. We will consider both the positive contributions the Internet revolution may have upon our system of government as well as its possibly negative implications. Topics to be considered include: the contending theory's of the net's impact; the digital divide; the role of the state in cyberspace; the rise of the Net communities and new forms of social mobilization; authoritarianism in an age of virtual transparency; and various utopian and dystopian images of Web-based cultures.

368. Feminist Political Thought
(3-0-3) Wong
This course will examine different ideas, approaches, and issues within feminist political thought. The first part of the course will compare different theoretical perspectives, from liberalism to Marxism, that have been employed by contemporary feminists. The course will pay particular attention to the meanings ascribed to “woman” and her roles in society. The second part of the course will examine how women have been represented throughout Western political thought, and the values ascribed to them by political theorists. Finally, in the last part of the course, we will turn to an examination of several contemporary political issues particularly relevant to feminist thought.

371. 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 ‘Chryses’ 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. Aristophanes 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 Aristophanes’ 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.

372. 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.
373. 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).

374. Republicanism and the Origins of American Liberalism
(3-0-3) Botting
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.

375. Machiavellianism
(3-0-3) Staff
Machiavelli is notorious for promoting a certain “hard-nosed realism” in political analysis and practice. This course explores Machiavellianism in the master himself and in the tradition to which we give his name. We will read representatives of Machiavellian republication, including a novel with a decidedly Machiavellian lesson (Mark Twain’s Tom Sawyer), and conclude with the recent book by John Mearsheimer, often thought to be the leading Machiavellian analyst of international politics of our day.

377. Politics and Conscience
(3-0-3) Keys
Against a backdrop of large-scale society, mass movements, and technological bureaucracy, the invocation of “conscience” recalls the individual human person as a meaningful actor in the political sphere. But what is conscience, and what are its rights and responsibilities? What is it about conscience that ought to command governmental respect, and are there any limits to its autonomy? What role should conscience play in questions of war and peace, law-abidingness and civil disobedience, citizenship and political leadership? And how does the notion of conscience connect with concepts of natural law and natural rights, nationality and prudence, religion and toleration? This course engages these questions through select readings from the history of political thought. We also will consider various 20th-century reflections on conscience, expressed in essays, plays, short stories, speeches, and declarations.

378. Nineteenth-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.

379. Contemporary Liberal Theory
(3-0-3) Mackie
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.
384. Politics and Literature
(3-0-3) C. Zuckert
This course involves the study of works of political theory 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.

387. Ancient and Medieval Political Theory
(3-0-3) Keys
What is the meaning of justice, and why should we care about it? Can politics ever perfectly establish justice? Which forms of government are best for human beings to live under, and why? What is the political relevance of religion and philosophy, family and ethnicity, war and peace, nature and freedom, law and right? What are the qualities of a good citizen and political leader? How should relations among diverse political communities be conducted? This course introduces students to theoretical reflection on these and related questions through the study of some of the great works of ancient and medieval political thought. Readings will include writings of authors such as Thucydides, Plato, Aristotle, Cicero, Augustine, Farabi, Maimonides, and Aquinas.

389. The Enlightenment and Its Revolutions
(3-0-3) Botting
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.

475. 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 Juergen Habermas.

476. Continental Political Theory
(3-0-3) Dallmayr
This course offers an introduction to the social and political thought of leading representatives 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).

495V. Mock Trial
(3-0-3) Dwyer
This course is designed to prepare students to participate in the American Mock Trial Association’s annual mock trial tournaments. Students will learn to apply the judicial rules of civil/criminal procedure and rules of evidence to the 2003-04 national case. Participants will assume the roles of trial attorneys and witnesses for the plaintiff and defense and will develop critical analytical and communications skills in preparing and presenting the case through the direct examination and cross examination at trial. Permission required.

OTHER COURSES

386C. Quantitative Political Analysis
(3-0-3) Coppendge
Students in this course will learn to understand the most common statistical techniques used in political science and acquire the skills necessary to use these techniques and interpret their results. Mastery of these techniques is essential for understanding research on public opinion and voting behavior, electoral studies, comparative research on the causes of democracy. For each topic, students will read works to orient them to key issues and debates. They will learn the reasoning behind the statistical analysis in these readings and create their own spreadsheet programs to execute such analyses. They will then download and clean datasets actually used in the published research, replicate selected analyses from these readings using a statistical package, and write short papers evaluating the inferences defended in the published research.

418. 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 political science 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 sources. Both qualitative and quantitative methods are presented to help students become critical consumers of research.

491/492. Writing Seminars
(3-0-3) (3-0-3) Staff
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.

494. Research Apprenticeship
(1 credit) Roos
This course offers undergraduates a chance to learn about and participate in the research experience. After several training sessions students are assigned to a faculty member to work on an ongoing faculty research project. Strongly recommended for students planning on pursuing a masters or PhD program in Political Science, International Relations, or Public Policy.

496. Internships
(3-0-3) Arroyo
The goal of the internship program is to provide opportunities to integrate course work 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 unpaid. Internship credits do not fulfill the political science major requirements. Permission required.
Program of Liberal Studies

Chair:
Henry M. Weinfield
Rev. John J. Cavanagh, C.S.C., Professor of Humanities:
Frederick J. Crosson (emeritus); Michael J. Crowe (emeritus)
Professors:
Rev. Nicholas Ayo, C.S.C. (emeritus); Kent Emery Jr.; Walter J. Niegoski; F. Clark Power; Phillip R. Sloan; M. Katherine Tillman; Henry M. Weinfield
Associate Professors:
Edward J. Cronin (emeritus); Stephen M. Fallon; G. Felicitas Muntzel; Gretchen Reydams-Schils
Assistant Professors:
Steven G. Affeldt; Edmund Goehringer; Robert Goulding; Julia Marvin; Kevin Mongrain; Thomas Stapleford; 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. The program seeks to provide a unified undergraduate education in all of the liberal arts, including music and the natural sciences. 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 is to provide 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 presuming 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 primary major. Sufficient electives are available in each of the three years, however, to allow concentrations to be completed. Supplementary majors are difficult but not impossible to complete and usually 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 March. 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: Lyric Poetry 3
281. Great Books Seminar I 4
Elective 3
Elective 3

Second Semester
244. Classical Mathematics, Astronomy, and Science 3
246. The Bible and Its Interpretation 3
282. Great Books Seminar II 4
Elective 3
Elective 3

Junior Year

First Semester
341. Fine Arts 3
343. The Scientific Revolution: The Physical and Life Sciences 3
347. Ethics 3
381. Great Books Seminar III 4
Elective 3

Total 16
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 Traditions 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. Evolutionary Biology/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
This seminar functions as an introduction to the Program and fulfills the University literature requirement. It is designed to develop habits of careful reading, discussion, and writing through the reading of classic tests. These seminars serve as an introduction to the “Great Books” style of education fostered by the Program of Liberal Studies.

281–282. Great Books Seminar I and II (4-0-4) (4-0-4) Staff
The sophomore seminar sequence is focused on foundational works of Greek and Latin literature. Authors include Homer, Aeschylus, Sophocles, Herodotus, Thucydides, Plato, Aristotle, Virgil, Cicero, Augustine, and Bonaventure. Students are introduced to the “Great Books” seminar method, which involves fostering the arts of discussion and close reading, and the communication of complex ideas.

381–382. Great Books Seminar III and IV (4-0-4) (4-0-4) Staff
The second seminar sequence focuses on the classics of the Middle Ages, the Renaissance, and the Enlightenment. Authors 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 (3-0-3) (3-0-3) Staff
The third sequence deals with 19th- and 20th-century works and includes some consideration of the primary works of the Eastern tradition. Authors include selected writings of Chinese and Hindu authors, Hegel, Tocqueville, Melville, Tolstoy, Mill, Marx, Kierkegaard, Newman, Darwin, Nietzsche, Freud, James, Heidegger, Woolf, Wittgenstein, Eli- lson, and Dostoeyvsky.

LITERATURE

243. Literature I: Lyric Poetry (3-0-3) Fallon, Marvin, Winfield
This course focuses on the lyric tradition in English poetry and involves intensive study of a number of seminal poets and poems in the lyric tradition. Students are introduced to the technique of close reading and become familiar with the formal elements of poetry, including such literary devices and figures as meter and rhythm, metaphor, symbolism, paradox, and irony. Authors may include Shakespeare, Donne, Herbert, Wordsworth, Keats, Dickinson, Yeats, Eliot, and Stevens. Fall.

346. Literature II: The Longer Forms (3-0-3) Fallon, Marvin, Winfield
Building on the techniques of close reading developed in Literature I, this course will turn to major works of verse drama and narrative poetry in English. Attention will be focused on formal, structural, expressive, and thematic aspects of these longer works as well as the ways in which their authors draw and build on the genres, modes, and conventions of Western literary tradition. The reading list will include works by Shakespeare, and at least one of the central narrative poets in English (e.g., Chaucer, Spenser, Milton, Pope, or Wordsworth). Spring.

PHILOSOPHY AND THEOLOGY

241. Philosphical Inquiry (3-0-3) Nicgorski, Reydams-Schils, Tillman
Exercises in philosophical inquiry and a sustained examination of its meaning in the context of the liberal arts tradition. Readings include selections from the Pre-Socratics, texts of Aristotle, Plato’s Meno, Boethius’s Consolation of Philosophy, and later writings such as those of Descartes and Nietzsche. The course includes an introduction to the forms of logical argument. Fall.

246. The Bible and Its Interpretation (3-0-3) Mongrain, Udoh
A close study of both the Hebrew Bible and the New Testament. In addition to offering a critical introduction to the Bible and an awareness of the various ways in which it can be approached and interpreted, this course focuses on selected books and passages of the Bible and analyzes them in their literary, political, historical, cultural, and religious contexts.

347. Ethics (3-0-3) Munzel, Tillman, Power
An examination of modes of moral reasoning and what constitutes the good life, based primarily on the study of Aristotle’s Nicomachean Ethics, the philosophy of Kant, and a selection from the utilitarian ethical tradition. Readings also usually include a selection from other philosophical writings as well as works in theological ethics and in moral development. Fall.

348. Political and Constitutional Theory: Ancient and Modern (3-0-3) Afeldt, Crosson, Nicgorski, Barkly
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.

443. Christian Theological Traditions (3-0-3) Mongrain, Udoh
The study of Christianity in its development, including its major doctrines (on God, Creation, Humanity, Incarnation, Trinity), its structures of authority, and its sacramental life. The course moves toward a historical and systematic understanding of the Christian traditions, and especially the Roman Catholic tradition. Readings typically include patristic authors (Justin Martyr, Origen, Tertullian, Augustine, and others), medieval authors (Bonaventure, Aquinas, and others), and later writers (Balthasar, Rahner, and others). Fall.

444. Metaphysics and Epistemology (3-0-3) Munzel, Afeldt, Reydams-Schils
An inquiry into the nature of knowledge and reality and their relation, based on a close study of the Platonic tradition, Aristotle’s Metaphysics, and Kant’s Critique of Pure Reason. Other texts—by such writers as John Henry Newman, Hannah Arendt, and Emmanuel Levinas—are often also utilized to facilitate this inquiry. Spring.

SCIENCE

244. Classical Mathematics, Astronomy, and Science (3-0-3) Goulding
This course examines the concept of ‘nature’ in the ancient and medieval worlds, and the role of mathematics in explaining the world around us. We begin by studying in some depth the natural philosophies of Plato and Aristotle, before turning to a careful reading of the first book of Euclid’s Elements, which we study both as a great text in its own right and as a powerful model for scientific method. In the second half of the course, we examine two applied mathematical sciences—astronomy and optics—in antiquity and the middle ages, both reading original texts and reconstructing important observations and experiments. We return finally to medieval treat- ments of the problem of nature and its relationship to mathematics. Spring.
343. The Scientific Revolution: The Physical and Life Sciences
(3-0-3) Goulding, Stapleford
Building on the material developed in PLS 244, this course will focus on the major scientific and philosophical changes of the 17th century that established the foundations of modern science in both physics and the life sciences. Through laboratory exercises and primary texts (including the work of major authors like Copernicus, Galileo, Harvey, Descartes, and Newton), students will examine key transformations in natural philosophy and its relationship to other disciplines. Fall.

446. From Evolutionary Biology to Developmental Psychology
(3-0-3) Stapleford, Power, Sloan
Beginning with a study of Darwin’s Origin of Species, this course will first explore the development of evolutionary theory. This will be followed by a study of the foundations of genetics and the relations of the biological and physical sciences. The second portion of the course explores Developmental Psychology with special attention to ways in which it has appropriated genetic biology. Spring.

FINE ARTS

341. Fine Arts
(3-0-3) Geohring
This course serves as an introduction to the analysis and interpretation of Western art music. It develops critical vocabularies for understanding some of the most prominent musical works in the tradition, including works by Bach, Mozart, Beethoven, Wagner, Verdi, and Stravinsky. Major genres and cultural eras are covered, as well as relevant developments in literature, philosophy, and the visual arts. Using various live artistic resources of the Michiana and Chicago areas, recordings and reproductions, as well as important readings on aesthetics and criticism, students will develop a conceptual framework through which to evaluate and discuss music. Fall.

HISTORY

445. Intellectual and Cultural History
(3-0-3) Emery, Sloan
The tutorial deals with the issue of history and historical consciousness in relation to the PLS curriculum as a whole. The course examines issues of historiography and the use of historical analysis in the contextualized reading of texts. Usually, the course focuses on writings for the 17th- and 18th century Enlightenment, a critical turning-point in western intellectual and cultural history, e.g., on writings by such authors as Bossuet, Spinoza, Montesquieu, Vico, Kant, Hegel, and beyond, Rank and Eliade. Occasionally, one section of the course focuses on the Middle Ages (ca. 400–1500), reading texts by, e.g., Augustine, Chretien des Troyes, Abelard and Heloise, Thomas Aquinas. 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:
Cindy S. Bergeman

Director of Graduate Studies:
Laura Carlson

Director of Undergraduate Studies:
Anré Venter

Andrew J. McKenna Professor of Psychology:
John G. Borkowski

Matthew A. Fitzimons Professor of Psychology:
Scott E. Maxwell

Notre Dame Chair in Psychology:
E. Mark Cummings

Joseph Morahan Director, College Seminar:
George S. Howard

Professors:
Cindy S. Bergeman; John G. Borkowski; Jeanne D. Day; George S. Howard; Thomas V. Meluzzi; Anita E. Kelly; Donald B. Pope-Davis; Thomas L. Whitman

Associate Professors:
Steven M. Boker; Julia M. Braungart-Rieker; Laura Carlson; Charles R. Crowell; William E. Dawson; Bradley S. Gibson; Darcia Narvaez; G. A. Radvansky; David A. Smith; Ke-Hai Yuan

Concurrent Associate Professors:
Julianne Turner; Patrick Utz

Assistant Professors:
Alexandra F. Corning; Kathleen M. Eberhard; Irene J. Kim; Robert L. West

Associate Professional Specialist:
Anré Venter

Visiting Assistant Professional Specialist:
Kathleen C. Gibney

Adjunct Instructors:
Sandra D. Collins; Lisa Edwards; Roya Ghiaseddin; Kathleen Kolberg; Anthony Ong; Robert D. White

Emeriti:
Willis E. Bartlett; Sheridan P. McCabe; Naomi M. Meara; C. William Tageson

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.
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 the introductory portion of the Arts and Letters section.) PSY 498, Special Studies, cannot be used to satisfy the 400-level major requirement. Finally, in the semester following their declaration of a major in psychology, new majors are expected to participate in a one-credit-hour seminar called PSY 300, 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) Venter, Radvansky
A broad coverage of the methods and findings that 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) Smith, Gondoli, Dawson
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) Staff
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) Venter
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 a more active reflection on how psychology can be useful, both personally and professionally; also to present the major tensions within contemporary psychology as well as its potential impact on public policies in the decade ahead.

310A. Social Concerns Seminar: Children and Poverty
(1-0-1) Brandenberger
Refer to “Center for Social Concerns” in the front section of this Bulletin.

310C. Social Concerns Seminar: Leadership Ethics
(1-0-1) Brandenberger
Refer to “Center for Social Concerns” in the front section of this Bulletin.

341. Experimental Psychology I: Statistics
(3-2-4) Staff
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) Collins, Carlson, 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.

344. Exploratory and Graphical Data Analysis
(3-0-3) Steve Boker
Prerequisites: PSY 341 and 342 for undergraduates; PSY 507 for graduates.
The process by which psychological knowledge advances involves a cycle of theory development, experimental design, and hypothesis testing. But after the hypothesis test either does or doesn't reject a null hypothesis, where does the idea for the next experiment come from? Exploratory data analysis completes this research cycle by helping to form and change new theories. After the planned hypothesis testing for an experiment is finished, exploratory data analysis can look for patterns in these data that may have been missed by the original hypothesis tests. A second use of exploratory data analysis is in diagnostics for hypothesis tests. There are many reasons why a hypothesis test might fail. There are even times when a hypothesis test will reject the null for an unexpected reason. By becoming familiar with data through exploratory methods, the informed researcher can understand what went wrong (or what went right for the wrong reason). This class is recommended for advanced students who are interested in getting the most from their data.

345. Dynamical Systems Analysis
(3-0-3) 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) Gibney, 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
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) Gibney, 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) West
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) Radvansky
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
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.

358. Behavioral Genetics
(3-0-3) Bergeman
Behavioral genetics is the study of genetic and environmental influence on individual differences, and can be used to examine all aspects of development. The purpose of the class is threefold: first, to orient students to the basic genetic principles necessary for the understanding of hereditary influences on development; secondly, to overview genetic and environmental influence on behavioral, biomedical, and biobehavioral attributes; and, lastly, to assist students to realize that behavioral genetics is a powerful tool for the study of environmental as well as genetic influences on development.

359. Cognitive Psychology
(3-0-3) Carlson, Gibson, Radvansky
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) 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
(3-0-3) 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.
390C. Applied Behavior Analysis
(3-0-3) Whitman
Applied behavior analysis is a field of inquiry that investigates the factors that influence human behavior and uses this knowledge to develop effective educational and therapeutic programs. This course will introduce the students to concepts, techniques, and methodology associated with this field. Students will observe ABA programs being used in home settings to teach children with autism and then have the opportunity to design and implement such programs with this same population. The course is especially recommended for students interested in developmental psychology, clinical psychology, and special education.

392. Sign Language
(3-0-3) Stillson
The American Sign Language class is designed to introduce basic vocabulary and simple sentence structure for conversational use. A cultural view is presented to examine traditions and values. A linguistic view is presented to introduce structure, syntax and manual alphabet. Experiential activities, receptive and expressive exercises, and fluency opportunities are incorporated into the format. This is an introductory class for students with no prior knowledge of American sign language.

396. Psychology Externship
(3-0-3) Gibney
Prerequisite: psychology major, instructor permission, suitable externship placement, and tentative learning agreement.
Enrollment is limited. Preference is given to juniors. This course provides an opportunity for students to gain supervised work experience in a health, school, or social service agency. The student will be expected to find a placement from among those specified by the department where they will be required to spend 8 hours a week. A learning agreement will be required. The classroom n of the course is a weekly two-and-a-half-hour seminar where the issues from the externship experience and relevant research materials will be discussed.

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. Advanced Statistics
(3-0-3) Maxwell
This course extends PSY 341 in two respects. First, additional attention is given to the logic of inferential statistics. Special focus is placed on the purpose, strengths, and limitations of hypothesis testing, especially as it is used in psychological research. Second, this course considers statistical analysis of data from more complex data structures than typically covered in PSY 341. The goal of this part of the course is to heighten students’ awareness of the variety of research questions that can be addressed through a wide range of designs and accompanying analyses. The orientation of the entire course focuses much less on the computational aspects of analyzing data than on the conceptual bases of what can be learned from different approaches to data analysis.

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.

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.

408. Cross-Cultural Psychology
(3-0-3) Pope-Davis
The general purpose of this course is to examine and learn to talk about issues of culture and race in the United States from a psycho-social perspective. Culture and race are not synonyms. So, we will be examining some of the ways that each affects the quality of our psychological functioning.

The goals of this course are to learn to recognize and appreciate culture in ourselves and others; to examine the different ways that cultural and racial socialization influence behavior, to consider how culture and race relate to various psychological constructs, and to understand the ways in which racism and ethnocentrism operates in everyday life. To accomplish these goals, we will use readings, group discussions, lectures, films, and each other to expanding our awareness of how culture and race operates in our everyday life. As a student in this class, you will be encouraged to share your ideas and life experiences.

410. Psychology of Discrimination
(3-0-3) Corning
This course is intended to facilitate students' understanding of discrimination and prejudice from a social-psychological perspective. The psychologically-based causes, correlates, and consequences of discrimination and prejudice will be examined via the application of social-cognitive theories and research to the real experiences of stigmatized group members. As such, this course is intended to help students better understand the major psychological principles underlying prejudiced attitudes and discriminatory behavior; become acquainted with current research on the causes, correlates, and consequences of prejudice and discrimination; and engage in more objective examination of one's own attitudes and behaviors.

411. Psychosocial Perspectives on Asian Americans
(3-0-3) Kim
This course examines major psychological topics relevant to Asian Americans. Broad areas to be covered include Asian American personality, identity, and mental health as well as sociocultural influences that shape personality and mental health. Specific topics include: cultural values and behavioral norms, the acculturation process, ethnic identity development, family processes, stressors, and social support systems within Asian communities, psychopathology, academic achievement, and culturally competent mental health treatment and service delivery.

412. Latino/a Psychology
(3-0-3) Edwards
The purpose of this course is to examine the psychosocial research and literature about Latino/a individuals and communities within the United States. Students will be actively involved in discussing issues relevant to Latino/a well-being, including immigration and acculturation, ethnic identity, religiosity, family life, prejudice and discrimination, and multicultural identity. Economic, educational, and social opportunities for Latinos also will be studied, and efforts towards social advocacy and the delivery of psychological interventions for Latino communities will be critically examined.

450. Moral Development and Character Education
(3-0-3) Narvaez
We review research and theory on moral identity development and its implications for character development and education. Students will select an aspect of moral character to study, reporting on their findings and designing a research study.

451. Theories of Moral Development and Identity
(3-0-3) Narvaez
Readings will cover diverse perspectives on the nature of moral development. These include perspectives within psychology, major religious traditions, classic and modern theories. Students will compare and contrast theories and formulate their own theories.

452. Moral and Spiritual Development
(3-0-3) 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, Kohlberg
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
(3-0-3) Kolberg
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 (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. Students will be expected to attend and participate in class meetings, as well as utilizing an occasional guest speaker. Students will be expected to attend and participate in class and complete writing, applied projects, and exams.

461. 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, including prenatal development, cognitive processes, language development, emotional processes, parent-child relationships, and peer relationships.

464. Children/Families in Conflict
(3-0-3) Cummings
Current trends and findings pertaining to constructive and destructive conflict within families, and the effects of conflicts within families on children, will be considered. A focus will be on interrelations between family systems (marital, parent-child, and sibling), and methodologies for studying these questions. A particular concern will be how positive and negative conflict processes in the marital relationship affects families, marriages, and children. The role of interparental conflict in various family contexts (divorce, parental depression, violence and abuse, custody, physical illness, or disability), and relations between family and community conflict and violence, will be examined. The positive side of family conflict will be considered, including the elements of constructive marital and family conflict, and psycho-educational strategies for promoting for constructive conflict processes within families. Theories and models for conceptualizing the effects from a family-wide perspective will also be considered.

Requirements: Class attendance, active participation in class discussions and activities, including leading discussions on articles in small groups, participation and report of the results of small-scale field studies in small groups, completion of a review paper on a topic in this area, and completion of midterm and final in-class exams.

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
(3-0-3) Kelly
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.
480A. Motivation and Academic Learning
(3-0-3) Turner
Traditional studies of learning have focused almost exclusively on cognitive, or “cold,” 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 also are 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) Turner
Examines the manner in which cognitive and developmental psychology can inform educational practice, especially instruction.

482A. Memory Disorders
(3-0-3) Radvansky
This class will provide a general survey of issues in memory research. The particular focus of how various memory disorders, such as amnesia, Alzheimers, brain damage, and so forth, reflect the operation of human memory. The class requirements are class participation, and several research papers.

483C. Philosophy and Psychiatry
(3-0-3)
Mental illness is something we experience subjectively, “socially construct” and attempt to understand through various scientific or therapeutic models (the psychodynamic, the biomedical, etc.). The course juxtaposes these perspectives for the sake of exploring the possibilities of both integrating them and highlighting the resources they offer for mutual criticism.

Assignments and format: One or two longer papers on topics chosen by student in consultation with instructor (multiple drafts recommended). Two take-home examinations, including the final. Interactive critical discussion of short papers on assigned reading.

483E. Stress: Med and Management
(3-0-3) 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.

4. 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.

5. We examine theory and practices of mobilizing support in stressful circumstances.

Class performance will be based on two examinations, one term paper (approximately 15–20 pages), and classroom participation. Students also will keep a stress and health diary.

485A. Applied Behavior Analysis
(3-0-3)
Whitman
Applied behavior analysis (ABA) is a field of inquiry that investigates the factors that influence learning and human behavior. It then uses this knowledge to develop effective educational and therapeutic programs. This course will introduce the students to concepts, techniques, and methodology associated with ABA. Students will observe ABA programs being used in home settings to teach children with autism and then have the opportunity to implement such programs with this same population.

The course is especially recommended for students interested in developmental psychology, clinical psychology, and special education. Major course requirements include completion of assigned readings, a term paper, and a practicum.

485C. 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.

488C. Living Healthy Lives
(3-0-3) Howard
Didactic material and experimental activities pertinent to daily living, particularly to normal crises and transition stages. Topics include marriage, divorce, career changes, childbirth, retirement; the resources available at crisis points, such as therapy, pastoral support, community agencies, etc.; some common behavioral problems, like substance abuse, depression, and stress; and related topics.

495. Practicum in Diversity Education
(3-0-3) Moss
This is a one-credit course designed to instruct students in the theory of diversity education while training them in the art of facilitating diversity discussions. The theoretical framework for the material in the course comes from the “theory of oppression” and the various individual, institutional, cultural, and systemic manifestations of that oppression. The application portion of this course entails the presentation of diversity programs in a required course (Concepts of Wellness) for first-year students. The structure of the Practicum in Diversity Education course includes theory instruction/training before the semester break and making presentations/facilitating diversity discussions for the remaining portion of the semester.

498. Special Studies: Reading and Research
(0-0-V) Staff
Prerequisite: Senior standing and permission of instructor. Majors only. Independent reading and/or research carried out under supervision of a faculty member. A typewritten report is required discussing research literature or an experimental study. This course may not be used to satisfy the 400-level requirement.

499. Senior Honors Thesis
(3-0-3) Merluzzi
These two seminars assist the senior major to propose, execute, and write an honors thesis. The first semester is devoted to the development and presentation of the proposal, and the second to its execution, writeup, and subsequent presentation.
Romance Languages and Literatures

Chair:
Dayle Seidenspinner-Núñez

Vice Chair and Director of Graduate Studies:
Theodore J. Cachey

Assistant Chair and Director of Undergraduate Studies:
Shauna Williams

Professors:
José Anadón; Maureen Boulton; Theodore J. Cachey; Bernard Doering (emeritus); Julia V. Douthwaite (assistant provost for international studies); Kristine Ibsen; Dayle Seidenspinner-Núñez; John P. Welle

Associate Professors:
Paul F. Bosco (emeritus); JoAnn DellaNeva; Ben Heller; Carlos Jerez Farrán; Louis MacKenzie; Christian R. Moews; María Rosa Olivera Williams; Catherine Perry; Alain Toumayan

Assistant Professors:
Samuel Amago; Thomas Anderson; Vittoria Bosco (emerita); Sébastien Dubreil; Andrew P. Farley; Isabel Ferreira Gould; Encarnación Juárez; Colleen Ryan-Scheutz

Research Professors:
Roberto DaMattá; Hugo Verani

Distinguished Visiting Professors in Italian Studies:

Associate Professional Specialists and Concurrent Lecturers:
Geraldine Ameriks, Marie-Christine Escoda-Risto; Janet Fisher-McPeak; Sr. Mary Louise Gude, C.S.C.; Isabel Jakab; Barbara J. Mangione; Patrick I. Martin; Paul McDowell

Assistant Professional Specialists and Concurrent Lecturers:
Kevin Bauman; Lisa Caponigri; María Coloma; Kelly Kingsbury; Giovanna Lenzi-San dusky; Elena Mangione-Lora; Nancy Márquez; Ivis Menes; Odette Menyard; Andrea Topash Ríos; Patrick Vivirito; Shauna Williams

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. A crucial component of a liberal education, the acquisition of foreign-language skills enhances our powers of communication and serves to introduce us to the enduring cultural achievements of other peoples. Moreover, the study of a foreign language broadens our mental horizons, encourages us to think and act more globally, and stimulates 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 Brazil, Chile, France, Italy, Mexico, and Spain (see the International Study Programs section of this Bulletin) is highly recommended although not required to pursue a major in Romance Languages and Literatures. Majors and supplementary 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 and Francophone Studies

The requirements for a major in French and Francophone Studies include demonstrated competency in the language and successful completion of 30 credit hours or 10 courses above ROFR 215. Of these 10 courses, no more than three may be at the 200 level (230 and above), six must be in literature/culture studies, and at least half must be taken in residence at Notre Dame. Required among these 10 courses are: ROFR 310 (Textual Analysis), ROFR 371 and ROFR 372 (French Literary Surveys I and II), at least two courses at the 400 level, and the Senior Seminar (ROFR 495). ROFR 310 (Textual Analysis) is the recommended prerequisite for the survey courses (ROFR 371 and ROFR 372) and must be completed by the end of junior year. The requirement of ROFR 372 (French Literary Survey II) may be waived if students take both ROFR 373AF and ROFR 374AF in Angers—that is, two advanced courses on 19th- and 20th-century French literature. Pre-approved courses at the Université Catholique de l’Ouest in Angers (IALH 1.1, 1.2, 4.2, and 6.1) may also fulfill the required courses ROFR 310, ROFR 371, and/or ROFR 372 (see the Angers pages in this Bulletin for a description of those courses and their equivalencies at Notre Dame). Any other substitution will require the approval of the Undergraduate Coordinator in French. ROFR 320 (Advanced Grammar and Writing) is strongly encouraged. AP credits satisfy the language requirement only and may not be applied to the major.

The Supplementary Major in French and Francophone Studies

The requirements for a supplementary major in French and Francophone Studies include demonstrated competency in the language and successful completion of 24 credit hours or eight courses above ROFR 215. Of these eight courses, no more than three may be at the 200 level (230 and above), six must be in literature/culture studies, and at least half must be taken in residence at Notre Dame. Required
among these eight courses are: ROFR 310 (Textual Analysis), ROFR 371 and ROFR 372 (French Literary Surveys I and II), and at least two courses at the 400 level, one of which may be the Senior Seminar (ROFR 495). ROFR 310 (Textual Analysis) is the recommended prerequisite for the survey courses (ROFR 371 and ROFR 372) and must be completed by the end of junior year. The requirement of ROFR 372 (French Literary Survey II) may be waived if students take both ROFR 373AF and ROFR 374AF in Angers—that is, two advanced courses on 19th- and 20th-century French literature. Pre-approved courses at the Université Catholique de l’Ouest in Angers (IALH 1.1, 1.2, 4.2, and 6.1) may also fulfill the required courses ROFR 310, ROFR 371, and/or ROFR 372 (see the Angers pages in this Bulletin for a description of those courses and their equivalencies at Notre Dame). Any other substitution will require the approval of the Undergraduate Coordinator in French. ROFR 320 (Advanced Grammar and Writing) is strongly encouraged. AP credits satisfy the language requirement only and may not be applied to the major.

The Minor in French and Francophone Studies

The requirements for a minor in French and Francophone Studies include demonstrated competency in the language and the successful completion of 15 credit hours or five courses, taught in French, above ROFR 215. Of these five courses, no more than two may be at the 200 level (230 and above). Required among these five courses are: ROFR 371 or ROFR 372 (Survey of French Literature I or II) and one 400-level course in literature or culture from a period not covered by the survey taken (i.e., ROFR 371 and one 400-level course covering a period after the 17th century, or ROFR 372 and one 400-level course covering a period before the 18th century). This 400-level course and at least one other course must be taken in residence at Notre Dame. The requirement of ROFR 372 (French Literary Survey II) may be waived if students take both ROFR 373AF and ROFR 374AF in Angers—that is, two advanced courses on 19th- and 20th-century French literature. Pre-approved courses at the Université Catholique de l’Ouest in Angers (IALH 1.1, 1.2, 4.2, and 6.1) may also fulfill the requirement of ROFR 371 or ROFR 372 (see the Angers pages in this Bulletin for a description of those courses and their equivalencies at Notre Dame). ROFR 320 (Advanced Grammar and Writing) is strongly encouraged. AP credits satisfy the language requirement only and may not be applied to the minor.

The Honors Track in French

French majors with a G.P.A. 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 either take a graduate course as an 11th course (for first majors) or as a ninth course (for supplementary majors), or, by invitation, write an honors thesis, which will count as an 11th or a ninth 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 students to take 30 credit hours 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 Coordinator 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 two 200-level courses (ROIT 215 counts as two courses for the major), ROIT 371 (Introduction to Italian Literature I), ROIT 372 (Introduction to Italian Literature II), ROIT 375 (Italian Seminar), and a minimum of four elective ROIT courses in Italian literature or culture at the 300 or 400 level. ROIT 310 (Textual Analysis/Advanced Grammar Review) is recommended for all majors. The tenth 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). A maximum of two of these elective courses may be conducted in English or with texts in translation. Equivalent Italian language, literature, or culture courses from foreign 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 Italian

Supplementary majors are expected to demonstrate competency in the language and to complete 24 credits or 8 courses at the 200 level or above, including no more than two 200-level courses (ROIT 215 counts as two courses for the supplementary major), ROIT 371 (Introduction to Italian Literature I), ROIT 372 (Introduction to Italian Literature II), ROIT 495 (Italian Seminar), and a minimum of three elective ROIT courses in Italian literature or culture at the 300 or 400 level. ROIT 310 (Textual Analysis/Advanced Grammar Review) is recommended for all majors. A maximum of one of these elective courses may be conducted in English or with texts in translation (a second only by special permission). Equivalent Italian language, literature, or culture courses from foreign 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 three 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 (for example, Art History, Architecture, History). Courses from foreign 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 major, a G.P.A. 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 eleventh course.

The Combined B.A./M.A. Program in Italian

The Department of Romance Languages and Literatures offers its majors in Italian the opportunity to participate in its graduate program through a combination B.A./M.A. degree in Italian. This accelerated 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, the qualifying oral 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. Students should have a strong academic record and substantial progress toward their Italian major completed by the second semester of their junior year. It is imperative that students interested in this program contact the Director of Graduate Studies and/or the Graduate Coordinator in Italian at the beginning of their junior year.

PROGRAM IN IBERIAN AND LATIN AMERICAN STUDIES

All majors in Spanish are required to take a core sequence consisting of ROSP 310 (Textual Analysis) and one course in each of the following areas of Spanish and Spanish American Literature: ROSP 371 (Early Peninsular), ROSP 372 (Modern Peninsular), ROSP 381 (Early Spanish American) and ROSP 382 (Modern Spanish American). These courses may be substituted with equivalent 400-level courses with departmental approval. AP credit may not be applied toward the major.
The Major in Spanish
The major in Spanish requires 30 credits or 10 courses at the 200 level or above (202 level or above for students entering in 2003), including the required core sequence described above or equivalents, two 400-level courses (at least one of which must be in Spanish or Spanish American literature), and ROSP 495 (Senior Seminar). Equivalent courses from international study programs or other universities may be substituted with departmental approval. 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 complete 24 hours or eight courses at the 200 level or above (202 level or above for students entering in 2003), including the required core sequence described above or equivalents and one 400-level course. Equivalent courses from international study programs or other universities may be substituted with departmental approval. Fifty percent of the credits for the supplementary major must be taken in residence at Notre Dame.

Interdisciplinary Minors
Spanish majors are encouraged to pursue allied courses offered through Area Studies and other interdisciplinary minors. Spanish courses offer a particularly appropriate complement to the Latin American Studies, Latino Studies, and European Studies programs. See section on Interdisciplinary Minors in this Bulletin for more details. Majors may also apply one 400-level ROPO course in Luso-Brazilian culture and literature toward their elective credits with prior approval by the Undergraduate Coordinator in Spanish.

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 G.P.A. in the major of at least 3.7, and enrollment in one graduate seminar in the Spring semester of the student's senior year.

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 accelerated program requires students to take 30 credit hours at the 202 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, the qualifying oral exam given to all first-year graduate students, and apply to the Graduate School for admission during the spring semester. During their fifth year, B.A./M.A. students are eligible for a teaching fellowship, which includes a tuition waiver and a generous teaching stipend. Students should have a strong academic record and should have made substantial progress toward their Spanish major by the second semester of their junior year. It is imperative that students interested in this program contact the Director of Graduate Studies and/or the Graduate Coordinator in Spanish at the beginning of their junior year.

Major in Romance Languages and Literatures
The undergraduate major in Romance Languages and Literatures is designed for qualified students who wish to major in two programs (French, Italian, or Spanish). Cross-cultural in focus, the major recognizes the importance of studying the correspondences and differences among various Romance literatures and cultures and of reexamining traditional disciplinary boundaries.

The requirements for a major in Romance Languages and Literatures include competency in two languages and successful completion of 36 credit hours or 12 courses, which must be distributed equally between the two respective language programs as follows:

(1) Two survey courses in each language and literature program (French or Italian); Spanish requires either four survey courses (two in peninsular and two in Latin American) or a combination of two survey courses in one area and two 400-level courses in the other area;
(2) Textual Analysis in one program;
(3) Two 400-level courses in each program (if the survey requirement in Spanish is fulfilled with two 400-level courses, these courses may count for the 400-level requirement in Spanish);
(4) One senior seminar in one program;
(5) Two elective courses in the department (any exception requires permission).

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

101–103. Beginning French I and II
(4-0-4) Staff
For students who have had no previous exposure to French. An introductory, first-year language sequence with equal focus on the four skills: speaking, listening, reading, and writing. An appreciation for French culture is also encouraged through readings and discussions. This course is to be followed by ROFR 201F or ROFR 215.

115. Intensive Beginning French for Study Abroad
(6-0-6) Staff
This course covers the material of ROFR 101 and 102 in one semester, with classes five days per week. Equal emphasis is placed on spoken and written French. ROFR 115 counts as two courses and is designed for highly motivated students. It is to be followed by ROFR 201F or ROFR 215.

201F–202. Intermediate French I and II
(3-0-3) Staff
Prerequisite: ROFR 102, ROFR 115, or placement by exam.
ROFR 215 fulfills the language requirement. This is an intermediate second-year language sequence, with equal focus on oral and written production. It includes a review of basic grammar and then transitions into more difficult features of French. Students learn to discuss and write about French cultural topics, current events, and literary texts.

205. Angers: Atelier Préparatoire
(1-0-1) McDowell
This mini-course 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. The course begins the week after spring break. This course does not apply to an overload.

215. Intensive Intermediate French for Study Abroad
(6-0-6) Staff
Prerequisite: ROFR 102, ROFR 115, or placement by exam.
ROFR 215 fulfills the language requirement. This course covers the material of ROFR 201F and ROFR 202 in one semester, with classes five days per week. Equal emphasis is placed on spoken and written French. ROFR 215 counts as two courses and fulfills the language requirement.

230F. Conversational French
(3-0-3) Staff
Prerequisite: ROFR 202, ROFR 215, 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 French. Spoken French will be practiced through various types of classroom activities and assignments. Emphasis will be on topics of current interest.
231F. French Through Acting  
(3-0-3) McDowell  
Prerequisite: ROFR 201, ROFR 201F, or higher. By permission only.  
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. Scenes are performed in class for workshop on phonetics, gestures, and choice of idioms. Not designed for international study returnees.

235F. French Composition and Stylistics  
(3-0-3) Staff  
Prerequisite: ROFR 202, ROFR 215, or placement by exam.  
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.

240. French Phonetics  
(3-0-3) Fisher-McPeak  
Prerequisite: ROFR 202, ROFR 215, or higher.  
An introduction to the study of French phonetics. Recommended for those considering a career in teaching.

245F. French for Business (Le français des affaires)  
(3-0-3) Menyard  
Prerequisite: ROFR 201, ROFR 215, or higher.  
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.

260F. French Civilization and Culture  
(3-0-3) Escoda-Risto  
Prerequisite: ROFR 202, ROFR 215, or higher.  
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.

262. Le Tour de France des régions  
(3-0-3) Escoda-Risto  
Prerequisite: ROFR 202, ROFR 215, or higher.  
A historical, artistic, and gastronomic 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. Not designed for international study returnees.

264. Facets of French, France, and the French  
(3-0-3) MacKenzie  
Prerequisite: ROFR 201, ROFR 215, or higher. By permission only.  
Actually four mini-courses—Conversation, Images of France in Current Cinema, Strategies and Tactics of Analysis, and Oral Interpretation—ROFR 264 is intended to serve as a bridge between the language sequences and the offerings at the 300 and 400 levels. Not designed for international study returnees.

265. The Francophone World  
(3-0-3) Coly  
Prerequisite: ROFR 202, ROFR 215, or higher. By permission only.  
This course will introduce students to French-speaking cultures outside of Europe, including the Caribbean, Africa, South East Asia, the Indian Ocean, and French Polynesia. We will explore the history of French contact with these regions (colonialism), the treatment through literature of this relationship, and conclude with an analysis of the cultural and political concept of francophone. Not designed for international study returnees.

266. Tahiti and Other French Islands of the Pacific  
(3-0-3) Fisher-McPeak  
Prerequisite: ROFR 202, ROFR 215, or higher.  
This course is designed to build French language skills in the areas of listening, speaking, reading, and writing, while simultaneously learning about the peoples, cultures, and geography of the French islands (French Overseas Territories) in the Pacific region. Readings will be taken from cultural texts about history and life in the islands, as well as from literature. Music and arts of the region will also be explored through a variety of media.

310. Textual Analysis: The Art of Interpretation  
(3-0-3) Staff  
Prerequisite: Two or more 300-level courses, or placement by exam.  
Introduction to French techniques of formal analysis of literary texts through detailed study of content and form. Application to prose, poetry, and theater. Includes significant written and oral component. Required of all majors. ROFR 310 should be completed by the end of junior year.

320F. Advanced Grammar and Writing  
(3-0-3) Dubreil, Menyard  
Prerequisite: Intermediate competence in French, i.e., equivalent of ROFR 202 or ROFR 215.  
This advanced-level course, taught in French, is designed for students returning from abroad who wish to further improve their speaking and writing skills and for students already in the 300–400 sequence who seek additional assistance with writing skills and grammar. It emphasizes clarity and correctness of the language through weekly writing assignments and through class discussions of the themes, style, and rhetorical structures in a varied group of texts—literary, political, cultural, and critical.

360. French Headline News: The Hidden Daily Life of the French (La France à la une: la vie privée des Français au quotidien)  
(3-0-3) Dubreil  
Prerequisite: Two semesters of French beyond ROFR 201F, or equivalent.  
Beyond France's institutions and cultural icons, how do French people really live on a day-to-day basis? This class will enable students to enter French homes through the back door. Students will examine articles selected from the current-year issues of French national newspapers through a Web-based curriculum. This information will be supported by major theoretical texts shedding light on the various themes at the core of France’s social, political, and cultural landscape.

371–372. Survey of French Literature and Culture I and II  
(3-0-3) (3-0-3) Staff  
Prerequisite: Two or more 300-level courses or placement by exam.  
Reading of selections and complete works of outstanding French authors from major genres and periods. All majors are required to take this sequence, or equivalent advanced courses. Students are expected to have already taken ROFR 310 or to take ROFR 310 concurrently with the first survey taken.

398. Special Studies  
(3-0-3) Staff  
Prerequisites: Junior standing, dean’s list.

405. Literature and Opera  
(3-0-3) MacKenzie  
Prerequisite: Two or more 300-level courses or placement by exam.  
An examination of literary texts and the operas they engendered. Authors and composers may include Molière, Beaumarchais, Mérimée, Dumas, Mozart, Puccini, Bizet, Rossini, Verdi, and others. This course may be offered in English as LLRO 405F.

411. 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.

415. Topics in Medieval Literature  
(3-0-3) Boulton  
A concentrated study of a particular author, theme, or genre of Medieval French literature.

416. From Roland to the Holy Grail  
(3-0-3) Boulton  
This is a survey of medieval French literature from 1100 to 1300, including the epic, the romance, drama, and poetry.

418. Medieval French Romance  
(3-0-3) Boulton  
This is a survey of the development of the medieval French romance from the 12th to the 14th century. This course may be offered in English as LLRO 418.
419. Love and War in Late Medieval France
(3-0-3) Boulton
The literature of 14th- and 15th-century France is examined in its social and political context.

421F. Love Poetry of the Renaissance
(3-0-3) DellaNeva
Prerequisite: ROFR 310.
This is an in-depth study of the love poetry of Scève, Du Bellay, Ronsard, and their contemporaries.

422. Life, Love, and Literature in Renaissance Lyons
(3-0-3) DellaNeva
This course focuses on the city of Lyons, the cultural center of the French Renaissance. Literary works include extensive readings from the city’s major poets, Scève, Du Guiller, Labé, as well as excerpts from the works of Rabelais, Marot, and Du Bellay. Cultural topics include the role of women in Lyonnais society, art, music, royal pageantry, banking, printing, and the presence of Italians in Lyons.

423. Life, Love, and Literature in the Reign of Francis I
(3-0-3) DellaNeva
This course will include selections from the early court poets known as the “Rhetoriques,” Rabelais, Marot, and Marguerite de Navarre (sister of Francis I). The cultural component of this course studies the art, music, and architecture of the châteaux of the Loire Valley and Fontainebleau. Special attention is given to the role of Francis I as an initiator of the French Renaissance and to the religious unrest of the times.

424. The Renaissance Woman
(3-0-3) DellaNeva
Women in French Renaissance culture are studied, with special emphasis on the works of women writers such as Marguerite de Navarre, Louise Labé, and Pernette Du Guiller. This course may be offered in English as LLRO 424.

425. Topics in French Renaissance Literature
(3-0-3) DellaNeva
This is an in-depth study of a particular theme, author, or genre in Renaissance literature.

427F. Life, Love, and Literature in the World of the Baroque
(3-0-3) DellaNeva
This course focuses on the literature of the last quarter of the 16th century, including the late poetry of Ronsard, his rival Desportes, Montaigne, and the religious poets D’Aubigné, Du Bartas, La Cèpède, and Sponde. Cultural topics include the Reformation movement and the esthetic of the Baroque.

430F. 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.

432F. Autour/Auteurs de Port Royal
(3-0-3) MacKenzie
A study of works reflecting a Jansenist worldview: Pascal’s Lettres provinciales and Pensées; La Rochefoucauld’s Maximes; La Bruyère’s Caractères; Racine’s Andromaque and Phèdre; and LaFayette’s La Princesse de Clèves.

435F. Topics in Seventeenth-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 will focus on the work of a particular author.

436F. Fate, Freud, and Phèdre
(3-0-3) MacKenzie
This is an investigation of Racine’s Phèdre, Euripides’ Hippolytos, and Seneca’s Phaedra. The course will focus on issues such as fate, free will, original sin, and sexuality.

440. 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 Laclos.

441. The French Revolution: A Cultural Approach
(3-0-3) Douthwaite
This interdisciplinary seminar explores diverse facets of revolutionary culture, including politics, religion, art history, cuisine, fiction, and films about the events of 1789–1800.

445. Topics in Eighteenth-Century Literature
(3-0-3) Douthwaite
This is 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.

449. Prose Fiction of the Eighteenth Century
(3-0-3) Douthwaite
We explore 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.

450F. Remaking French Culture
(3-0-3) Dubreil
This course examines American remakes of French films as well as their French sources. Students will explore the differences between French and American filmmaking with regard to cinematography, editing techniques, and production. Close examination of particular scenes and sequences will be used as a basis for cross-cultural exploration.

459F. French Theatre Production
(3-0-1) McDowell
Students transform into actors of the Illustre Théâtre de l’Université de Notre Dame du Lac in a creative collaboration that has come to be known as the French play. We rehearse during the fall semester, and perform the play in late January. Students from all levels are encouraged to audition; theatrical experience is not expected.

462F. 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.

464F. Nineteenth-Century Short Story
(3-0-3) Perry, Tounmayan
The development of the genre of short narrative in 19th-century France is examined. Works by Balzac, Nerval, Barbery d’Aurevilly, Flaubert, Gautier, Mérimée, Maupassant, Nodier, and Villiers de l’Isle Adam will be considered.

465F. Topics in Nineteenth-Century Literature
(3-0-3) Perry
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).

469. Literature of the Fin-de-Siècle and the Belle Époque
(3-0-3) Perry
Late 19th- and early 20th-century French prose and poetry is studied, in conjunction with the music of Wagner and the philosophies of Schopenhauer, Nietzsche, and Bergson. Works by Baudelaire, Huysmans, Rachilde, Verlaine, Mallarmé, Barrès, Gide, Proust, Anna de Noailles, Colette, Valéry.

471F. Twentieth-Century and Contemporary Novel
(3-0-3) Perry, Tounmayan
We engage in extensive readings of novels from the beginning of the 20th century to the present, including such authors as Gide, Proust, Colette, Sartre, Camus, Robbe-Grillet, Duras, and Le Clézio.

473. Twentieth-Century and Contemporary Poetry
(3-0-3) Perry, Tounmayan
Prerequisite: ROFR 310.
We engage in extensive readings of works by major poets of the 20th century, from the symbolist movement to the present.
475F. Topics in Twentieth-Century and Contemporary Literature
(3-0-3) Perry, Tounayan
Prerequisite: ROFR 310.
Topics will range from the oeuvre of a single author (e.g., Proust, Valéry, Colette, Sartre, Camus, Duras, Le Clézio) and certain major texts to specific cultural, literary, and poetic problems.

476. Women’s Voices in Twentieth-Century and Contemporary Prose
(3-0-3) Perry
This course examines the gendered notions of “voice” and “silence” in the narrative prose of French and Francophone women authors from the 20th century to the present. Works by Anna de Noailles, Gérard d’Houville (Marie de Régnon), Colette, Simone de Beauvoir, Anne Hébert, Marguerite Duras, Nicole Brossard, Sylvie Germain, Amélie Nothomb, and essays in French feminist criticism.

478. From Existentialism to Post-Structuralism
(3-0-3) Tounayan
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.

482F. Littérature issue de l’immigration
(3-0-3) Staff
This is an introduction to the literary productions by African, Caribbean, and Asian immigrants to France. We will examine recurrent themes and forms in immigrant literature, and different ways in which they are redefining French literature. Writers include: Farida Belghoul, Azouz Begag, Soraya Nini, Calixthe Beyala, Bolya Baenga, Gisèle Pineau, and Linda Lê.

484. Nègres, Africains, Négropolitains
(3-0-3) Staff
This is an introduction to selected works from different regions of Francophone Africa (North, West, Central, and East Africa). Close readings within the historical and social contexts of these works will enable students to understand representational strategies of identity, ideology, race, gender, class, and sexuality. The course will also consider the question of how Francophone texts broaden the field of French studies.

485F. Topics in Francophone Literature
(3-0-3) Perry
Topics will range from the oeuvre of a single author (e.g., Hébert, Nothomb, Condé, Benjelloun, Djebbar) and certain major texts to specific cultural and literary problems.

486. Women’s Voices in Twentieth- and Twenty-First-Century French Prose
(3-0-3) Perry
This course examines the gendered notions of “voice” and “silence” in the narrative prose of French and Francophone women authors from the 20th to the 21st centuries. Works by Anna de Noailles, Gérard d’Houville (Marie de Régnon), Colette, Simone de Beauvoir, Anne Hébert, Marguerite Duras, Nicole Brossard, Sylvie Germain, Amélie Nothomb, and essays in French feminist criticism.

(3-0-3) Staff
In this introduction to Francophone African and Caribbean women writers, we explore the various discursive strategies they employ to subvert the literary and cultural traditions that kept their voices from being heard. This course focuses on the importance of voice in women’s constructions of a space of authority and agency.

490F. Le Couple maudit
(3-0-3) MacKenzie
This course focuses on the numerous pairs of star-crossed 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.

491F. Voyages in Literature
(3-0-3) Douchwaire
This is a topography of voyage literature encompassing 17th-, 18th-, and 19th-century authors.

492. Representations of the Feminine in French Literature
(3-0-3) Perry
We study 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 centuries. Works by Bernardin de Saint-Pierre, Chateaubriand, Lamartine, Balzac, Mérimée, Baudelaire, Flaubert, Bérès, George Sand, Marcelline Desbordes-Valmore, Anna de Noailles, Colette.

494F. French Travelers to North Africa
(3-0-3) Perry
This course explores works by French writers and artists who visited or resided in the North-African countries of Morocco and Algeria from the early 19th through the late 20th centuries. We will examine a variety of works, including diaries, letters, paintings, travel narratives, short stories, novels, and studies on Orientalism and Islamic culture.

495. Senior Seminar: Topics in French and Francophone Literatures and Cultures
(3-0-3) Staff
Required of all first majors.

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

499. Senior Thesis
(3-0-3) Staff
Prerequisite: Senior standing, 3.7 G.P.A. in the French major.
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 reading. This course culminates in a substantial research paper.

ITALIAN

101–102. Beginning Italian I and II
(4-0-4) (4-0-4) Staff
This is an introductory, first-year language sequence with equal focus on the four skills: speaking, listening, reading, and writing. An appreciation for Italian culture is also encouraged through readings and class discussion. The sequence is to be followed by ROIT 201 or ROIT 215.

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.

115. Intensive Beginning Italian for Study Abroad
(6-0-6) Staff
This course covers the material of ROIT 101 and 102 in one semester with classes five days per week. Equal emphasis is placed on spoken and written Italian. ROIT 115 counts as two courses and may be taken in conjunction with ROIT 201 or ROIT 215 to fulfill the language requirement. This course is designed for highly motivated students.

201. Intermediate Italian I
(3-0-3) Staff
Prerequisite: ROIT 102 or 115. ROIT 201 fulfills the language requirement.
This is an intermediate second-year language course with equal focus on oral and written production. The course includes a review of basic grammar and then transitions into more difficult features of Italian. Students learn to discuss and write about Italian cultural topics, current events, and literary texts.

202 (A-M). Intermediate Italian II: Italian Writing and Culture Courses
(3-0-3) Staff
Prerequisite: ROIT 201.
This fourth-semester course is designed to explore various aspects of Italian culture while consolidating language skills, introducing more advanced grammar and idioms, and providing experience in speaking and writing. 202 courses are designed as a bridge to 300-level courses for students who have completed ROIT 201 and for students preparing to study in Italy.
202A. Tragicomedy, Opera, Short Story, and Film (3-0-3)
This course explores the role of irony and humor as coping mechanisms in tragic situations. Students will read opera libretti as literature, view and analyze several films, and read short stories and excerpts from longer works by contemporary authors. The course will include a trip to a dress rehearsal at the Lyric Opera of Chicago. Grammar review, regular written homework, and compositions will complement discussion, presentations, and exams.

202B. Art and Culture (3-0-3)
This course builds on the communicative, linguistic, and cultural bases provided in ROIT 101–201. It includes a systematic review and the continued study of more complex grammatical structures and concepts with a new cultural context. Students learn and use language through the study of Italian artworks through the centuries, and as woven into other art forms such as literature and film.

202C. Italian Stylistics and Culture (3-0-3)
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 include a wide array of literary and nonliterary texts (newspapers and magazines, short fiction, and so on).

202D. Italian Mass Media (3-0-3)
This course allows the student to develop linguistic skills through the study of authentic language materials including popular music, newspapers, television, and film. Spoken and written Italian will be practiced through a wide variety of class activities and assignments.

202E. Italian Popular Culture (3-0-3)
This course explores various aspects of Italian language and culture by incorporating a variety of Internet and media materials with reading of short literary texts. Students learn about Italian culture (popular music, sports, television, film, literature, journalism, and folklore). Written assignments and discussions focus on cultural diversity, stereotypes, and social trends.

202F. Culture, Custom, Buone Maniere (3-0-3)
This course focuses on conversation and composition 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.

202G. Attitude: Italian Style (3-0-3)
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.

215. Intensive Intermediate Italian (3-0-3)
This course is an accelerated language and culture course, combining the study of more complex language structures, communication tasks, and cultural concepts in a stimulating daily classroom environment. If you have completed ROIT 115 or ROIT 102 successfully and are ready for a challenge, this course may be the perfect continuation for you. It completes the language requirement and is also recommended for students who wish to advance their linguistic preparation significantly before going to Rome. Highly recommended for study abroad.

310. Textual Analysis and Advanced Grammar (3-0-3)
Staff
This is a fifth-semester advanced grammar review course that covers advanced grammatical structures. It is designed to provide the student with a comprehensive understanding of the language and to prepare them for advanced study.

411–412. Dante I and II (3-0-3) Moevs, Cahey
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. Students may take one semester or both, in either order.

411B. Dante’s Inferno: The Prison (3-0-3) Ferrucci
The course will be a journey inside the ultimate nightmare in the whole history of literature: Dante's Inferno—a prison for eternity, accurately subdivided like a model-dungeon, perfectly organized, with no possible evasions, no bribery to the guardians, no leagues between inmates, crossed through by two traveling poets, one of them relating about their trip with outstanding precision, the other guiding him after rescuing him and becoming one of the great characters of the entire poem. We will study this great metaphor of a cosmic incarceration created by Dante's genius, and the amazing variety of the world of the convicted felons, and the philosophical ideas that rule this descent into the womb of the Earth where Lucifer, the utmost convict, lies.

413. Petrarch (3-0-3) Cahey, Moevs
The course will explore fundamental themes in Petrarch's writings in Latin, especially the Secretum and the epistles, and in the Triumphs and the Canzoniere. Contemporary critical approaches will be employed in the analysis of the Canzoniere.

414. Boccaccio (3-0-3) Cahey, Moevs
A textual analysis of the Decameron, 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.

421I. La Letteratura di Viaggio: storia e critica (3-0-3) Cahey
This course examines major Renaissance Italian narratives of the Age of Discovery. It concentrates on the theoretical and practical problems involved in attempting to read historical texts as “literary artifacts.”

422. Machiavelli and Guicciardini (3-0-3) Cahey
This course will compare and contrast major works of these “classical” Italian Renaissance authors.

440. Afieri, 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.
441. Manzoni
(3-0-3) Moews
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.

450. Italian National Cinema
(3-2-3) Welle
Conducted in English, this course examines the concept and reality of “national cinema” in the Italian case. A history of one of the world’s most renowned national cinemas focusing on the construction of national identity in film.

457. Cinema e Scrittori
(3-0-3) Ryan-Scheutz
An in-depth study of a particular Italian filmmaker (Pasolini, Fellini, Antonioni, Wertmüller) or group of filmmakers and their relationships to art with various literary works, trends, and groups.

458. Cinema e letteratura
(3-0-3) Ryan-Scheutz, Welle
Conducted in Italian, this course analyzes Italian films and literary works in studying points of intersection and divergence between film and literature.

459. Italian Theatre Workshop
(3-0-2) Ryan-Scheutz, Colangelo
A full immersion language experience for the study, practice, production, and performance of authentic Italian texts. Includes analytical and writing components.

461. 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.

462. Teatro del Novecento
(3-0-3) Welle
An exploration of the rich tradition of theatre, drama, and spectacle in 19th- and 20th-century Italian culture. The variety theatre, the dialect theatre, and the relationship between theatre and cinema will also be examined.

463. 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.

470. The Italian Lyric
(3-0-3) Moews
An in-depth textual analysis of selected lyric masterpieces from the breadth of the Italian tradition, from Cavalcanti to Montale. Taught in Italian.

471. The Italian Short Story
(3-0-3) Welle
Readings in short prose fiction beginning with Boccaccio’s *Decamerone* and reaching to our times with special emphasis on narrative techniques, the literary periods, language, and critical theories.

473. Ariosto e Calvino: “un’idea di letteratura”
(3-0-3) Cachey
This course examines Lodovico Ariosto’s Orlando Furioso in the light of Italo Calvino’s reading of the poem and the recent “Calvinian” reading of the poem by one of Italy’s leading philologist-critics, Corrado Bologna (La macchina del Furioso). We will begin with a reading of Calvino’s *Six Memos for the Next Millennium* and then move on to a reading of the *Furioso*.

474. 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.

476. Italian Women Writers
(3-0-3) Ryan-Scheutz
This course explores the development of female discourse in the works of female writers across the centuries, with a focus on the 20th century. We trace and identify the subtleties and variations among women’s voices within the Italian literary canon. Discussions, presentations, and assignments will examine themes such as motherhood, autobiography, and feminism.

495. Italian Seminar
(3-0-3) Staff
Prerequisite: A 300- or 400-level course taught in Italian.
An in-depth study of a particular author, theme, genre or century. In addition to treating the primary texts, some critical material will be required reading. This course culminates in a substantial research paper. Taught in Italian.

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

499. Thesis
(3-0-3) Staff
Prerequisites: Senior standing, dean’s list.

PORTUGUESE

101–102. Beginning Portuguese I and II
(4-0-4) (4-0-4) Ferreira Gould, Teixeira
This is an introductory, first-year language sequence with equal focus on speaking, listening, reading, and writing. An appreciation for the diverse cultures of the Portuguese-speaking world is also encouraged through readings, music, videos, and class discussion. The sequence is to be followed by ROPO 201.

105–106. Portuguese for Spanish Speakers I and II
(3-0-3) (3-0-3) Ferreira Gould, Teixeira
This course sequence is designed for students with at least intermediate-level proficiency in Spanish. Classroom activities emphasize the acquisition of basic language structures, vocabulary, and sound systems, as well as the active use of spoken language in context. Students are introduced to the cultures of the Portuguese-speaking countries through current video, printed media, music, and short fiction.

115. Intensive Beginning Portuguese for Study Abroad
(6-0-6) Ferreira Gould
Designed for highly motivated students, this intensive language course meets five days a week, covers the material of ROPO 101 and 102, and counts as two courses. Along with the acquisition of language skills, ROPO 115 emphasizes the active use of spoken Portuguese in context. ROPO 115 and ROPO 201 together fulfill the language requirement and prepare students to study abroad in Brazil.

201. Intermediate Portuguese I
(3-0-3) Ferreira Gould, Teixeira
Prerequisite: ROPO 101–102, ROPO 105–106 or ROPO 115, ROPO 201 fulfills the language requirement. 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.

202. Intermediate Portuguese II
(3-0-3) Ferreira Gould, Teixeira
This is a continuation of ROPO 201, but it may be taken separately. ROPO 202 is a fourth-semester language course designed to develop facility in speaking, reading, and writing at an advanced level. Discussions and writing assignments are based on the readings, which consist of short stories, a memoir, and newspaper articles. Emphasis is on speaking and writing skills, as well as a grammar review.

441. Short Fiction across the Atlantic: Brazil, Portugal, and Lusophone Africa
(3-0-3) Ferreira Gould
This is a comparative study of short prose fiction in the Portuguese-speaking world, with special emphasis on theoretical issues related to this literary genre. Authors studied include Machado de Assis, João Guimarães Rosa, Clarice Lispector, Mário de Sá-Carneiro, Miguel Torga, and Luandino Vieira. Texts and discussions in English.
442. Immigrant Voices in Modern Brazilian Literature
(3-0-3) Ferreira Gould
This course examines literary perspectives on the European and non-European immigrant experience in Brazil. Readings from literature, literary and cultural theory, cultural studies, history, and anthropology. Authors studied include Moacyr Scliar, Samuel Rawet, Nélida Piñón, and Milton Hatoum. Texts and discussions in English.

455. Brazilian Film and Popular Music
(3-0-3) Ferreira Gould
This course offers social, cultural, and historical perspectives on Brazil through film and popular music. Topics include the reception of Cinema Novo and post-Cinema Novo films, bossa nova, samba, and roçô. Special attention will be paid to Tropicália (a movement with key manifestations in literature, cinema, and popular music) and the circumstances surrounding its creation, the repressive military regime that governed Brazil from 1964 to 1985. The class is offered in English.

492P Luso-Brazilian Literature & Society
R. DaMatta / I. Ferreira-Gould
This course will focus on questions of national identity in the Luso-Brazilian world. We will examine how social and cultural issues are perceived, conceptualized, represented, and understood in and by literature. The course will pay particular attention to how literature depicts important human problems such as gender and race relations, the crafting of national identity and national heroes, class conflict, family structure, and some ideological values such as success, love, happiness, fairness, misfortune, destiny, honesty, equality, and faith. Authors to be studied will include Manuel Antônio de Almeida, Machado de Assis, Jorge Amado and Guimarães Rosa, on the Brazilian side, and Miguel Torga, João de Melo, José Saramago and Lidia Jorge, on the Portuguese side. Conducted in English with readings in Portuguese or English (discussion group available in Portuguese). Requirements include active class participation, two oral presentations, and two papers.

SPANISH
Students with prior course work in Spanish who have not taken the AP or SAT II exam in Spanish must take the departmental placement exam. For the date of the next placement exam as well as a guide to the new course numeration in Spanish please consult the departmental Web page at www.nd.edu/~romlang.

101–102. Beginning Spanish I and II
(4-0-4) (4-0-4) Staff
This is an introductory, first-year language sequence with equal focus on the four skills: speaking, listening, reading, and writing. An appreciation for Hispanic cultures is also encouraged through readings and class discussion. The sequence is to be followed by ROSP 201 or ROSP 215.

111E. Beginning Spanish for Heritage Speakers
(3-0-3) Staff
Designed for students who may have had some exposure to Spanish in the home but whose primary language is English. The course will focus on grammar, readings, and writing skills. It also helps students improve their oral communication in Spanish, building on their intuitive grasp of the language. Discussions will include an overview of cultural issues in the Spanish-speaking world.

115. Intensive Beginning Spanish for Study Abroad
(6-0-6) Farley, Ameriks
This course covers the material of ROSP 101 and 102 in one semester with classes five days per week. Equal emphasis is placed on spoken and written Spanish. ROSP 115 counts as two courses and may be taken in conjunction with ROSP 201E or ROSP 215 to fulfill the language requirement. The course is designed for highly motivated students.

201E–202E. Intermediate Spanish I and II
(3-0-3) (3-0-3) Staff
Prerequisite: ROSP 102, ROSP 115, or placement by exam. ROSP 201E fulfills language requirement. This is an intermediate second-year language sequence with equal focus on oral and writing skills. It includes a review of basic grammar and then transitions into more difficult features of Spanish. Students learn to discuss and write about Hispanic cultural topics, current events, and literary texts.

211E. Intermediate Spanish for Heritage Speakers
(3-0-3) Staff
Prerequisite: Placement by exam or by permission. This course of intensive grammar study, reading, and writing is designed for those who may speak Spanish with some fluency but need additional work on their grammar and writing skills. It is most appropriate for students who speak some Spanish in the home but whose primary language is English. The goal is to work toward becoming fully bilingual and to strengthen the command of written Spanish and the mechanics of composition and style.

215. Intensive Intermediate Spanish for Study Abroad
(6-0-6) Ameriks, Ramirez-Krueger
Prerequisite: ROSP 102, ROSP 115, or placement by exam. ROSP 215 is an intensive intermediate course that covers the material from ROSP 201 and ROSP 202 in one semester with classes five days per week. Equal emphasis is placed on spoken and written Spanish. The course includes a review of major grammar points, literary readings, and cultural readings. ROSP 215 counts as two courses and fulfills the language requirement.

220E. Intermediate Grammar Review
(3-0-3) Staff
Prerequisite: ROSP 202, ROSP 215, or placement by exam. Emphasis on refinement of oral and written language competence. This course is especially appropriate for first-year students with advanced proficiency in Spanish. It is also open to students coming through the regular language sequence who may need additional review of grammar points, although in most cases these students would find ROSP 235 or ROSP 320 more appropriate.

230E. Conversational Spanish
(3-0-3) Staff
Prerequisite: ROSP 201 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. Principles of grammar will be applied to structured conversations and compositions.

235E. Composition and Conversation
(3-0-3) Staff
Prerequisite: ROSP 202, ROSP 215, or placement by exam.

245. Spanish for Business
(3-0-3) Caponigri
Prerequisite: ROSP 201 or placement by exam. Intended to develop writing proficiency through literary and nonliterary texts from Spain and Spanish America while continuing to promote the development of oral skills in Spanish. ROSP 235, 220, or 320 are highly recommended for students interested in the Spanish first or supplementary major.

246E. Spanish for the Medical Profession
(3-0-3) Jakob
Prerequisite: ROSP 201 or placement by exam. 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 in the U.S.

260. Studies in Culture: Spain
(3-0-3) Kingsbury, Menes
Prerequisite: ROSP 202, ROSP 215, or placement by exam. This class will explore the geographical, historical, and political factors that have contributed to the development of contemporary Spain.

265. Studies in Spanish-American Culture
(3-0-3) Staff
Prerequisite: ROSP 202, ROSP 215, or placement by exam. An introduction to the scope and variety of Spanish American culture. Readings at an intermediate level in history, art, culture, and society.
310. Textual Analysis
(3-0-3) Staff
Prerequisites: Two or more 200-level courses or placement by exam.
This is an upper-division course for students with advanced preparation. It serves as the introduction to the analysis and explication of Spanish-language literary texts. Short texts in prose, poetry, and theatre from a variety of periods and countries within the Hispanic world are read, presented, and discussed. The course is a recommended prerequisite for the survey courses, and must be completed by the end of the junior year. Majors who have already taken upper-division courses in Spanish by their junior year should substitute this course with a 400-level literature elective.

320. Advanced Grammar and Writing
(3-0-3) Staff
Prerequisites: Two or more 200-level courses or placement by exam.
A further refinement of Spanish speaking and writing skills, this course is designed for students returning from abroad who wish to improve their proficiency in Spanish, and for students already in the 300–400 sequence who seek additional assistance with writing skills and grammar.

367. Nations in Motion: Latino/Latina Literature in the United States
(3-0-3) Moreno-Anderson
This course focuses on the analysis of literary works by Mexican American, Cuban American, Puerto Rican, and Dominican American authors. Some reading knowledge of Spanish recommended.

371. 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 theatre from the medieval, Renaissance, and baroque periods.

372. Survey of Spanish Literature II
(3-0-3) Amago, 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.

381. 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 Modernismo.

382. Survey of Spanish American Literature II
(3-0-3) Anderson, Heller, Ibsen, Olivera-Williams
A survey of literary trends and major figures in modern Spanish-American literature from 1880 to the present. Readings of selected texts in prose, poetry, and theatre.

398. Special Studies
(3-0-3) Staff
Prerequisites: Junior standing, dean's list.

408. Introduction to Spanish Linguistics
(3-0-3) Farley
Through problem solving, interactive lectures, and group projects, this course introduces students to the varieties of Spanish spoken today. No prior exposure to linguistics is required.

411. 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.

415. Topics in Medieval Spanish Literature
(3-0-3) Seidenspinner-Núñez
A concentrated study focusing on the works of a particular author, treatment of a specific theme, or development of a given genre in the Spanish Middle Ages.

421. 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.

422. Renaissance and Baroque Poetry of Spain
(3-0-3) Juárez
A close reading of traditional and Italianate 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.

423. The Picaresque Novel
(3-0-3) Juárez
An introduction to a unique Spanish genre, the Picaresque novel, or literature of the delinquent, Anadón and Olivera-Williams.

424. Don Quijote
(3-0-3) Juárez
A close textual analysis of Cervantes’ novel in its literary, historical, and cultural contexts.

425. Topics in Golden Age Spanish Literature
(3-0-3) Staff
An in-depth study of a particular theme, author, or genre in Golden Age literature.

438. 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 turn-of-the-century Spain.

441E. 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-Inclán and the members of the Generation of 1927.

442. Modern Spanish Poetry
(3-0-3) Jerez-Farrán
A close reading and analysis of the major Spanish poets of the 19th- and 20th-century Spain, with emphasis on Machado, Jiménez, Lorca, Alberti, Guillén, and other poets from post-Franco Spain.

443. Modern Spanish Novel
(3-0-3) Jerez-Farrán
Major novels of contemporary Spain examined within the context of the social, political, and intellectual crises from the time of the Spanish-American War of 1898 to the post-Franco period. Includes works by Baroja, Unamuno, Cela, Martín-Santos, Lafort, Matute, Goytisolo, and Montero.

444. Recent Developments in the Spanish Novel
(3-0-3) Amago
This course represents a panoramic view of contemporary Spanish literature. Authors discussed include Nuria Amat, Rosa Montero, Juan José Millás, and Javier Cercas.

445. Topics in Contemporary Spanish Literature
(3-0-3) Staff
An in-depth study of a particular theme, author, or genre in Contemporary Spanish Literature.

446. 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.

447. Modern Spanish Theater
(3-0-3) Jerez-Farrán
A survey of Spanish theatrical expressions from the early 19th century to the present, which includes neoclassical, romantic, and realist theatre and the technical innovations of contemporary playwrights such as Benavente, Lorca, and Valle-Inclán.

453. Gender and National Identities in Contemporary Spanish Cinema
(3-0-3) Jerez-Farrán
Discussion of films from the period immediately preceding the final demise of the Franco dictatorship to the present with an emphasis on issues of gender and national identity.
454. Recent Spanish Cinema
(3-0-3) Staff
The course examines recent developments in Spanish film since the 1980s. Films discussed include works by Carlos Saura, Alejandro Amenábar, and Pedro Almodóvar.

455. Film and the Latin American Imaginary
(3-0-3) Heller
This course considers the issue of Latin American identity through films from various national traditions, including Cuba, Chile, Mexico, and Brazil. Class discussions consider how shared cultural elements are represented in Latin American film and how these representations challenge assumptions about identity politics.

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. Colonial Spanish American Poetry
(3-0-3) Anadón
Close readings and discussion of selected works of poetry by major authors from colonial Latin America.

465. Topics in Colonial Latin American Literature
(3-0-3) Anadón
An in-depth study of a particular theme, author or genre in colonial Latin American literature.

471. Does the Nation Have a Woman's Face?
(3-0-3) Olivera-Williams
A study of the national imaginary depicted in 19th-century Spanish American fictional 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 in the context of major literary currents and historical events, from the avant-garde through the "postmodern" novels of the late 20th century.

483. Great Spanish American Poets of the Twentieth Century
(3-0-3) Olivera-Williams, Heller
This course will focus on the principal trends of Spanish America lyrical production through close readings of poetry from the avant-garde to the present.

484. Modern Spanish-American Theater
(3-0-3) Olivera-Williams
Combines a study of the development of the dramatic genre in Spanish America with close readings of plays mirroring major historical events and special problems in Spanish American literature.

485. Topics in Contemporary Spanish American Literature
(3-0-3) Faculty
An in-depth study of a particular theme, author, or genre in contemporary Spanish American literature.

486. Contemporary Women's Fiction in Spanish America
(3-0-3) Olivera-Williams
An overview of contemporary women writers, their fiction, and their situation within their respective cultures.

487. New Readings in Modern Caribbean Literature
(3-0-3) Anderson, Heller
This course will analyze a selection of works from a wide range of genres by representative authors from Cuba, the Dominican Republic, and Puerto Rico, written from the early 20th century to the present.

488. Pop Culture: Caribbean
(3-0-3) Anderson
In this class, we study a number of aspects of popular culture in the modern Hispanic Caribbean (Cuba, Puerto Rico, Dominican Republic), including literature, music, film, and art.

489. Studies in Spanish American Culture
(3-0-3) Staff
This course considers the issue of Latin American identity through a variety of media, including film, literature, and popular culture. Focus may be on a particular region or genre.

490. Spanish American Short Story
(3-0-3) Anderson
A survey of the development of the short-story genre in Spanish America. Close readings of works by representative authors.

492. Mexican Literature
(3-0-3) Ibsen
Combines an overview of the historical development of prose, poetry, and theatre in Mexico, with a close look at special problems and issues in Mexican literature.

495. Senior Seminar
(3-0-3) Staff
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
(3-0-3) Staff
A course on the major chronicles of the discovery and conquest of America by Spanish and Latin American authors.

184. 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.

190. Mid-Twentieth-Century American Poetry
(3-0-3) MacKenzie
This is an examination of literary texts and the operas they engendered. Authors and composers may include Molitor, Beaumarchais, Mérimée, Dumas, Mozart, Puccini, Bizet, Rossini, Verdi, and others.

411–412. Dante and His World
(3-0-3) Moews, Cachey
A study of Dante, his poetry, his influence on later Italian literature and culture, and his impact on generations of poets and scholars.

416. From Roland to the Holy Grail
(3-0-3) Boulton
A survey of medieval French literature from 1100 to 1300, including the epic, the romance, drama, and poetry.

417F. Words and Music
(3-0-3) Boulton
A study of the relationship between words and melody in Medieval Latin and French poetry.

418F. Arthurian Romance
(3-0-3) Boulton
A study of the medieval romances of the Arthurian Round Table, in French, German, Spanish, Italian, and English.

420I. 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.
421F. 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.

424F. The Renaissance Woman
(3-0-3) DellaNeva
A study of women in the Renaissance, both as authors of texts and as images within texts.

450I. Italian National 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.

458I. 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.

470F. Modern French Literature in Translation
(3-0-3) Toumayan, Perry
This is a study of major works of 19th- and 20th-century French literature, including works by Baudelaire, Flaubert, Proust, Valéry, Malraux, Camus, Sartre, Beckett, Duras, and Hébert.

487F. African and Caribbean Women Writers
(3-0-3) Coly
Writings by women from the Francophone cultures of North (the Maghreb) and sub-Saharan Africa and the Caribbean (Martinique, Guadeloupe, and Haiti) are examined. 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 487F.

Daniel Myers, chair and professor of sociology

Sociology

Chair:
Daniel Myers

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

Juliana Samora Chair in Latino Studies:
Gilberto Cárdenas

Professors:
Fabio B. Dasilva (emeritus); Michael Emerson; Eugene W. Halton (on leave fall/spring);

Daniel Myers; J. Samuel Valenzuela; Andrew J. Weigert

Associate Professors:
Kevin J. Christiano; Robert M. Fishman; David S. Hachen Jr.; C. Lincoln Johnson (on leave fall/spring); David M. Klein; Richard A. Lamanna (emeritus); Lynnette S. Spillman (on leave spring 2005); Robert H. Vasoli (emeritus); Michael R. Welch; Richard A. Williams

Associate Research Professor:
Felicia LeClere

Concurrent Assistant Professor:
Mark L. Gunty
Program of Studies. The Department of Sociology has a national reputation and its scope of interest is worldwide. Yet it also is 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; SOC 201, The Sociological Enterprise; 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 for Social Research
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) and Independent Studies (SOC 497) 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, political science, 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 (GS2C) or Minor (MGSC), the program of the International Institute for Peace Studies (IIPS), 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.
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 history, 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.

219. Sociology of Race and Ethnicity  
(3-0-3) McVeigh  
This course provides an overview of some of the classic and contemporary sociological understandings and perspectives of race and ethnicity. We will focus particular attention on the racial/ethnic groups common to the United States, broadly categorized as African, Asian, European, and Hispanic Americans. The course will cover areas of identity and culture and will address issues such as racism, immigration, assimilation, segregation, and affirmative action. We will use printed texts as well as film clips; some assignments may include movie viewing.

220. Social Psychology  
(3-0-3) Welch, Williams, Myers, Johnson  
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.

227. Topics on Race in the Americas  
(3-0-3) Lafeld  
This course takes an interdisciplinary approach to a range of historical, literary, religious, and social science topics important to the understanding of the experiences of Latino and African American people in American society. The mini-course will focus, among other topics, on human rights, race relations, mestizaje, racism, ethnicity, social justice, and media images. Mandatory lecture series/seminar (6-7 dates) participation is required. In addition, student will write a short paper.

228. Social Inequality and American Education  
(3-0-3) Carbonaro  
Many have claimed that the American educational system is the “great equalizer among men.” In other words, the educational system gives everyone a chance to prosper in American society regardless of each person’s social origins. In this course, we explore the validity of this claim. Do schools help make American society more equal by reducing the importance of class, race, and gender as sources of inequality, or do schools simply reinforce existing inequalities and reproduce pre-existing social relations? Topics covered include unequal resources among schools, sorting practices of students within schools, parents’ roles in determining student outcomes, the role of schooling in determining labor market outcomes for individuals, and the use of educational programs as a remedy for poverty.

232. Social Problems  
(3-0-3) Johnson  
Analysis of selected problems in American society such as crime, narcotic addiction, alcoholism, delinquency, racial and ethnic conflict, prostitution, and others. Discussions, debates, films, tapes, and readings.

234. Criminal Justice  
(3-0-3) McVeigh  
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, Sobolewski  
Changing family patterns, sex roles, sexuality, premarital 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.

279. Introduction to Latinos in American Society  
(3-0-3) Cádiz  
Cannot take if previously taken SOC 473. 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.

300. Foundations of Sociological Theory  
(3-0-3) Fishman, 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. Methods of Sociological Research  
(3-0-3) Gunty, Hachen, Carbonaro, Summers-Effler, Williams  
Limited to sociology majors. 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 for Social Research  
(3-1-4) Johnson, Myers, Sobolewski  
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) McVeigh, Summers-Effler  
This course focuses on race and ethnic relations in the United States. Current issues 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, acculturation, 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.
314. Social Movements  
(3-0-3) Summers-Eller  
How is social change possible? This is one of the central questions for the study of social movements, as well as the organizing theme of this course. In this course we will consider the ways in which different sociological theories of social movements have asked and answered this question, paying particular attention to theories of identity, emotion, and networks.

317. Sociology of Intercollegiate Athletics  
(3-0-3) Klein  
This course will focus on a sociological examination of intercollegiate athletics. Readings, discussion, and assignments will revolve around how college athletics are affected by and affect such social systems as: gender, race, politics, the economy, and especially education. Where relevant, we will use the University of Notre Dame as a case study, which we can use to illustrate some of these important and sometimes controversial issues. Non-sports fans are especially encouraged to enroll.

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.

326C. Technology and Social Change  
(3-0-3) Alpert  
This class examines how technology has often served as the catalyst for social change for hundreds—indeed, thousands—of years. The course is divided into several sections, some of which will trace from a historical perspective the social impact of specific technologies—some predating the Industrial Revolution, such as the clock, the stirrup, and the pulley. Other course sections will examine technology and social change in specific contexts—e.g., the medical and communication contexts. The first portion of the class will be devoted to some of the basic issues in our collective understanding of technology and social change. Issues such as deskilling of workers, institutionalization of technology into society, and innovation will be examined, as will various approaches to understanding technology, such as the social construction of technology and technological determinism.

329. Therapeutic Jurisprudence  
(3-0-3) Staff  
Therapeutic jurisprudence (“TJ”) looks at how laws impact social life and at how laws and policies are social forces, producing both intended and unintended consequences in society. These consequences can be positive, negative, or both. The objectives of this course are to identify and explore the various consequences of laws and policies based on the history and use of laws and to develop empirical studies to analyze these consequences.

   The first portion of the course will be devoted to an overview of TJ principles and how these principles can be applied to laws and policies. Different perspectives—those of the various legal actors—will be examined, along with how legal actors can have an impact on the effects of laws and policies. The aim for this portion of the course is to develop a method of critical review of laws and policies. The second portion of the course will look at societal influence on laws, interactions between different policies, and how the effects of a law or policy can be assessed through empirical research prior to enactment.

331. The Sociology of Time  
(3-0-3) Staff  
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) McVeigh  
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.

333. Social Deviance  
(3-0-3) Welch, McVeigh  
In this course, students will discuss deviant people and activities with special attention paid to the process whereby deviance is defined. Discussions will focus on issues of social power, moral entrepreneurship, and human variation.

334. Critical Issues in Criminology  
(3-0-3) Welch  
This course will focus on several selected issues and theories that are central to the study of criminology, such as societal perceptions about crime and lawlessness, processes of crime causation, enforcement policies, etc. Students will be introduced to the actual analysis of criminological data, using the popular MICROCASE software to investigate basic research questions firsthand.

335. Sociology of Education  
(3-0-3) Sikkinik, Hallinan, Power, Carbonaro  
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.

339. Trust and Education Reform  
(3-0-3) Staff  
School reform efforts run the gamut from shared decision-making to “teacher-proof” curricula. No matter what strategy is chosen, the success of any reform’s implementation depends on person-to-person interactions between principals, teachers, students, and parents. Sociologists have found that relational trust serves as a key resource for the successful implementation of school reform. Why is trust important in schools and how can it be built? In this course, we will examine the role of trust in organizations, how trust impacts school change efforts, and how trust might be fostered in a school community. Topics to be covered include competing models of trust in organizations, the special characteristics of schools as organizations, and the influence of power and authority on the development of trust.
343. Sociology of Vocation
(3-0-3) Yamane
The unifying theme of this course is the crisis that is created when people's lives and work are divorced from the religious foundation that constitutes them as a vocation in the world. Students will read and engage Karl Marx’s analysis of worker alienation in capitalism and Max Weber’s diagnosis of the vocation crisis in the modern West, mid-20th century critiques by C. Wright Mills (White Collar) and William Whyte (The Organization Man), and more contemporary analyses of the moral dimension of work and economics (e.g., by Robert Bellah and Robert Wuthnow). Through reading, writing, and discussion, students will have the opportunity to develop and apply their sociological imaginations in interpreting their own life and goals through these sociological diagnoses. The class will conclude by considering the possibility of a contemporary reappropriation of an explicitly Christian conception of vocation. NOTE: This course is reading-intensive and discussion-based, and students will be required to write a 20+ page paper.

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) Staff
“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) Lies
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.

369. Caribbean Diasporas
(3-0-3) Richman
Born out of the violent processes of conquest and enslavement, Caribbean societies have developed cultures with roots in Africa and Europe, but with distinctive American identities. This course examines the development of Creole societies in the French, Spanish, Dutch, and British Caribbean in response to colonialism, slavery, and, most recently, transnationalism. The recent exodus of as much as 20 percent of Caribbean populations to North America and Europe has afforded the rise of new transnational modes of existence. Caribbean communities now span multiple sites across nation-states. Constant comings and goings of messages, people, spirits, gifts, and money keep members of host and home communities actively involved with one another’s lives. They creatively appropriate the same technologies of communication, media, and travel that have aided the rapid shifts of capital in the Caribbean and around the globe. This course will explore the consciousness and experience of Caribbean diasporas through ethnohistory and history, religion, literature, music, and culinary arts.

370. Self and Society
(3-0-3) Johnson
You are an outcome of your past social environment, yet you can be independent of it. The goal of this course is to help you think reflectively about society and your place in it, to be aware of the values involved in people’s perspectives on social issues, and to become aware of the social processes that define who you are.

We spend most of our lives in a “taken for granted” world. We are taught certain values and ways of acting in different situations. Our values and behavioral patterns become a “natural” response to people and events that we encounter daily. A concrete aim in this course is to increase your conscious reflection and decision-making in everyday life. Enhanced self-awareness entails self-knowledge—how you learn, your behavioral style, and your values. This course in applied social psychology should have practical value as you enter more fully into a culturally diverse and fragmented world.

371. Catholicism in Contemporary America
(3-0-3) Yamane
This course offers a sociological overview of the Roman Catholic Church in the United States since World War II. Recent trends will be examined at the societal, organization, and individual levels of analysis. Topics include: the involvement of the Church in public life, the causes and consequences of the priest shortage, and increasing individualism and personalism among lay Catholics.

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.
373. Religion and Labor Management
(3-0-3) Staff
This course examines current faith-based movements seeking to promote workplace justice and greater management/labor cooperation. The collaboration of unions and managers is essential, in the face of so many disadvantages for U.S. companies (e.g., trade imbalance, foreign government subsidization, market competition, plant revitalization, profit margins, labor costs, and reinvestment). Industrial-society literature reveals the crucial role of workers, in terms of motivation, job performance, morale, productivity, job satisfaction, and the prospects for industrial democracy—worker co-ownership and co-management. Sociology of religion literature reveals the collaborative nature of the major U.S. religious groups in social issues such as civil rights, poverty, and labor-management crises. The history and teaching of Catholic, Jewish, and Protestant groups in the United States evidences concern about issues such as humanization in work-healthy and safe conditions, adequate wages, fringe benefits, the right to organize for collective bargaining, and worker participation in management and ownership. The course stresses the possibilities, responsibilities, and strategies in interfaith coalitions with enlightened business and labor groups for more cooperative and productive labor management.

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.

378. Migration, Race, and Ethnicity in Twenty-First-Century America
(3-0-3) Woodrow-Lafeld
Migration from Latin America and Asia over 1970–2000 brings a new heterogeneity for the United States that mirrors the global population. Now, the consequences of this migration are reflected in federal statistical policy to expand official population categories of five categories on race and two on ethnicity. This course is an introduction to these U.S. populations of Whites, Blacks or African-Americans, American Indians or Alaskan Natives, Native Hawaiians or Other Pacific Islanders, and Latinos or Hispanics as to historical context, social and economic characteristics, and current research and policy issues. Migration in the post-1965 era of Asians and Latinos created new racial and ethnic communities geographically concentrated in California, Texas, Florida, New York, Illinois, and Arizona. Conceptualization and quantification involve new challenges increasingly relevant for governmental and private sectors, nationally and for communities. Scholars are more attentive to changing identities and population heterogeneity for social institutions of family, education, and government. The 2000 Census and population projections show the future population as considerably different from that of the past. These topics hold relevance in contemporary discussions of world population growth, immigration policy, social change, globalization, and environment.

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.

391A. Intermediate Analysis of Collective Contention I
(3-0-3) Myers, McVeigh
Prerequisite: Permission of instructor. Enrollment in SOC 391B in spring semester is required. This course is a yearlong class examining theoretical developments and empirical analysis of collective contention. Students will conduct intensive research projects involving thorough literature review, formal proposal, statistical and interpretive analysis, and the writing of a professional research report.

391B. Intermediate Analysis of Collective Contention II
(3-0-3) Myers, McVeigh
This course is the continuation of Sociology 391A, a year-long class examining theoretical developments and empirical analysis of collective contention. Students will conduct intensive research projects involving a thorough literature review, formal proposal, statistical and interpretive analysis, and the writing of a professional research report. Prerequisite: Sociology 391A. Permission of instructor is required.

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 attempt 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.

403A. Social Demography of the U.S. Latino Population
(2-0-2) Woodrow-Lafeld
This course is an introduction to the social demography of Latino or Hispanic populations in the United States as to historical background, sociological fields, and current statistics and studies. First, in exploring the demographic perspective on the Latino population, a strikingly young and increasing segment of the U.S. population, the processes of fertility, mortality, and migration are presented. Next to be addressed is the literature on conceptualizing and quantifying the U.S. Latino population, legal frameworks for residence status of migrants, and Latinos in the context of social institutions of family, education, and government. In the future, the changing Latino population is expected to contribute to a U.S. population profile different from the U.S. population of the past century. Thus, the course is relevant in contemporary discussions of immigration policy, globalization, and environment.
404. International Migration: Mexico and the United States II
(1-0-3) 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.

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.

410. The Social World and Adolescent Achievement
(3-0-3) Staff
This course examines the impact of the social world on the educational performance of adolescents. The relationship between social contexts, such as the family, neighborhood, school, peer network, and religion, and adolescent achievement will be explored. Theoretical and empirical research on the impact of these social contexts will also be explored. Finally, how all the contexts work simultaneously to influence the educational performance of adolescents will be discussed.

413. 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.

414. Think Tank on World Food and Hunger Issues
(3-0-3) Johnson
"Think Tanks" are one method that contemporary society uses to try solving complex multifaceted problems. Think tanks are formal or informal organizations that study issues, see solutions to problems, and evaluate ideas as to feasibility. There is no single solution to a multifaceted problem. In fact, in most cases think tanks consider "best case" and "worst case" scenarios instead of solutions. The goal of this course, which will meet every two or three weeks for an hour to an hour-and-a-half, would explore the many paradigms related to food and hunger issues and explore various creative solutions. One of many goals of the process is to create a consensus statement or position paper on food and hunger controversies and point to policies supported by the statement. This is a limited enrollment experimental course to implement the goals of the U.S. National Committee for World Food Day. Permission of the instructor is required.

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) Córdenas
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 sociocultural 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.

421. Food and Poverty
(1-0-1) Johnson
Food and Poverty will examine the relationship between food and poverty in the United States and around the world. Students who enroll in this course are expected to participate in World Hunger Day in mid-October. This is an international event that is sponsored by the Food and Agricultural Organization of the United Nations. Participants in this one-credit seminar will help plan local events to increase awareness of issues related to hunger.
242. Conflict and Social Life  
(3-0-3) Klein  
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.

430. Crime and Deviance in Ideological Perspective  
(3-0-3) Welch  
This seminar course will examine selected issues (e.g., white collar crime, gang violence, pornography, etc.) in the study of crime and deviance (issues will change each time the course is offered) and compare responses made by those representing the left and right in American society. We will critique the adequacy of these responses from a sociological viewpoint.

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 the spouses. Parent-child relations beginning when children are born until parents’ death, changes in sibling relations as persons age, as well as the development of the marital union, will be examined. The family cycles of childless and one-parent families will also be included. Students have the opportunity to apply the course material on family careers to their own families within the context of marriage, occupational and educational plans. They do a case history of a family to gain experience in using the family development approach.

443. Deviant Behavior  
(3-0-3) McVeigh  
This course is concerned primarily with the sociological conceptions and theories of deviance. At the onset, deviance is differentiated from those phenomena designated as social problems and social disorganization. The remainder of the course focuses on deviant acts and deviants. Various responses are explored to questions such as: Who are deviants? What does it mean to be a deviant—to the deviant himself, as well as to others? What common social processes and experiences do most deviants undergo? Various theories or models of delinquency, crime, suicide, sex deviation, and drug use are used to aid in constructing a sociological understanding of deviancy, the analysis of deviant acts, and the formation of deviant careers or roles.
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
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.

448. Sociology of the Body
(3-0-3) Halton
The human body, that extraordinary organic basis of the self and its sign-making abilities, remains very much present in human communication and culture. Though many of our cognitive beliefs may have been developed in civilized societies and their cultural conventions, the self reaches deep into the human body, and that body was refined over many tens of thousands of years of hunter-gatherer life, and developed over an even longer period of hominid, primate, and mammalian evolution.

This course aims to focus directly on the organic human body itself as a center of self and society. We will explore a variety of readings related to the human body as organic matrix of meaning, and that reveal bodily bases of social life, such as Ashley Montagu’s Touching: On the Significance of Skin, or issues of human development. We will also explore the body as a source of self-originated experience through class “practice” sessions, and ways contemporary techno-culture seems to seek to displace bodily based experience.

449. Sociology of Masculinity
(3-0-3) Gunzy
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.

450. Educational Stratification in Theory and Practice
(3-0-3) Staff
As we now embark into a new millennium and compete on a global scale, it is important that we understand how our educational system works, the ways it combats and perpetuates the existing social hierarchy, and the ways that we can improve it. This course is designed to address these three important issues. The first half of the course is devoted to learning and critiquing existing theories of social stratification in general and educational stratification, more specifically. The second half of the course analyses actual educational practices and their relationship with stratification.

451. Popular Culture
(3-0-3) Staff
The first half of the course is designed to introduce a variety of theoretical perspectives to the students. I develop a historical overview of popular cultural theory and the several iterations it has taken, to include: mass culture theory, Marxism, the Frankfurt Schools, Structuralism, Semiotics, Feminism, and Post-Modernism. During the first section of the course, students will be required to write a paper using one of the theories to analyze a popular culture phenomenon of MY choice. The second half of the semester is devoted to a historical analysis of the social impact and meaning of rock ‘n roll. I begin with a demonstration of African music, using recordings of early chants and celebratory music, and then give the class some examples of known slave songs, indicating the presence, as early as 1750, of elements that eventually became R&B, then rock and roll. This course is not recommended for students who have taken SOC 351, as the content will overlap.

452. Theoretical Criminology
(3-0-3) McVeigh
This course will introduce you to theoretical interpretations of criminal behavior, empirical research on crime in diverse contexts, and policy debates on crime control and punishment. Our intent will be to raise critical questions and to challenge commonly held views about the nature of crime and punishment in the United States today. As students of sociology, we will operate under the assumption that crime and punishment are social phenomena; they can only be understood by analyzing their relationship to the broader social, political, and cultural context in which they exist. We shall explore a variety of theoretical perspectives, both classical and contemporary, that attempt to uncover the causes, etiology, and solutions of the problem of criminal behavior.

This class cannot be taken if the student has previously taken SOC 332, because of content overlap.

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.

454. Cultural Aspects of Clinical Medicine
(3-0-3) Wolosin
This course focuses on social science approaches to sickness and healing. The medical encounter is examined from anthropological perspectives. The course emphasizes the difficulties traditional biomedicine has in addressing patients’ expectations for care. Students serve an internship as patient ombudsman in a local hospital emergency room four hours per week. Students are required to sign a waiver, to present evidence of immunizations, and to receive a TB skin test. Course requirements include weekly quizzes, two lab reports, and a final exam.

455. Family I
(3-0-3) Aldous, Klein
Covers current theoretical and substantive developments in the area of family as well as applicable research methods. Family research findings relevant to family policy will also be discussed.
458. Comparing European Societies
(3-0-3) Fishman
This course offers students a review of major patterns of difference, along with some similarities, among the 15 member states of the European Union. Despite the larger contrasts with the United States, and the pressures toward convergence generated by the process of European integration, European societies remain remarkably different from one another on a number of dimensions including: the overall level and form taken by employment and unemployment, systems of social protection and welfare state organization, demographic trends ranging from extremely low birth rates in most of southern Europe to significantly higher birth rates further north, the connections between urban and rural life, and the impact of education on inequalities. The role of institutions, cultures, national histories and policies in accounting for this pattern of difference will be reviewed. The course will also examine the combinations of identities—national, regional, and European—found among citizens of Europe. Students will be encouraged to develop their expertise on at least one country while also doing comparative reading.

459. Sociology of the Life Course
(3-0-3) Sikkink
Prerequisite: Any sociology course.
This course seeks to understand how and why people change or remain the same throughout their lives. Through seminar-style discussion of major works in life course studies, it will explore how lives are shaped by specific historical contexts, how individuals actively construct their life course within historical and social constraints, how life domains are intertwined (and how this shapes human action), and how the impact of life transitions on life trajectories is contingent on the timing of a particular change in a person’s life. Substantively, the course will focus on change within and the relationship over the life course between the domains of religion, education, and politics. The course will have a strong methodological orientation, focusing on data collection issues and measurement strategies for capturing religious formation and change over the life course, and for understanding the perhaps reciprocal relation between religious development and educational and political attitudes and behavior.

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 Democracy, the creation of the party and electoral systems, economic cycles of growth and stagnation, the break down of democracy in 1973, the Pinochet 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.

462. Aesthetics of Latino Cultural Expression
(3-0-3) Cárdenas
This course analyzes the philosophy and principles underlying the social and political aspects of Latino art.

463. Nationalism
(3-0-3) Staff
Nationalism embraces a type of identity, a form of politics, and a basis for organizing societies. This course studies the origins, nature, and possible future of nationalism, overall and in particular cases that will be determined by students’ interests—for example, what our responses to September 11 tells us about American nationalism. The main assignment will be a research paper on a topic chosen by each student.

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 A Community of Witches. With these works as the backdrop, each student will research and write her family’s religious history across three generations.

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, McVeigh, Summers-Eller
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 antirwar 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) Cárdenas
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 for Human Rights on the relationship between migration and human rights are also covered.

480. Qualitative Methodology
(3-0-3) Cárdenas, Summers-Effler
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.

484. Primary Data Collection and Survey Methodology
(3-0-3) LeClere, Williams
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 course work in research methods and statistics will be helpful but not required.

485. Materials and Methods of Demographic Analysis
(3-0-3) LeClere
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.

490. Sociology of Economic Life
(3-0-3) Spillman
Economic actions like working, buying, selling, saving, and giving are a fundamental part of everyday life, and all spheres of society, from family to religion to politics, are interrelated with economics. Sociologists examine how social relationships from small networks to transnational linkages affect economic actions and their outcomes, and the ways cultural meanings and political strategies shape those social relationships. The goal of this class is to provide students with new perspectives on economic actions by reading recent sociological studies of topics like money, markets, work, businesses, industries, and consumer society.

491. Social Transformations and Democratization in Chile
(3-0-3) Valenzuela
This course provides a comprehensive view of the social, cultural, and political transformations that have taken place in Chile since 1990. These transformations have been affected by the consolidation of democracy and the rapid pace of economic growth and modernization in the country. The course draws comparisons to the same processes that have occurred in recent years in Central and Eastern Europe.

496. Sociology Internships
(V-V-V) 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.

497. Independent Study
(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

Chair:
John C. Cavadini

Abrams Professor of Jewish Thought and Culture:
Rabbi Michael A. Signer (on leave 2005)

Crowley-O’Brien Professor of Theology:
Rev. Richard P. McBrein

Catherine F. Huisking Professor of Theology:

Catherine F. Huisking Professor of Theology:
Cyril J. O’Regan

John A. O’Brien Professor of Theology:
Lawrence S. Cunningham

John A. O’Brien Professor of Theology:

John A. O’Brien Professor of Theology:
Jean Porter (on leave 2005)

John A. O’Brien Professor of Theology:
Eugene C. Ulrich

John A. O’Brien Professor of Theology:
James C. VanderKam

John Cardinal O’Hara Professor of Theology:
Gustavo Gutiérrez, O.P.

Theodore M. Hesburgh, C.S.C., Professor of Philosophy and Theology:
Rev. David B. Burrell, C.S.C.

William K. Warren Professor of Catholic Theology:
Rev. John P. Meier

William K. Warren Professor of Catholic Theology:
Rev. Thomas F. O’Meara, O.P. (emeritus)

Professors:
Gary Anderson; David Aune; Joseph Blenkinsopp (emeritus); Rev. Paul F. Bradshaw (London Program); Keith J. Egan (adjunct); Josephine M. Ford (emerita); Mary Catherine Hilbert, O.P.; Rev. Maxwell E. Johnson; Charles Kannengiesser (emeritus); M. Cathleen Kaveny; Robert A. Krieg; Rev. Edward A. Malloy, C.S.C.; Rev. Jerome Neyrey, S.J.; Rev. Gregory Sterling; William Storey (emeritus); Rev. James E. White (emeritus)

Associate Professors:
J. Matthew Ashley; John C. Cavadini; Mary Rose D’Angelo (on leave 2004–2005); Rev. Michael S. Driscoll; David Fagerberg; Jennifer Herdt (on leave 2004–2005); Jean Lapore (emeritus); Blake Leyrele (on leave 2004–2005); Gerald P. McKenny; Bradley J. Malkovsky; Timothy Matovina; Rev. Don McNell, C.S.C. (concurrent); Rev. Leon Mertensotto, C.S.C.; Rev. Matthew Miceli, C.S.C. (emeritus); Rev. Edward O’Connor, C.S.C. (emeritus); Rev. Hugh R. Page; Rev. Mark Poorman, C.S.C.; Maura Ryan (on leave 2004–2005); Joseph Warzywok; Todd Whitmore; Robin Darling Young; Randall Zachman

Assistant Professors:

(on leave 2004–2005); Hindy Najman (on leave 2004–2005); Margaret Pfeil; Thomas Prigl (on leave 2004–2005); Gabriel Reynolds; Thomas W. Ryba (adjunct)

Professional Specialists:

Associate Professional Specialist:
Rev. Michael E. Connors, C.S.C.

Assistant Professional Specialist:
Matthew C. Zyniewicz

THE THEOLOGY PROGRAM UNIVERSITY OF NOTRE DAME

At the University of Notre Dame, the study of theology is carried out in the spirit of the classic formulation of theology as “Faith seeking understanding.” The Theology Department dedicates itself to critical reflection on the historic faith of Catholic Christianity in service to our students, to the larger church, to the world of the academy, and for the general public.

Why major in theology?

Some students study theology in order to prepare for a career in high school teaching or religious ministry. Others plan to proceed 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 secondary major whose focus on the central questions of human existence complements and extends their commitment to their first major in science, engineering, business, architecture, or in another discipline within the College of Arts and Letters. 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. Students work with faculty mentors who are renowned leaders both in teaching and research, and have the opportunity to explore 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.

Theology

What are the requirements for the theology major?

Beyond the six theology credits required of every Notre Dame student, primary 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 primary and 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 and approaches covered in the study of theology.

Summary of the primary major:
THEO 100, 180, or 200, and a 200-level course (University required courses)
THEO 395 and 396—Christian Traditions I and II
THEO 401 or 411—Hebrew Scriptures or New Testament
Electives (15 hours at the 400-level)
THEO 400—Proseminar (1 credit)
Including the University requirements, the primary major thus consists of 31 credit hours.

Summary of the supplementary major:
THEO 100, 180, or 200, and a 200-level course (University required courses)
THEO 395 and 396—Christian Traditions I and II
THEO 401 or 411—Hebrew Scriptures or New Testament
Electives (9 hours at the 400-level)
THEO 400—Proseminar (1 credit)
Including the University requirements, the supplementary major thus consists of 25 credit hours.

What other programs are offered?
Theology Honors Program

The Theology Department offers a special program for particularly gifted undergraduate majors who seek a deeper, more sustained experience in the major through the completion of a thesis project. Each spring semester, the junior class of theology majors will be invited to apply; those selected will be assigned a thesis director from among the faculty of the department. A minimum grade point average of 3.7 within the major is normally expected. Seniors in the Honors Program will enroll in a one-credit Honors Colloquium as well as a one-credit directed readings course in the fall semester, and a three-credit Honors Thesis Writing course in the spring semester, culminating in the submission of a 40-50 page thesis. The Honors Program will normally consist of 36 hours, as compared to 31 hours in the regular primary major. In order to receive the honors designation on their transcript, students must earn an A- or higher grade on their thesis. A full description of the Theology Honors Program is available on the departmental website (see below for address).

Joint Major in Philosophy and Theology

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 joint major is provided in a separate brochure available at the department office.
**The Minor in Theology**

The minor is recognized by the University on the student’s transcript. To fulfill requirements for a minor, a student must take 12 credit hours beyond the required 6 hours (for a total of 18 hours). The additional 12 hours must be composed of 3-credit courses, which can be taken at the 200-, 300-, or 400-level. The minor in theology is accepted by many parochial schools as adequate preparation for secondary school teaching.

**Contact Information**

You may reach Professor Jennifer Herdt, the director of Undergraduate Studies in Theology, through Dorothy Anderson at the departmental office:

(574) 631-7811

Anderson.60@nd.edu

www.nd.edu/~theo/undergrad/undergraduate.html

Department of Theology

130 Malloy Hall

University of Notre Dame

Notre Dame, IN 46556-5601

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**WRITING INTENSIVE REQUIREMENT**

THEO 401 (Hebrew Scriptures) and 411 (New Testament), have been designated writing-intensive courses by the Department of Theology. All majors are required to take one of these courses in fulfillment both of their upper-level scripture requirement within the major and of the College of Arts and Letters' writing intensive requirement. Students will be expected to work closely with the professor throughout the semester on a significant written project, although specific writing assignments will be designed by the faculty member teaching the course.

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 the Bible and the early Catholic tradition. Following this course, prerequisite to all other courses in the theology department, provides an introduction to the critical study of Scripture and to the theological development of Christian doctrine for the first six centuries. Successful completion of this course satisfies the first of the two University requirements in theology. For details on emphases of individual instructors, see the Department of Theology Course Description Booklet or the departmental Web site.

**200. Foundations of Theology: Biblical/Historical**

(3-0-3) Staff

See course description above.

For sophomores, juniors and seniors. For details on emphases of individual instructors, see the Department of Theology Course Description Booklet or the departmental Web site.

**201. Foundations of Theology (Honors)**

(3-0-3) Cunningham

See description above.

**BEGINNING COURSES**

**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.

**180. Theology University Seminar**

(3-0-3) Zachman

This course, prerequisite to all other courses in the theology department, provides an introduction to the critical study of Scripture and to the theological development of Christian doctrine for the first six centuries. Successful completion of this course satisfies the first of the two University requirements in theology. For details on emphases of individual instructors, see the Department of Theology Course Description Booklet or the departmental Web site.

**222. The One Jesus and His Many Portraits: The Various Images of Jesus in the New Testament and Beyond**

(3-0-3) Meier

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 portrayal did or did not 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) R. 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.

**185. Sin and Redemption**

(3-0-3) Driscoll

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, its worldly 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.

**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 ecclesiological 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.

**229. The Veneration of the Saints, Especially the Mother of God, in the History of Christianity**

(3-0-3) Darling Young

Debated as to its origins and controversial among some early modern and contemporary Christians, the long and complex tradition of devotion to the saints still flourishes in Catholicism and Orthodoxy. This course considers the beginnings of devotion to the saints in ancient Christianity, the origins of the cult of the Virgin Mary, and local and transnational devotions in ancient and medieval Christianity and Byzantium. Shrines, pilgrimages, and relics with their associated commerce will receive attention, as will the reaction against such devotion in the sixteenth century West. The course will also examine selected modern scholarly examinations of sainthood and cultus, as well as the contemporary ambivalence about traditional devotions (especially to the Mother of God), the relationship of devotion to the saints to the developing theological themes of the person of Christ and the church as communion of saints, and the appearance and canonization of new saints in western and eastern Christianity.
230. The Church We Believe In
(3-0-3) Prigl
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 ecclesiological 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).

235. Following Jesus
(3-0-3) Daley
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 and in his message have had, and continues to have, on the way his disciples live in the world.

236A. Latin American and U.S. Latino Theologies
(3-0-3) Matovina
This course examines the emergence and development of Latino religion and theology in the United States. In particular, the course will explore how U.S. Latina and Latino theologians have articulated the meaning and implications for Christian living of core theological topics such as Christology, evangelization, social justice, and liturgy.

240. Jesus and Salvation
(3-0-3) Hilbert
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.

243. Theology of Marriage
(3-0-3) Odorizzi
This course seeks to introduce participants to the principal elements in the Catholic Tradition on marriage by examining the sources of this tradition in sacred scripture, the work of ancient Christian writers, the official teachings of the Church and recent theological reflection. The method employed in the course is thus historical, scriptural, and thematic. The readings selected for this course are intended to expose students to contemporary discussion in moral theology apropos of these issues, and provide them with the necessary theological tools to critically evaluate a wide variety of ethical positions dealing with marriage in the Catholic tradition.

244. Catholic Social Thought
(3-0-3) Picli
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 and analysis in addition to 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.

247. The Catholic Experience
(3-0-3) Cunningham
This course has three 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. Relationships, Sexuality, and Christian Tradition
(3-0-3) Poorman
This course is an introduction to the traditions and methods of Christian ethics and Roman Catholic moral theology, especially as they are applied to human sexuality and sexual ethics. Following a brief introduction to current cultural contexts for considering human sexuality, we will compare several theoretical bases for sexual morality. We will also consider methods and theories of Christian sexual ethics. Finally, we will turn our attention to a number of contemporary issues, including marriage, extra-marital sexuality, contraception, assisted reproduction, and homosexuality.

The format of the course will be lecture and discussion. We will employ a number of cases and scenarios to prompt discussion and to exemplify methods and theories. Requirements include attendance at all class sessions, careful reading of the assigned texts, significant contributions in discussions, a five-page reflection paper, midterm and final exams, and a 10-page researched essay on an issue related to Christian sexual ethics. There may also be several one-page, ungraded essays assigned to promote thought and discussion on specific topics or questions.
263E. Rich, Poor, and War
(3-0-3) Whitmore
This course examines the interrelationships between economic injustice and violence. It begins by investigating the gap between rich and poor both in the U.S. and worldwide. We also look at the history of Christian thought on wealth and poverty. We then address the ways in which economic disparity intersects with the problem of violence in both domestic (violence against women) and political realms (war and revolution). Next, we canvass Christian thought on the use of violence. This raises the question of whether Christianity itself contributes more to violence or to peace. Finally, we pose the question of whether forgiveness for violence is advisable or feasible.

264. Theology and the Arts
(3-0-3) Joncas
Readings include selections from scripture, art criticism, and the theologians' works. The course also involves a variety of visual art and literary works. A major focus is on the arts' role in shaping Christian thought and practice. The course also examines the role of the arts in contemporary society, including issues of representation, identity, and social justice.

265. Corporate Conscience
(3-0-3) Mertensotto, Heppen
This course explores the role of ethics in corporate decision-making. It examines the moral and legal responsibilities of corporations and their leaders, and how these responsibilities are shaped by cultural, economic, and political factors. Students will engage with texts and cases from a variety of disciplines, including business ethics, law, and sociology.

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 pious exhortations ("Jesus says"), assertions of ecclesial authority ("the Church says"), or invocations of negative moral prohibitions ("thou shalt not"). Thus, the "faith" will be presented as a set of beliefs and practices that are disturbingly radical, demanding that Christians die to themselves, yet also deeply attractive, in that dying serves as a passageway to true life. As suggested by the title, a leading emphasis in the course is that only a faith worth dying for can forge a moral life that is truly worth living.

Readings include selections from scripture, liturgical texts, theological and moral treatises, encyclicals, and the documents of Vatican II, plus Augustine's Confessions, Cantalamessa's The Eucharist: Our Sanctification, Graham Greene's The Power and the Glory, short stories of Flannery O'Connor, Dorothy Day's The Long Loneliness, and Helen Prejean's Dead Man Walking. Evaluation is based on a midterm, a final, several short papers, and interactive class participation.
272A. The Harp of the Spirit: The Spirituality of Syriac Christianity
(3-0-3) Amar
Human life is experienced fully and authentically only when the spiritual life is awakened in an individual. The primary vocation of every human person is the vocation to the spiritual life. Much of what typifies modern society suffers from spiritual deprivation. Much of what passes for spirituality is not spirituality at all but “self-help.” It is based in a tradition, sometimes called “classical,” that is formulaic, dogmatic, and which gives rise to distinctions between immanence and transcendence. Syriac Christianity represents the unique phenomenon of a genuinely Semitic form of Christianity which returns us to the well-springs of the Christian faith before they were muddied by doctrinal controversy and philosophical speculation. In Syriac tradition, Symbol is pre- eminent, and replaces the categories of classical theology. Symbolic theology is based in the concrete, historical event; it is inductive and a posteriori. This is not a “class” in the traditional sense of the word. It is envisioned as a common journey toward realizing who we are as spiritual beings.

Meetings will follow a discussion format; there will be no formal lectures. Students must read the assigned material before class and be prepared to talk about them. If you have questions about this course, you are encouraged to meet with Professor Amar (631-6276).

273. Vocation and Leadership in Catholic School Tradition
(3-0-3) Pfieil
This course will invite students to consider the meaning of vocation in relation to the social mission of the church. Beginning with a theological understanding of the significance of vocation and charisms, this course will provide a narrative-based exploration of the vocational journey of prominent figures in the Catholic social tradition such as Francis of Assisi, Dorothy Day, Cesar Chavez, and Oscar Romero. The emergent understanding of vocation will be held in conversation with the witness given by leaders from other religious traditions, e.g., Badshah Khan, Gandhi, and Thich Nhat Hanh. Using the method of service-learning, this course will invite students to develop an awareness of their social justice commitments in light of their own sense of vocation. PERMISSION IS REQUIRED. More information about the course format is explained in the Learning Agreement and Application Form which are available at the Center for Social Concerns.

274. Discipleship, Loving Action for Justice
(3-0-3) Pfieil/Shappell
This course is for students returning from Summer Service Internships or other service experiences who desire an extended opportunity for reflection and analysis. Some of the major themes to be discussed are: Christian compassion, discipleship 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. 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. This course fulfills the second theology requirement.

275. The Mystery of Being Human
(3-0-3) Hillkert
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
Both science and religion generate assertions that are held to provide true descriptions of the world and our place in it. Both science and theology subject these assertions to disciplined inquiry and testing within specific communities. In societies (like ours) in which both science and religion are vital forces, these processes of enquiry and testing overlap and interrelate in complicated ways, resulting sometimes in conflict and sometimes in mutual enrichment. This course will investigate these interrelations by means of three case studies: the Galileo affair, the conflict of evolution and creationism, and the ethical issues that arise from new genetic biotechnologies. Requirements: frequent short (1page) written assignments on the readings, two in-class exams and a final.

280A. What Catholics Believe
(3-0-3) Gorski
This is a theological exploration of the basic content and practice of the Catholic faith. The focus is on the fundamentals that form the foundation of Catholicism and against which everything else is explained or judged. The aim of this course is not simply to educate students about Catholicism. Rather, it intends to facilitate their personal appropriation of the Catholic tradition: that is, to challenge and help them reason critically for themselves about the meaning and practical implications of their faith. Some of the questions students will ponder concern God, Jesus Christ, the Church, Christian spirituality and moral behavior. But since we raise these questions in an attempt to come to terms with the meaning of our own lives, we begin with the question of our own human existence: Who am I or who are we? The course is based on the conviction that all theological questions start with us as the ones who pose the questions in the first place. While the approach taken will be one that appeals immediately to critical reason rather than to conversion of the mind and heart, the aim ultimately is to help students discern, respond to, and be transformed by the presence of God in their lives, and to work for the continuing renewal of the world in light of this discernment of God.

280B. Catholic, Orthodox, Protestant: A Theological Comparison
(3-0-3) Fagerberg
This course is an introduction to the fundamentals of Catholic doctrine, but it will accomplish this end by examining Catholicism in contrast to Eastern Orthodoxy and Protestantism. The purpose of making such a comparison is twofold: first, to discern what is distinctive to the Roman Catholic tradition via critical comparison and contrast; second, to advance ecumenical understanding by making students aware of the issues that originally separated these Christian bodies, and what progress toward unity has been made. The course will begin with teachings held in common by the three traditions (nature of God, creation, Christology, atonement) and then move on to issues over which divisions have occurred (sin and the nature of human beings, the Trinity, scripture and tradition, sacraments and worship practices, and the papacy). Since a religious tradition is more than its confessions alone, we will also pay some attention to different cultural manifestations, such as art, music, architecture, and ritual.
216. War, Law, and Ethics
(3-0-3) Pfahl
This course is designed to explore ethical and legal considerations related to war and the use of force. Beginning with a historical overview of Christian thinking on war and peace, we will develop an account of various ethical positions on the use of force, including views rooted in the just war tradition and in pacifism. We will also consider the ethical implications of contemporary issues related to the use of force, e.g., sanctions, war crimes, humanitar- ian intervention, and terrorism. In collaboration with the Center for Social Concerns and La Casa de Amistad, students will have the opportunity to engage in service learning by working with students from Washington High School to collect stories from local war veterans as part of the Library of Congress, “Veterans History Project.”

282E. Eucharist, Church, and Communion in Ecumenical Perspective
(3-0-3) Wells
How ought the church and the eucharist to be defined in Christian doctrine? And how have Chris- tians in the West since the Reformation thought about the eucharist in the wake of divisions, schisms, and the like? This course examines scripture and the history of Christian thought on the matter of the church as a eucharistic community. Special emphasis is placed on the achievements of the ecumenical movement in the 20th Century, and on contempo- rary proposals and problems related to Christian unity and difference, communion, and forgiveness, particularly between and among Roman Catholic and mainline Protestant and other Reformation traditions.

285E. Christian Liturgy and Music
(3-0-3) Johnson
Music has long played an important role in Christian liturgy as an artistic expression of the Church’s prayer and theology. Part I of this course will survey the historical development of Christian liturgy and its theological interpretation from the New Testament period onward, focusing in particular on the role of music and theology of music in liturgy. Part II will concentrate on the use of music in liturgy today, studying various official Church documents on music from Vatican II forward (including Sacrosanctum Concilium, Musicam Sacram, Music in Catholic Worship, and Liturgical Music Today), and drawing forth principles for determining theologically and pastorally what are the functions and appropriate uses of music in liturgy today. Assessment: there will be a mid-term exam and a final exam, and students will engage in an exercise in practical theology utilizing participant-observation methods to analyze the use of music in several liturgical events. Students will develop a final report/analysis of their observations, which they will both present in class and submit in written form.

287. World Religions and Catholicism in Dialogue
(3-0-3) Gorski
A theological exploration of Hinduism, Buddhism, Taoism, Judaism, Islam and the relationship of Catholicism 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 Catholicism 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 Catholicism by “passing over” into and experiencing as well as appraising the different major religious tra- ditions 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.

288. 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 oppres- sion. 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 precondi- tion for understanding the liberation writings from the USA 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 theologically, 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 guid- ed by the insights of important Catholic contempla- tives 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 Chris- tian faith and practice as well as a greater apprecia- tion of the spiritual paths of others. Requirements: Short papers, midterm exam, and final exam.

293. Regarding the Islamic Challenge to Christianity
(3-0-3) Reynolds
While many Christians have described Islam as a Christian heresy, many Muslims consider Christian- ity to be an Islamic heresy. Jesus, they maintain, was a Muslim prophet. Like Adam and Abraham before him, he was sent to preach Islam. In this view Islam is the natural reli- gion—eternal, universal and unchanging. Other reli- gions, including Christianity, arose only when people went astray. Therefore Muslims have long challenged the legitimacy of Christian doctrines which differ from Islam, including the Trinity, the Incarnation, the Cross, the New Covenant and the Church. In this course we will examine Islamic writings, from the Qur’an to contemporary texts, in which these doctrines are challenged. We will then examine the history of Christian responses to these challenges and consider, as theologians, how Christians might approach them today.

Electives

397A–397B. Elementary Hebrew I–II
(3-0-3) Schofield, 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 gram- mar 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, Quran, 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 Biblica Hebraica. The course encourages students to think about the grammatical forms and their implications for biblical interpretation.
308. Introduction to Christian Latin
(3-0-3) Sheerin

309A. Religion and Politics
(3-0-3) Dowd

In this course, we examine various hypotheses about the relationship between religion and politics, religious institutions and political institutions, and based on evidence from across time and space (i.e., Africa, Asia, Europe, Middle East, North America, and South America) discuss the robustness of such hypotheses. The aim of the course is to think critically about the conventional wisdom concerning the relationship between religion and politics. Special attention will be focused on the effects of modernization and globalization on the political salience of religion and whether certain types of religious systems (i.e., various types of Christianity and Islam) are more compatible with and conducive to democracy than others.

321A. Philosophy of Judaism
(3-0-3) Al Neiman

"For Jews and Christians beyond numbering, Abraham Joshua Heschel was a spiritual mentor who changed our lives in ways that we are still trying to understand." - The Reverend Richard John Neuhaus

"I feel that Rabbi Heschel is one of the persons who is relevant at all times, always standing with prophetic insights to guide us through these difficult days." - The Reverend Martin Luther King, Jr.

"He not only studied Torah but lived it: the roster of activists in almost every major campaign of Jewish or humanitarian concern has included his name." - Professor Steven J. Katz

This course will mainly be devoted to a study of the philosophical understanding of Judaism developed by Rabbi Abraham J. Heschel (1909-72). Heschel is best known as a progressive activist, member of the Clergy and teacher of seminarists at The Jewish Theological Seminary in New York. However, his philosophical work is of considerable importance in its own right. In order to demonstrate this, the course will be devoted to a careful examination of his classic work God in Search of Man: A Philosophy of Judaism (Farrar, Straus and Giroux: 23rd printing, 2000). If time permits, I’d like to examine at least one prominent attempt to translate Heschel’s philosophy of religion into a “liberation philosophy” for the 21st century, e.g., the work of Cornel West in his ProphecyDeliverance: An Afro-American Revolutionary Christianity (Westminster)

Requirements include semi-regular 250-300 word papers for individual (20 out of 28) classes as well as a 5–7 page take-home final. This course cannot be completed without regular attendance, careful pre-class preparation and considerable self-motivation.

324A. Holy Fools in Christian Tradition
(3-0-3) Kobets

Through the analysis of a variety of texts ranging from the New Testament books to hagiographies and philosophical treatises we will examine different forms of holy foolishness in spiritual and cultural traditions of eastern and western Christianity and establish their cultural bearings. Concepts under discussion will include asceticism; sanctity; heresy; canonization: hagiography. Among the course readings will be the First Epistle of the Apostle Paul to the Corinthians; Early Christian Patroika; individual Vita of Byzantine holy fools (St. Simeon of Emessa, St. Andrew of Constantinople); controversial Lives of Christian saints (Life of Alexis the Man of God); Lives of Eastern Orthodox Saints (Kievo Cave Monks: St. Basil the Fool of Moscow); Lives of Western Christian Saints (St. Francis of Assisi, Magery Kempe), and later elaborations on the subject of folly found in such works as “In Praise of Folly” by Erasmus of Rotterdam “Madness and Civilization” by Michael Foucault.

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.

326. God, Philosophy, and Universities
(3-0-3) MacIntyre

Enquiry and teaching in Catholic universities have aimed at understanding how the universe—physical, animal, human—is ordered to God. One task of philosophy in the Catholic tradition has been to show how the various secular disciplines both contribute to such understanding and remain incomplete without theology. How is this task to be carried out? We shall consider answers by three Catholic philosophers in different intellectual and cultural situations, Aquinas, Arnauld, and Newman in the hope of learning how to answer this question today. Requirements: Three papers will be required. There will be no examination.

340. Know Your Catholic Faith (series)
(1-0-1) Cavadi

The department offers a series of one-credit courses in cooperation with the Office of Campus Ministry.

What does the Church teach? Why does it matter? Each one-credit course reflects on a central feature of the Catholic faith, so that students come away with a clear idea of what the Church holds on these topics as well as a basic theological and personal understanding of them.

352. Catholic Reformation: History, Theology, Devotion
(3-0-3) Brad Gregory

This course will examine some of the main historical realities, theological developments, and traditions of spirituality within Roman Catholicism c.1450–c.1700, the period of Catholic reform both before and after the emergence of the Protestant Reformation. The class format will be two lectures plus one discussion-based tutorial section per week, the latter based on the reading of primary sources in translation. Major topics to be discussed include the character of the late medieval Church and reforming efforts within it (e.g. the Observantine movement, Christian humanism); Roman Catholic response to the Protestant Reformation, including the Roman Inquisition; the revival of existing and emergence of new religious orders (especially the Society of Jesus); the Council of Trent and its implementation among the clergy and laity; Catholic missionary activity in Asia and the Americas; post-Tridentine Catholic art and scholarship; the relationship between the Church and European states in the 16th and 17th centuries; Jansenism; and the flowering of Catholic spirituality in the 17th century.

385. Islam: Religion And Culture
(3-0-3) Asma Afsaruddin

This course will discuss the rise of Islam in the Arabian peninsula in the seventh century and its subsequent consolidation as a major world religion and civilization. Lectures and readings will deal with the life of the Prophet Muhammad, the Qur’an and its interpretation, early Islamic history, community formation, law and ritual, theology, philosophy, mysticism, and literature. Emphasis will be on the core beliefs and institutions of Islam and on the religious and political thought of its practitioners from the Middle Ages through our own time. The latter part of the course will deal with reformist trends within Islam and contemporary Muslim engagements with modernity. All readings are in English; no prerequisite.

SOCIAL CONCERNS SEMINARS (THEO 350–THEO 372).

The Department of Theology offers a variety of social concerns seminars in collaboration with the Center for Social Concerns. Permission is required for each of these and is obtained through the center. More information is available at the Center for Social Concerns, 631-5319.
355. Social Concerns Seminar: Civil Rights and Social Change
(3-0-3) Caponigro
The purpose of this Seminar is to study key events and leaders that sparked the broad-based movement to secure civil rights in the United States. Students will visit communities (Atlanta, Birmingham) and religious institutions that shaped the ideology and development of movement in the late 1950s and early 1960s. Participants will also be asked to explore the current state of leadership in the civil rights community, assessing its relevance and potential for continued influence on issues of race and discrimination into the new century.

356. Social Concerns Seminar: Migrant Experiences
(3-0-3) Brandenberger
This seminar offers a unique immersion into the lives of migrant farm workers in Florida during the spring harvest. Students pick tomatoes in the fields (donating their wages), live with migrant families, assist church and social agencies that serve migrants, and meet with community leaders, never again to take food for granted.

358. Social Concerns Seminar: Children and Poverty
(3-0-3) Brandenberger/Ashley
This seminar focuses on concerns that affect the youth of our nation, especially poverty and violence, and examines efforts to foster positive youth development. Immersion in New York City. Participants read Catholic social teaching focused on youth/family issues.

359A. Summer Service Learning: ACCION
(3-0-3) Cunningham/Connors
The ACCION Internships run 10-12 weeks in micro-lending offices across the country. For junior business majors only.

359B. Summer Service Learning Intern: African American Leadership
(3-0-3) Cunningham
The ACCION internships run 10-12 weeks in micro-lending offices across the country. For junior business majors only.

359C. Summer Service Learning Intern: Hispanic Leadership
(3-0-3) 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 requirements of THEO 359 and work with the Center for Social Concerns to build partnerships with the agencies and people involved. Application and interview necessary for participation.

359D. Summer Service Learning Intern:Worker Justice
(3-0-3) Connors/Beckman

359E. Summer Service Learning Intern: Contemporary Issues
(3-0-3) Cunningham
This internship is for students interested in learning 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: SSFs
(3-0-3) Cunningham/Connors
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 social 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) Cunningham/Connors/Brandenberger
Same as THEO 360 but restricted to theology majors; graded A-F.

360B. Summer Service Learning: Int’l
(3-0-3) Cunningham/Tomas-Morgan
Prerequisite: Domestic service-learning experiences. This three-credit course provides students the opportunity 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) Loesch/Pettit
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. Social Concerns Seminar: Appalachia
(1-0-1) Ashley/Loesch
This seminar involves experiential learning during the semester break. The course is centered on a service-learning immersion in the region of Appalachia and provides preparation for and follow-up to that experience. Students may focus on particular themes (e.g., rural health care, environmental issues) at various sites while learning about the region and rural issues.

362/SOC 362. Social Concerns Seminar: Cultural Diversity
(1-0-1) Outlaw/Brandenberger/Pettit
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. Students will participate in a five-day program during break at selected sites that provides an orientation to culturally diverse communities and allows students to engage in discussions on relevant issues with local residents and community leaders. Students participate in preparation and follow-up sessions.

363/POLS 496. Social Concerns Seminar: Washington, D.C.
(1-0-1) Brandenberger/Ashley
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 various agencies, government offices, and church organizations. Students participate in preparation and follow-up sessions. Themes (e.g., Educational Reform, Violence in America) vary each year.

365. Social Concerns Seminar: Mexico Service-Learning Project
(1-0-1) Brandenberger/Tomas-Morgan
This seminar involves three weeks of service-learning in Oaxaca, Mexico. It is designed to expose students to the reality of Latin America through inter-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.

367. Social Concerns Seminar: Advanced Studies
(1-0-1) Brandenberger/Ashley
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. Social Concerns Seminar: Contemporary Issues
(1-0-1) Brandenberger/Pettit
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.

368A. Social Concerns Seminar: Discernment
(1-0-1) Shappell/Pfeil
368D/ ESS 368D. Social Concerns Seminar: Education
(1-0-1)
This seminar focuses on the educational and outreach endeavors of St. John Vianney Catholic Parish in Goodyear, Arizona, and builds upon Notre Dame’s relationships with the Congregation of Holy Cross. Participants are hosted by parish families and spend several days in the classroom with a mentor teacher. Participants also visit organizations in Phoenix doing outreach to people who are homeless and to pregnant women.

368E. Social Concerns Seminar: Hispanic Ministry
(1-0-1)
This seminar gives participants the opportunity to experience the Church’s option for the poor through an immersion into the spirituality, culture and economy of the rural, southern California valley community of Coachella. Students work with the members of the Congregation of Holy Cross who are in ministry there.

368F. Social Concerns Seminar: Gospel of Life
(1-0-1)
The Gospel of Life Seminar provides opportunities to read, reflect and be of service on a variety of life issues through service and experiential learning. During the week of service and experiential learning in Washington, D.C. over fall break, the seminar participants will learn from Church and government leaders, various agencies, and individuals.

368G. Social Concerns Seminar: Organizing, Power and Hope
(1-0-1)
This seminar focuses on diverse church, school, leadership, and community-organizing initiatives to improve life in Chicago neighborhoods. Participants will be challenged to examine perceptions of power, service, and social action.

369. Social Concerns Seminar: Leadership Issues
(1-0-1) Knight-Santoni/Loesch
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 their personal leadership styles and potentials through a variety of experientially based learning experiences.

370. Social Concerns Seminar: Nonviolence
(1-0-1) Brandenberger
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.

371. Social Concerns Seminar: International Issues
(1-0-1) Brandenburger/Tomas-Morgan/Kollman
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.

371B. Social Concerns Seminar: Border Issues
(1-0-1)
The seminar examines immigration and related issues that exist between the United States and Mexico. Participants travel to El Paso, Texas, and Ciudad Juarez, Mexico to meet with refugees, Border Patrol, parish organizations, and families who live in “squat” villages. Participants also analyze and discuss policy issues. The immersion is in partnership with Annunciation House.

372. Social Concerns Seminar: Field Education
(1-0-1) Brandenberger/Pfeil
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 (at, for example, 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.

383. The Paschal Mystery in the Latino Community
(1-0-1) Elizondo

385B. Women in American Catholicism
(3-0-3) Cunnings
This course is a survey of women in the American Catholic Church from the colonial period to the present. Through lectures, reading, and discussion, we will consider the following themes: the experience of women in religious communities, women and men in family life, gender and education, lay women and social reform, ethnic diversity among Catholic women, the development of feminist theology, and the intersections and departures between Catholicism and feminism. Assigned texts include three monographs and a course packet of primary source material relating to women such as Henriette Delille, Elizabeth Seton, Madeleva Woolf, Dorothy Day, and Helen Prejean. Course requirements include a midterm and a final examination, several short writing assignments, and a final paper (10–12 pages).

391. Liturgical Choir
(1-0-1) Walton

391A. Women’s Liturgical Choir
(1-0-1) McShane

392. Folk Choir
(1-0-1) Warner

395. The Christian Theological Tradition I
(3-0-3) Cunningham, Wawrykow
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 thinker's 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.

ADVANCED COURSES

400. Proseminar
(3-0-3) Fagerberg
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 writing spanning the following research-related genres (case studies, article reviews, journal, and critical notes). Fall only.

404D. Prophetic Literature
(3-0-3) Najman
This course will examine different concepts of prophecy in the Hebrew Bible and in later Second Temple traditions. How did prophets, priests, and scribes claim divine inspiration? How did they connect revelation and heavenly journey to textual authority and the production of Scripture? Throughout the course we will focus mainly upon biblical texts, but we will also look at claims to prophetic authority made in non-biblical wisdom, apocalyptic, and liturgical texts. No prior knowledge of biblical prophecy, biblical studies, or ancient languages is required.
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 1869-1870, with special attention given to the impact of the Reformation and the Enlightenment on the formation of Christian theology.

423A. Christian Spirituality and Transforming History
(3-0-3) Gutierrez, Ashley
This course will look at the relationships between embracing an authentic Christian spirituality and working to transform society and history. We start from the observation that while “spirituality” is currently very popular in the United States, it is often extremely individualistic and presented as a haven or oasis in which to escape a harsh world. The thesis of this course is that this is an impoverishment or distortion of authentic Christian spirituality. To investigate this we will begin by looking at how spirituality is presented in the Bible, with particular attention to its relationship to conversion and evangelization, as expressed in and through people’s involvement in their particular cultures and histories. Then we look at certain important figures in the development of a spirituality that is transformative of history, including (among others) Bartolome de las Casas and Henri Nouwen. Finally, we look at recent texts from the magisterium, beginning with texts of Vatican II and proceeding through select papal writings (“Paecem in Terris,” “Evangelii Nuntiandi,”), and concluding with an analysis of John Paul II’s insistence on the transformation of history as an integral part of a “new evangelization” of culture.

Requirements: Two papers and a class presentation.

424A. Monastic Way in the History of Christianity
(3-0-3) Young
Although often hidden from view, even hidden from view in the church, the monastic way is one of the oldest expressions of Christian devotion to God and neighbor, usually pursued alone communally. The purpose of this course is to explore how Christian men and women have lived this life, from earliest Christianity to the present. To that end, we will read the writings of monks of Eastern and Western Christianity, paying close attention to monastic voices from antiquity (such as Anthony, Evagrius, Basil, and Benedict), medieval Christianity (e.g. Alred of Rievaulx, Bernard of Clairvaux, Hildegard of Bingen as well as Gregory Palamas and Theodore the Studite) up to the present day (Seraphim of Sarov, Thomas Merton, Mother Maria Skobtsova). The primary format of the class will be discussion, aided by the composition of short essays throughout the course.

426A. Topics in Theology: Sacraments
(3-0-3) Prügl
Pastoral necessity as well as heresies and uncertainties about the nature of the sacraments made it unavoidable for the medieval church to reflect upon its most distinctive liturgical rites. Within the context of the formation and growth of scholasticism, the sacraments provided an excellent training ground to test the strength of western theological thought. Due to the influence of Peter Lombard’s collection of patristic “Sententiae” the sacraments finally became a major field within the institutionalized theology at the universities. Our course will focus on those events and texts of the earlier Middle Ages which challenged theologians like Paschasius Radbertus, Berengar of Tou, and Lanfranc of Bec to specify their views about the Eucharist. It will consider the formation of a systematic treatise on the sacraments in the French schools of the 12th century, and finally present the synthesis of high scholastic sacramental theology in Thomas Aquinas and Bonaventure. Besides the generic questions on the nature of the sacraments as such, special attention shall also be paid to baptism, the Eucharist, confirmation, and penitence.

428. Topics in Medieval Theology
(3-0-3) Staff

430A. Theology and Popular Piety in U.S. Catholicism
(3-0-3) Matovina
This course explores the theological insights inherent in the religious practices and spiritual traditions of African American, Latino/a, and European American Catholics. Particular emphasis is given to popular piety as a source for theology and to the ways theologians and pastoral ministers can critically engage popular religious traditions.
431A. Christian Anthropology
(3-0-3) Hilkert
This course will explore theological perspectives on how Christians understand human life in light of the life, death, and resurrection of Jesus. Part One will focus on Karl Rahner’s theology of the incarnation as the key to understanding the mystery of being human in an evolutionary world. Questions to be considered include: How is human life related to the rest of creation? What does it mean to be a human person? In what sense can human life be called a sacrament? Do we have a vocation and destiny? What is the impact of the sin of the world on human freedom? What does it mean to be called to communion with God and with all of creation? Part Two will turn to the reality of suffering in its personal, interpersonal, social, and global dimensions. In a world of increasing violence, suffering, and ecological devastation, how are Christians called to reimagine the symbols of creation in the image of God, original sin, grace, and hope for the future?

Based on careful reading of required texts, students will develop a series of thesis statements which respond to the reading as well as articulate their own developing theological anthropology. The final paper, based on those thesis statements, will be a constructive paper in which the student articulates her or his theology of the human person or of some dimension of human life (e.g., theology of work, play, suffering, sexuality, death). Midterm and final examinations will be based on the required readings.

432A. Culture, Religion, and Evangelization
(3-0-3) Elizondo
This course will examine the theological basis of inculturation, its historical development, ecclesial documentation, and the implications for ecclesiology, liturgy, catechesis, and the theological elaboration. The course will include lectures, videos, class discussion, and practical exercises.

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.

436A. Modern Catholic Theologian
(3-0-3) O’Regan
The course focuses on three of the major contributions made by John Henry Newman to modern religious thought. (1) Newman’s contribution to religious epistemology, especially the question whether it is rational or irrational to believe. A Grammar of Ascent is our central text, although a number of Newman’s much early Oxford sermons will also come in for discussion. (2) Newman’s contribution to our understanding of the genesis, nature and function of doctrine. Our main text here is the famous Essay on Development which, arguably, is the single-most important text on tradition written in the nineteenth century. (3) Newman’s view of Christ. Unlike his treatment of religious epistemology and his view of the development of doctrine, Newman does not have a single authoritative treatment of Christ. His reflections are scattered throughout, especially in the voluminous sermons and in his historical works. We will read samples of both to discern the main drift of Newman’s concerns and his conclusions. As an introduction to Newman, his intellectual development and his period, as well as a classic in its own right the course opens with Newman’s celebrated Apologia Pro Vita Sua.

Also course packet with sections from Sermons on the Theory of Religious Belief, The Arians of the Fourth Century and Plain and Parochial Sermons.
Requirements: Class attendance and participation, midterm paper, final paper

437A. Miracles
(3-0-3) Cavadini
What is a miracle? Can miracles happen? What is their significance? The course will approach these questions using a variety of paradigms, including philosophical, theological, and sociological. We will consider a variety of texts and issues, including the Bible, classical exegeses of biblical miracle stories (in Origen, Augustine, and Gregory the Great) as well as their counterparts in modern scholarship, philosophical debates about the status of the miraculous, and recent studies of communities where miraculous events are alleged to have occurred. We will also consider the canonical process for the investigation of alleged miracles, as well as literary treatments of the theme. We will ask, finally, What is the religious significance of wonder?

441. The Christian–Jewish Encounter: From Disputation to Dialogue
(3-0-3) Signer
In the closing days of the II Vatican Council Nostra Aetate (Declaration on non-Christian Religions) reversed a negative attitude of the Catholic Church toward Judaism and the Jewish people. This remarkable change promoted “dialogue” with Jews, and positive changes in the ways in which Judaism was presented in Liturgy and Catechesis. 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 toward violence against the Jews? What is the relationship between Christian anti-Jewish teachings and Anti-Semitism? 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.

442E. Christian Ethics and Contemporary Culture
(3-0-3) McKenny
Christian ethics is committed to the claim that God is the ultimate ground and source of ethics. In the cultures of the modern West this claim has been repeatedly challenged. Two of the major challenges hold that by virtue of its theocentrism Christian ethics is inimical to rational morality or is implicated in cruelty, suffering, and evil. This course addresses these two challenges through the reading of biblical texts with classical and modern commentaries, Aquinas, Scotus, Kant, Nietzsche, Dostoyevsky, Levinas, Jonas, Barth, John Paul II, and others.

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.
448A. Theology After Darwin
(3-0-3) Ashley
Daniel Dennett, a philosopher at Tufts University, has argued that the modern theory of evolution has not only made it intellectually possible and satisfying to be an atheist, but mandatory. What is the history of this anti-theistic use of Darwin, and how have Christian theologians responded? This course offers an advanced survey of attempts by Christian theologians (both Protestant and Catholic) to come to grips with the challenges raised by the Darwinian revolution. We will begin with an overview of the role of the so-called argument from design 18th- and 19th-century Christian theology. Then we will consider two paradigmatic late 19th-century reactions to Darwin: that of Charles Hodge (What is Darwinism?) and of John Zahm, C.S.C. (Evolution and Dogma). From here we will study the largely negative mood of the early 20th century, with particular attention to the rise of creationism. We will conclude by looking at three influential contemporary responses to Darwin: the modified creationist attack on Darwinism represented by the so-called “intelligent design” argument; the use of Darwin to attack the coherence of Christian faith by figures such as Daniel Dennett and Richard Dawson; and the argument by John Haught and Denis Edwards (building on Teilhard de Chardin) that the Darwinian revolution can in fact support and enrich Christian faith and theology. This course will build on the study of Darwin done in STV 469, the Darwinian Revolution. Students who have not had this course are welcome to take “Theology After Darwin,” as long as they agree to do a modest amount of reading from The Cambridge Companion to Darwin (three or four chapters) prior to the beginning of the course in August.

449. Feminist and Multicultural Theologies
(3-0-3) Hilbert
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/soteriology, and the mystery of God.

450. Theology and History of Christian Missionaries
(3-0-3) Kollman
This course will study the missionary activity of the church. After a brief look at mission and evangelization in the New Testament and the early church, we will then explore several important moments of missionary contact in the Americas, Africa, and Asia in the modern (post-Columbian) period. The course will conclude with a look at contemporary missionary practice and theory.

(Crosslisted as THEO 547A.)

451A. Catholic Social Teaching
(3-0-3) Whitmore
This 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 Annus. 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).

Requirement: Short papers of critical analysis and responses, intensive class participation; 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. The director and the executive committee will develop a list of placements or the student can seek one out on her own, which must then be approved by the director.

Requirement: 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: each student is to articulate or construct a setting in his or her anticipated profession. The student can observe a law or architectural firm or a medical practice.

454A. Psychology of Religion
(3-0-3) Pope-Davis
See PSY 435.

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
(3-0-3) Wawrykow

461. Joint Seminar Philosophy/Theology
(3-0-3) Burrell

464. Feasts and Seasons
(3-0-3) Johnson
The Church measures time and lives not by the civic calendar but according to its own cycle of feasts and seasons. This course will explore the origins, evolution, and theological meaning of the central feasts and seasons of what is called the liturgical or Church year: the original Christian feast of Sunday; Advent, Christmas, and Epiphany; Lent, Easter, and Pentecost; and with some attention to the feasts of the saints. What do we celebrate on such occasions and how might we celebrate these feasts and seasons “fully,” “consciously,” and “actively”? Of special interest to those who work with the liturgical year in a variety of ways and for all who seek to understand the way in which the Church expresses itself theologically by means of a particular calendar, as well as for theology majors and interested graduate students in theology.

469. Post-Holocaust Literature and Theology
(3-0-3) Signer
Between 1933 and 1945, the actions of the Nazi Government transformed the map of the world politically, aesthetically, and theologically. The ability of the Nazis to gather the cooperation of German citizens and the citizens of other occupied countries to implement their policies against the Jews has raised questions about the claims that European civilization is based on Christianity. How could barbarism flourish in Germany, the land of poets and thinkers?

Both Christians and Jews, for common and different reasons, look upon the Holocaust as an abyss, a dark night of the soul. During this semester we shall attempt to move from horrified silence to insight into the possible frameworks for constructing theology “after the abyss.” We shall also read literary works that attempt to describe the inescapable. Both literature and theology written after the Holocaust present the paradox of how to comprehend the incomprehensible.

No single theologian or faith community has the answer to the problems raised by the Holocaust. No author writing in German, English, Yiddish, French or Hebrew can describe the horrors and fully transmit the fullness of the atrocity. However, we shall attempt to read, evaluate, and—for some of us—appropriate what theologians, poets and storytellers have written.
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 to make 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.

477. Educating in Faith
(3-0-3) Poorman
This course is designed to assist current or prospective teachers of religion/theology at the junior-high and high school levels in the catechesis of young adults in Catholic schools. The course is open to Theology Department students at the undergraduate and graduate levels (including those enrolled only for the Summer Session), to M.Ed. students serving in the Alliance for Catholic Education, and to Notre Dame undergraduates with minors in Education, Schooling, and Society. Within class sessions designed to be highly dialogical, interactive, and prayerful, participants will explore both theological and practical/pedagogical dimensions of the process of catechesis. Required readings are drawn from The Catechism of the Catholic Church, from publications of the United States Catholic Conference (notably the General Directory for Catechesis, the National Catechetical Directory for Catholics in the United States, and the Guide for Catechists) and from the works of several theologians and educational theorists who have contributed significant responses to the two central questions addressed in this course: “What is Catechesis?” and “How Do We Engage in Catechesis in the Context of Catholic Schools?” During this course, participants will explore all of the covenants and the tasks that constitute the holistic process of catechesis as delineated in the general and national Catholic catechetical directories: communicating knowledge of the mystery of God’s self-revelation; fostering maturity of faith and moral development; sharing and celebrating faith by forming Christian communities of prayerful people; promoting Christian service and social justice; and witnessing to faith through pedagogy and by the example of authentic spiritual lives.

477A. Religion and Literature
(3-0-3) O’Regan
This course has as its essential context the crisis of authority of discourse in the modern period subsequent to literature gaining independence from Christianity. It focuses specifically on the three main postures: narrative literature strikes us as confessionally, or as the prayerful, participants will explore both theological and practical/pedagogical dimensions of the process of catechesis. Required readings are drawn from The Catechism of the Catholic Church, from publications of the United States Catholic Conference (notably the General Directory for Catechesis, the National Catechetical Directory for Catholics in the United States, and the Guide for Catechists) and from the works of several theologians and educational theorists who have contributed significant responses to the two central questions addressed in this course: “What is Catechesis?” and “How Do We Engage in Catechesis in the Context of Catholic Schools?” During this course, participants will explore all of the covenants and the tasks that constitute the holistic process of catechesis as delineated in the general and national Catholic catechetical directories: communicating knowledge of the mystery of God’s self-revelation; fostering maturity of faith and moral development; sharing and celebrating faith by forming Christian communities of prayerful people; promoting Christian service and social justice; and witnessing to faith through pedagogy and by the example of authentic spiritual lives.

479. Hindu and Christian Interaction
(3-0-3) Malkovsky
This course will provide a survey of the main events, human figures and theological models which have characterized Hindu-Christian interaction, especially since the beginning of the nineteenth century, a period which marks a turning-point in Hinduism’s understanding of itself. We shall attempt to determine how each of the two religions has undergone transformation in its theology and spirituality, either through the enrichment or through the challenge which the other tradition has presented. Theologically we shall examine such issues as revelation and history, divine grace and human freedom, personhood of the Deity, Hindu and Christian views of Christ, theistic and non-dualistic metaphysics.

481E. The Catholic Sacraments
(3-0-3) Fagerberg
Lumen Gentium says that in the Church “the life of Christ is poured into the believers who, through the sacraments, are united in a hidden and real way to Christ who suffered and was glorified” (7). This course will look at the seven sacraments of the Catholic Church as the means whereby Christians are mystically united to the life of Christ. Although we will use a historical framework to organize our material, the main focus of attention will be on the theological dimensions of each sacrament. This will give us the opportunity both to examine particular questions that conditioned the development of current sacramental theology, and the content of each rite as it exists today. Some attention will be paid to the nature of sacramental symbol in general, but the course’s primary focus is on the sacraments as liturgical rites by which Christian life is celebrated.

481E. Roman Mass
(3-0-3) Fagerberg
The principle of lex orandi statuat lex credendi means that the law of worship establishes the law of belief. This course will accordingly work from practice to doctrine: in order to do what we do at liturgy, what must we believe theologically? The Church’s liturgical reality is unpacked by its teachings, so the course will consider traditional Catholic doctrines (Trinity, Christology, ecclesiology, anthropology, eschatology, sin, salvation) as they break surface in the Mass.

497. Directed Readings
(3-0-3) Ryba
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
176F Dynamics of Christian Freedom
(3-0-3) Ryba
476F Advanced Theological Interpretations
(3-0-3) Ryba
497P Directed Readings
(3-0-3) Ryba
Supplementary Majors, Minors, and Special Programs

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.

AFRICAN AND AFRICAN AMERICAN STUDIES SUPPLEMENTARY MAJOR AND MINOR

Director:
Hugh R. Page Jr.
Associate dean for undergraduate studies,
College of Arts and Letters;
Walter Associate Professor of Theology,
Department of Theology

Associate Director:
Richard Pierce
Carl E. Koch, Assistant Professor of History

Assistant Director:
Keith D. Lee
Assistant director for program development
and operations

Administrative Assistant:
Ms. Beverly Love-Holt
Senior Administrative Assistant

Advisory Committee:
Heidi Ardizonne
Assistant professor,
Department of American Studies
Antonette K. Irving
Assistant professor,
Department of English
Keith D. Lee
Assistant professional specialist,
African and African American Studies
Emily Osborn
Assistant professor,
Department of History
Hugh R. Page Jr.
Associate professor,
Department of Theology
Richard B. Pierce II
Assistant professor,
Department of History
Cyriana E. Johnson-Roullier
Associate professor,
Department of English
Gina V. Shropshire
Assistant professional specialist,
Mendoza College of Business
Alvin Tillery
Associate professor,
Department of Political Science
Fabian E. Udoh
Assistant professor,
Program of Liberal Studies

Program of Studies. African and African American Studies (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 Afrodiasporan 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. The AFAM Program seeks to create opportunities for dialogue, reflection, and social engagement within and beyond the classroom. 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 Theoretical disciplines. Critical inquiry and service learning are essential components of this studies program.

AFAM degree options for Notre Dame undergraduates consist of a Supplementary Major (24 credit hours of required course work, including a “capstone” experience consisting of a Senior Project or Thesis ) and an Interdisciplinary Minor (15 credit hours of required course work, with a sub-specialty in Literature, History, or Social Science).

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 either 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.

Interdisciplinary Minor

The Interdisciplinary Minor consists of one literature course, one history course, and three electives (9 credit hours) in one of three areas of specializations: Literature, History, or Social Science to complete the 15-credit hour requirement.

Senior Project

The capstone of the AFAM Supplementary Major is the Senior Project, which may be either a Senior Internship or Senior Thesis. Either option provides seniors with an opportunity to reflect upon the larger implications of their course work 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 supervisor/advisor and required to write a 10-15 page project summation for the Internship or a 30 to 40 page paper for the Senior Thesis. The final version of the Senior Project is due at the end of the term. An oral presentation on the Senior Project must also be made to the director and Advisory Committee during the week of final examinations in order to complete degree requirements.

Literature Requirements and Electives

Majors and Minors must complete one literature course (3 credits). Additionally, Minors with a sub-specialty in literature must complete three supplementary literature courses (9 credits).

AFAM 390B: Harlem Renaissance
AFAM 419C: African American Literature
AFAM 491B: African-American Poetry and Poetics
AFAM 479A: Literature of Southern Africa
AFAM 494B: Writing Whiteness

History Requirements and Electives

Majors are required to complete the two-course sequence (6 credits) in African American History. Minors are required to complete one of the two-course sequence (3 credits).

Additionally, minors with a sub-specialty in history must take three additional history electives (9 credits).

AFAM 371. Survey of African-American History I
AFAM 372. Survey of African-American History II

Social Science Requirements and Electives

Majors must take one social science course (3 credits) and Minors with a sub-specialty in social science must take three electives (9 credits).

Social Science Electives

AFAM 221. Introduction to Jazz
AFAM 302. American Social Movements
AFAM 306. Homefronts During War
AFAM 311. Race/Ethnicity and American Politics
AFAM 322. Black Music, World Market
AFAM 329. Fundamentals of Human Evolution
AFAM 356. Human Diversity
AFAM 352. Politics of Southern Africa
AFAM 359. Peoples of Africa
AFAM 372a. The Archaeology of Africa
AFAM 401. Immigration, Ethnicity, and Race in the U.S.
AFAM 425. Ethnicity in America
AFAM 428. Race, Gender, and Women of Color in American Culture
AFAM 432. Blues in American Culture
AFAM 473. Christianity in Africa
GENDER STUDIES SUPPLEMENTARY MAJOR AND MINOR

Director:
Kathleen Pyne
Assistant Director:
Sophie White
Administrative Assistant:
Tori Davies

Objectives. The Gender Studies Program was inaugurated in 1988 to foster intellectual inquiry and discussion of gender issues at the University.

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, and sexuality. It aspires to two intertwining pedagogical objectives: first, to allow students to become proficient in the cross-disciplinary 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.

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 professional schools 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.

Course Requirements. Students in the Supplementary Major are required to complete 24 credit hours distributed as follows: GSC 100/200: Introduction to Gender Studies (three credits)—a course that maintains a cross-disciplinary 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 Senior Thesis (three credits)—a course that allows seniors to pursue independent research projects; 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 the Gender Studies Minor under “Interdisciplinary Minors Within the College,” later in this section of the Bulletin.

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 is the yearlong Honors Seminar (satisfying the writing and literature requirements), Honors Calculus, Honors Philosophy, Honors Theology, Honors Biology, Honors Physics, and an array of Honors Social Science courses. Since these courses are restricted to honors students, they are smaller than non-honors sections and are usually taught in a seminar format.

The honors for honors sections are chosen from the most outstanding teachers in each college. After the first year, students' academic work will be mainly centered in their major field (or fields) of study, but two or more honors electives are also taken during these years. In the fall of the senior year, there is an “Honors Thesis/Research Seminar,” which is followed by the “Senior Seminar” in the spring. The fall seminar is intended to be a spur to the students' capstone project, whereas the spring seminar brings the honors students from diverse majors back together for some concluding 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. Funds are available for research projects during summers either at Notre Dame or other universities.

In addition to the more narrowly academic features of the honors program, students will be offered various opportunities for broadening 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 criteria for admission may be obtained by contacting Prof. Alex Hahn or Prof. Cornelius Delaney, 210 O'Shaughnessy Hall, Notre Dame, IN 46556, (574) 631-5398.

ARTS AND LETTERS PREPROFESSIONAL STUDIES

Advisor:
Jennifer Ely Nemecek
Assistant dean
College of Arts and Letters

Program of ALPP. Arts and Letters Preprofessional Program students are required to complete an arts and letters primary major in addition to the preprofessional supplementary 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 science. 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 arts education, which enables them to develop skills that will be useful throughout life. The ALPP program provides students with all of the necessary prerequisites to prepare for the Medical or Dental College Admissions Test.

The use of Advanced Placement (AP) to fulfill science course work is strongly discouraged. As a rule, a student may use no more than eight credits' worth of AP toward the ALPP major.

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 117I–118I/L, CHEM 223/L–224/L and PHYS 221/L–222/L. Students must also take three upper-level 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. CHEM 204, MATH 214, and PHYS 210 do not count toward the first three upper-level science electives.

All curricular advising in reference to the ALPP major is conducted by the ALPP advisor in 105 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 supplementary majors are added to a listserve to announce upcoming meetings, seminars, summer internship opportunities and information on other health-related careers.

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
The Program of Courses

First Year
First Semester
FYC 110, Composition 3
MATH 119, Calculus 4
CHEM 117, General Chemistry I 4
Foreign Language 3
First Philosophy/First Theology 3
Physical Education -

Second Semester
University Seminar 180 3
MATH 120, Calculus B 4
CHEM 118, General Chemistry II 4
Foreign Language 3
History 3
Physical Education -

Sophomore Year
First Semester
College Seminar 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
Arts and Letters Major or Elective 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 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/Social Science 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

Director:
Charles R. Crowell

Assistant Director and Director of Advising:
Louis J. Berzai

Faculty:
Sheri A. Alpert; Robert N. Barger; Kevin Barry; Paul Berrettini; Louis J. Berzai; Christopher G. Clark; Michael J. Coppedge; Charles R. Crowell; Donald K. Irmiger III; A.E. Manier; Lawrence C. Marsh; A.J. McAdams; Patrick Miller; Philip Mirowski; Raymond G. Sepeta; John F. Sherman; Jeff Sucec; Johannes Suhardjo; Anré Venter; John C. Tracy; Michael J. Weng

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 illustrate 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:

Hours
I. Technology-Related Ethics 3
II. Programming Languages (C++, JAVA, etc.) 6
III. Technology and Society (non-ethics) 3
IV. Technology Applications (Client/Server, Systems Design, etc.) 12

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 Social Research (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, as are discussions of current problems of management in the business world related to computer applications. Available fall semester.

316. Systems Analysis and Design
(3-0-3)
Administered in two major segments, this course first exposes students to the full scope of analyzing and designing computer systems by covering problem definition, data collection, documentation of existing systems and definition of new systems requirements. We use the methodology of Systems Development Life Cycle (SDL). The second segment deals first with students working on genuine business projects. A part of this segment gets into object-oriented systems analysis, which is a new concept in systems analysis and design. Available spring semester.
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++. Available fall semester.

366. Introduction to Scheme
(3-0-3)
Scheme is a modern programming language which is both powerful and easy to learn. Scheme teaches many important programming ideas and with a knowledge of scheme students can readily learn other languages like C++ and Java. The scheme course will be a beginning course and will not require programming experience. The course will emphasize problem solving skills and it will demonstrate how data drives program development. Available spring semester.

367. Introduction to Java Programming
(3-0-3)
Mostly known as a language of the World Wide Web, Java is also a versatile, object-oriented, general-purpose programming language. In only six years, with its "Write Once, Run Anywhere" feature, Java has earned its place as the most-used programming language. This course introduces Java as a general-purpose programming language, with World Wide Web applet examples. The approach will be hands-on, with the class conducted in a computer lab. Available fall semester.

385. Artificial Intelligence
(3-0-3)
Artificial intelligence is the effort to create human intelligence in machines (computers). In this endeavor, we come to understand the nature of intelligence. Along the way, we discover clever and ingenious solutions via 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. Available summer semester.

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. Available spring semester.

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.

395. 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. Available fall semester.

398. The Internet and Society
(3-0-3)
Through a combination of discussion, group presentations, guest lectures, and out of class research, students will be exposed to some of the profound effects the World Wide Web has had on our culture. The positive and negative forces brought on by this technology must be recognized, studied, and dealt with if we are to truly embrace the momentous opportunities brought about by the World Wide Web. Available fall semester.

400. Advanced Multimedia
(3-0-3)
The Advanced Multimedia course will be using Macromedia Director to explore the development of Multimedia applications using an object-oriented approach. In addition to the object-oriented approach to development of complex projects, we will learn how to use net lingo and exploit the ability of director objects to communicate with one another across networks. Acquisition of media to be used in the creation of projects by digitizing and editing still images, audio, and video will be part of the course, and we will explore some advanced techniques in video editing. Available spring semester.

401. Haunted Campus: Media/Memory (CCC)
(3-0-3)
The goal of the class will be to "re-member" the historical encounter of the Native American and French cultures in this campus space. We will examine historical materials especially relating to the foundation of the campus in 1840s. The students will work in teams to devise and install an outdoor campus installation using digital audio and possibly video material.

405. Foundations of Business Thinking
(3-0-3)
This course is designed to provide an integrated understanding of the foundational business disciplines of accounting, finance, marketing, and management, especially for CAPP majors planning a career in business. Fundamental leadership and consulting skills will also be addressed. Case analysis, coupled with a highly interactive format, will be employed to ensure practical exposure to today's business environment. Primary areas of focus will address the critical elements for success in the corporate environment, the knowledge and preparation necessary to facilitate your interviewing process, and the business fundamentals for those with entrepreneurial aspirations. Available fall semester.

413. The Computer as an Economic and Social Phenomenon (ECON)
(3-0-3)
This course attempts an overview of the computer as a social phenomenon without committing to the viewpoint of a single discipline. We will survey the issue from historical, sociological, science-studies, and economic perspectives and will engage with developments from artificial intelligence to technological innovations, legal controversies, and political questions about the relationship of cyberspace to democracy. Available spring semester.

457. Computer, Ethics, and Public Policy (STV)
(3-0-3)
Restriction: CAPP seniors only.
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. Available fall semester.

460. Technology, Privacy, and Civil Liberties
(3-0-3)
This seminar will examine the many ways in which technology has had (and is having) an impact on civil liberties in the United States. Students will be evaluated on the basis of short written assignments, a mid-term exam, participation in a "mock trial" or other major role-playing activity, and a research paper. Available spring semester.
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. Available spring semester.

475. Current Trends in Computer Applications
(3-0-3)
Restriction: CAPP seniors only.
This course involves discussions on new directions and developments in the information technology environment. Discussion of management, computer, and social ethical issues are integral parts of the class.

479. Private/Public/Internet
(3-0-3)
This course focuses on the Internet's potentially paradoxical impact on liberal democracy. We will consider both the positive contributions the Internet revolution may have upon our system of government as well as its possibly negative implications. Topics to be considered include: the contending theory of the Net's impact; the digital divide; the role of the state in cyberspace; the rise of the Net communities and new forms of social mobilization; authoritarianism in an age of virtual transparency; and various utopian and dystopian images of Web-based cultures. Available spring semester.

480. Computers in Psychological Research and Education (PSY)
(3-0-3)
CAPP 480, along with its counterpart in psychology (PSY 388), is a project-oriented class. It is not an introductory course on computer applications. Students need to already have (or learn during the semester) the skills needed to complete whatever project is defined. Generally, projects are applications or systems that fit into the broad spectrum of Professor Crowell's interests in organizational psychology or learning and performance technology. Once a project is defined, students work on it over the course of the semester, reporting to Professor Crowell on a weekly basis. Since this is a three-hour class, students are expected to put in an effort equivalent to other three-hour courses. Planning and developing a functional application requires a considerable effort.

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 used 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 I (Art)
(3-0-3)
This advanced design course gives the studio or design major the opportunity to investigate digital interface design. Topics include multimedia CD-ROM development with Macromedia Director, basic user interface design considerations, and some Internet design. Skills with various graphics software, such as Adobe Photoshop, are very important.

483. Digital 3-D Modeling (Desn)
(3-0-3)
The focus of this class is to learn how to use software to generate 3-D virtual models with an emphasis on industrial design concerns as well as creating manufacturable data for rapid prototyping.

487. Music Through Technology
(3-0-3)
This is a lecture/lab course with topics that include the historical evolution of technology in music, surveying the influence technology had on the musical world, from a creative standpoint to the accessibility and distribution of music to the masses. Students should have an interest in current music technologies applied to notation, performance and production, and a desire to apply these skills to enhance their craft. Available fall semester.

488. Introduction to Relational Databases Using Oracle
(3-0-3)
This course provides the student a working knowledge of enterprise relational database systems and how they can be used in the development of applications. The course will utilize the Oracle enterprise relational database, but the principles and skills learned in this course will apply to other relational database systems. The student will learn the terminology and fundamental concepts of relational database design and Structured Query Language (SQL) and develop a relational database for an application. Available fall semester.

491. Introduction to SAS Business Programming
(3-0-3)
Learn econometric tools and business problem solving using SAS software to minimize costs, maximize profits, evaluate business decisions and find solutions to business and economic data analysis problems. SAS is used extensively world-wide for data analysis by business, government and international agencies.

494. Mathematical Economics (ECON)
(3-0-3)
This course uses calculus and matrices to formulate simple mathematical models of dynamic optimization. Students learn to solve problems through a term project that involves optimization over time.

496. Internship
(3-0-3)
Restriction: CAPP seniors only.
This encompasses working with various civic, public and/or private organizations using acquired computer applications knowledge and skills. Credit is given only if work is done in the information systems area of an organization.

498. Special Studies
(V-0-V)
Individually designed course work between a student and the advisor in the Computer Applications Program. This course involves working on a project either involved in programming or working with multimedia tools.

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 program from the College 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 a degree from one of the programs offered by the College of Engineering. Because it is a demanding program, only students who have both the aptitude and motivation necessary for the five-year program should apply. Advisors for the program are available for consultation about the advisability of entering the program and about meeting the particular needs of each student already pursuing this program.
Qualified students are eligible to receive modest scholarship support from the John J. Reilly Endowed Scholarship Program during their fifth year of study.

The decision to enter the program ordinarily should be made before beginning studies in the First Year of Studies, although students can also enter the program at a later stage. There are three sets of requirements that must be met by the program:

University requirements, College of Arts and Letters requirements, and requirements of the College of Engineering, as the following table indicates.

### University Requirements

| Philosophy                                    | 3       |
| Theology                                      | 3       |
| Composition                                   | 3       |
| University Seminar*                          | (3)     |
| History                                       | 3       |
| Social Science                                | 3       |
| Literature or Fine Arts*                     | 3       |
| Mathematics (MATH 125, 126)                  | 8       |
| Natural Science (CHEM 121, 122)              | 7       |

### Arts and Letters Requirements

| CSEM 210                                      | 3       |
| Literature or Fine Arts*                     | 3       |
| History or Social Science*                   | 3       |
| Language**                                   | 6/9     |
| Major (minimum)                              | 27      |

### Engineering Requirements

| MATH 225, 228                                 | 7       |
| PHYS 131, 132                                | 8       |
| EG 111, 112                                  | 6       |

### Engineering Program

| Engineering degree program (required courses and program or technical electives) | 66/72   |

| Total                                      | 168/177 |

### Schematic Program of Studies

#### First Semester

| ENGL 110. Composition                      | 3       |
| History/Social Science*                    | 3       |
| MATH 125. Calculus I                       | 4       |
| CHEM 121. General Chemistry —Fundamental Principles | 4       |
| EG 111. Introduction to Engineering Systems I | 3       |

| Physical Education                         | —       |

| Total                                      | 17      |

#### Second Semester

| University Seminar*                        | 3       |
| PHYS 131. General Physics I                | 4       |
| MATH 126. Calculus II                      | 4       |
| CHEM 122. General Chemistry —Biological Processes | 3       |
| EG 112. Introduction to Engineering Systems II | 3       |

| Physical Education                         | —       |

| Total                                      | 17      |

#### 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†                       | —       |

| Total                                      | 19.5    |

#### Fourth Semester

| Philosophy/Theology                        | 3       |
| Al. 212. Identities, Values, and Images    | 3       |
| Modern Language                            | 3       |
| MATH 228. Introduction to Linear Algebra and Differential Equations | 3.5     |
| Engineering Program                        | 3       |

| Total                                      | 18.5    |

#### Fifth Semester

| Philosophy/Theology                        | 3       |
| History/Social Science                     | 3       |
| Engineering Program                        | 3       |
| Arts and Letters Major‡                    | 3       |

| Total                                      | 18      |

#### Sixth Semester

| Literature*                                 | 3       |
| History/Social Science                     | 3       |
| Engineering Program                        | 3       |

| Total                                      | 18      |

#### Seventh Semester

| Fine Arts*                                  | 3       |
| Engineering Program                         | 3       |
| Arts and Letters Major‡                     | 3       |

| Total                                      | 18      |

#### Eighth Semester

| Engineering Program                        | 3       |
| Engineering Program                         | 3       |
| Arts and Letters Major‡                     | 3       |

| Total                                      | 18      |

#### Ninth Semester

| Engineering Program                        | 3       |
| Engineering Program                         | 3       |
| Arts and Letters Major‡                     | 3       |

| Total                                      | 18      |

#### Tenth Semester

| Engineering Program                        | 3       |
| Engineering Program                         | 3       |
| Arts and Letters Major‡                     | 3       |

| Total                                      | 15      |

*The University Seminar may be selected from an appropriate history, social science, fine arts, or literature course, or the first course in theology or philosophy.

*The University degree requirement is one course in literature or fine arts. The College of Arts and Letters requires a minimum of one course in each subject area, plus one additional course in history or social science.

**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 168 to 177 credit hours.

‡Courses necessary to fulfill the requirements for a major in the student’s major arts and letters department.

### EDUCATION

#### Elementary Education

The Notre Dame student taking elementary education at Saint Mary’s College also must complete a Notre Dame major along with the appropriate college requirements. Those interested in the elementary education program are encouraged to take the prerequisite course, EDU 201, at Saint Mary’s in the second semester of their first year of studies. With appropriate planning, and possibly summer-school course work, both the Notre Dame major and elementary teaching certification can be completed in four years.

#### Secondary Education

(including middle school)

The following Notre Dame majors have been approved for secondary education licensing through the Education Department at Saint Mary’s College:

- **In the College of Science:** biology, chemistry, mathematics, physics.
- **In the College of Arts and Letters:** English, languages (French, Spanish, Latin), art, music, social studies (history and political science). Students interested in a secondary license in social studies also must complete additional course work in political science or history (depending on the major) and in one other area: either economics, sociology, or psychology.
- **In the College of Business:** business education.

Notre Dame undergraduates interested in one of the professional teacher education programs must apply to the department NO LATER than the first semester of the sophomore year.
Students in the College of Arts and Letters, contact education advisor Dr. Juliane Turner at (574) 631-3429 or turner.37@nd.edu for more information and help with planning. Students in the College of Science, contact Dr. Kathleen Cannon at (574) 631-5812.

WASHINGTON PROGRAM

Notre Dame Director:
Anna Deliefsen
Executive Director:
Thomas Kellenberg
Academic Director:
George Lopez

Students in the Notre Dame 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 course work 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 that substitutes 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.

Students of any major and college are encouraged to apply for the Washington Program. The program is open to sophomores, juniors, and seniors. There is no additional charge for the Notre Dame Washington Program 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 227 Brownson Hall.

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; Latino Studies; Medieval Studies; Peace Studies; Philosophy and Literature; Philosophy, Politics, and Economics; Philosophy Within the Catholic Tradition; Religion and Literature; and Science, Technology, and Values. These were formerly called concentrations and are described in detail below.

CATHOLIC SOCIAL TRADITION

Director:
Todd David Whitmore

Executive Committee:
R. Scott Appleby (history); Michael Baxter, C.S.C. (theology); Jay Dolan (history); Rev. Patrick Gaffney, C.S.C. (anthropology); Maura A. Ryan (theology); Robert Sullivan (history); 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 Pius XII’s Quadragesimo Anno, Paul VI’s Octogesima Adveniens, and John Paul II's 1991 Centesimus Annus—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 course work, including a core course (three credits), three electives (each three credits), and three one-credit colloquia/social concerns seminars. 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 Annus. 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 cross-listed with other departments.
INTERDISCIPLINARY MINORS

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, and this is ideal. Students can be admitted through the first semester of their junior year, assuming that they can meet requirements in the remaining semesters. Sometimes, because of other commitments, this is not possible. 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 course work. The introductory course in the program is ESS 301. This course must be completed by the second semester of the junior year. At the middle level of the program (nine 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. Students participate in the capstone course, ESS496, the Senior Research Seminar, in the fall semester of their senior year.

The faculty work closely with students on postgraduate planning, including employment, graduate or professional school, or service opportunities.

Person to see: Dr. Julianne Turner, Institute for Educational Initiatives. E-mail: turner.37@nd.edu

GENDER STUDIES MINOR

Director:
Kathleen Pyne
Assistant Director:
Sophie White
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.

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, and sexuality. It aspires to two intertwining pedagogical objectives: first, to allow students to become proficient in the cross-disciplinary 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 100/200. Introduction to Gender Studies, which maintains a cross-disciplinary focus (three credits); and four three-credit courses from a list of approved selections.

Courses include GSC 100/200: Introduction to Gender Studies, GSC 495: Gender Studies Senior Thesis, and GSC 496: Gender Studies Internship. Crosslisted courses include Women in the Christian Tradition; The Anthropology of Gender; Today's Gender Roles; Japanese Women Writers; Afro-American Literature 1940-present; Gender and Science; Sex Inequality in the Work Place; Feminist Theory; Gender, Race, Class, Sexuality; American Men, American Women; The Feminine in Modern Art; History of American Women; Women in Antiquity; Sociology of Masculinity; Gender Issues in the Law; Feminist and Multicultural Theology; Gender and Violence.

Contact: Dr. Sophie White E-mail: white.131@nd.edu

HESBURGH PROGRAM IN PUBLIC SERVICE

Director:
Martine De Ridder

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 in the private sector and seek to be knowledgeable citizens.

The Hesburgh Program in Public Service prepares 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.

First-year students and sophomores of all colleges are invited to apply to the interdisciplinary minor, as well as first semester junior transfers. To be admitted, students will need to be in good academic standing and demonstrate a strong interest in public policy and public service. An introduction to American government course (POLS 140, 240 or equivalent) and an introduction to economics (ECON 101, 201, or equivalent) are prerequisites to the Hesburgh Program course of study. At the time of admission, students should have completed or be in the process of completing these requirements.

The minor in the Hesburgh Program involves 15 hours of course work. 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 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 director 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.

During the course of the academic year, the Hesburgh Program sponsors student-public-policy-related forums and activities and campus visits to Notre Dame by public figures. 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 De Ridder, director, Hesburgh Program in Public Service.
The John W. Gallivan Program in Journalism, Ethics, and Democracy, developed by a committee of Notre Dame graduates in journalism from a variety of professional backgrounds, 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 and a news-related internship during either the summer or the academic year. 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, director of Notre Dame's 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, former chairman of the board of the Kearsney-Tribune Corporation and publisher emeritus of the Salt Lake Tribune; Monica Yant Kinney, metro columnist, The Philadelphia Inquirer; John McMeele, chairman and president, Andrews McMeel Universal; Bill Mitchell, online editor/marketing director, Poynter Institute for Media Studies; Anne Thompson, national correspondent, NBC News; Kelley Tuthill, reporter, WCVB-TV, Boston, Massachusetts; Don Wycliff, public editor, Chicago Tribune.

**LATINO STUDIES**

**Director and Assistant Provost:**

Gilberto Cárdenas
Julian Samora Chair in Latino Studies

**Director, Undergraduate Studies and Academic Affairs:**

Yolanda Lizardi Marino

**Advisory Committee:**

Louis Ayala
Department of Political Science
Jorge Bustamante
Eugene Conley Chair in Sociology
Timothy Matovina
Department of Theology
Director, Cushwa Center for the Study of American Catholicism
Orlando Menes
Department of English

**Program of Studies.** The Institute for Latino Studies (ILS) offers Notre Dame undergraduates the minor in Latino studies. Latino Studies is a field of academic inquiry that rigorously examines the historical and contemporary experiences of Latinos in the context of American society and its institutions. Latinos include people who trace their heritage to Mexico, Puerto Rico, Cuba, the Dominican Republic, and Central and South American countries. In addition to providing opportunities for focusing intellectual inquiry on specific groups (e.g., Mexicans or Cubans), Latino studies also analyzes the Latino population as a whole through courses, lectures, research, and other academic activities. Latino studies aims to give students—both Latinos and non-Latinos—and scholars from diverse disciplines a context for exploring the historical, literary, social, economic, religious, and political experiences of this vast heterogenous population. Students who pursue the minor in Latino studies will have the opportunity to be at the forefront of the study of one of the 21st century's most significant demographic changes in the United States.

The Institute for Latino Studies is committed to scholarship that will promote critical thinking about such issues as spirituality, social action, language, race, ethnicity, class, assimilation/acculturation paradigms, and indigenous traditions, to name a few. Literary and visual arts, which often function as vehicles for social change and creative empowerment, constitute another focus of our curriculum. Overall, Latino studies aims to strike a balance among the social sciences, humanities, and arts in its teaching, research, and service.

As the Latino diaspora evolves, so does the field of Latino studies. Latino studies recognizes the value of a comparative, cross-border perspective for arriving at an in-depth understanding of Latinos' historical roots and multi-ethnic heritage. It promotes research and analyses of new issues such as emerging transnational communities, changing immigration patterns, remittances, and cultural flows between Latinos in the United States and the Caribbean and South and Central America. While the emphasis is on domestic Latino communities, the discipline's focus inevitably becomes internationalized when we consider globalization, immigration, and border issues.

In addition to the teaching program, Latino minor students are exposed to the Institute's research and community outreach components. In summary, students will be able to take advantage of the resources of ILS, which also include two specialized units that conduct pioneering programs in Latino theology and spirituality.

As an interdisciplinary program, the minor in Latino studies will complement and provide a broader cultural and social background to students in the various departments and colleges at the University. The minor is open to all undergraduate majors. Participants in the program will be prepared to work in a myriad of professional settings and to serve an increasingly diverse society.

Minor in Latino Studies Curriculum. The minor in Latino studies consists of fifteen (15) credit hours, including a required gateway course (three credits), practicum course (three credits), and nine (9) credit hours of elective course work. Although there is no language requirement for the minor, students are encouraged to study and acquire fluency in the Spanish language. All Latino studies courses are open to all students.

**Introductory "Gateway" Course:**

**ILS 279. Introduction to Latinos in American Society**

(3 credit hours; required for Latino studies minor)

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 comparatively, thus attention will be given to the various experiences of multiplicity of Latino groups in the United States.

**Practicum Course**

(3 credit hours, required for Latino studies minor)

In this course, usually taken during their senior year, students will complete a practicum that will include directed research/readings, class discussion, and experiential work in the Latino community. Students will have the option of choosing and designing a project, regardless of their major, in keeping with their interests. They will carry out the project under the direction of a faculty mentor.

**Elective Courses**

(9 elective credit hours)

Students must take two out of three courses at the 300–400 level unless they receive special permission from their faculty advisor. In addition, students must choose their electives from within at least two major subjects in Latino studies, e.g., health, business, social science, theology, political science, literature, and visual arts, except for the following two cases:

- Students who are pursuing Spanish language proficiency (not minor or major) may replace one elective (three credit hours) with a 200-level Spanish course.
- Students who are pursuing Spanish language proficiency may replace one elective (three credit hours) from a field comparable to Latino studies (e.g., gender studies, Latin American studies, or African American studies) as long as at least one-fourth of the course content includes Latino studies.
A list of appropriate courses will always be available for students. The following represents a sample list of courses offered in previous terms and in spring 2004.

**ILS 211.** Spanish for Heritage Speakers
**ILS 227.** Topics on Race in the Americas
**ILS 228.** U.S. Latino Spirituality
**ILS 287.** Chicano Art Survey
**ILS 297.** Introduction to Latinos in American Society ILS 316. Latino/Latina American Literature
**ILS 316A.** Border Crossings: Mexican and Canadian Literature
**ILS 350.** Latinos, Wealth Inequality, and Asset-Building Policies
**ILS 359C.** Hispanic Leadership Intern Program
**ILS 368.** Nations in Motion: Latino/Latina Literature in the United States
**ILS 369.** Chicanas in the Visual Arts
**ILS 370.** Caribbean Diaspora
**ILS 378.** Migration, Race, and Ethnicity in Twenty-First-Century America
**ILS 390.** Women in the Americas
**ILS 393J.** Icons and Action Figures in Latino/Latina Literature
**ILS 393K.** Latino Poetry
**ILS 403B.** Latino Economic Development: Research and Policy
**ILS 404.** International Migration: Mexican and U.S. II
**ILS 410.** Latinos in Education
**ILS 411.** Legacy of Exile: Cubans in the United States
**ILS 412.** Latino Psychology
**ILS 429.** Mexican Migration and Transnationalism in South Bend
**ILS 431.** Race, Ethnicity, and Power
**ILS 432.** Applied Anthropology: Immigrant Labor Rights
**ILS 441.** Theology and Popular Piety in U.S. Catholicism
**ILS 442.** Culture, Religion, and Evangelization
**ILS 446.** Latino Religion and Public Life: Exploring the Social Impact of the Latin Church
**ILS 447.** Latinos and Christianity
**ILS 462A.** Aesthetics of Latino Cultural Expressions
**ILS 470.** International Migration and Human Rights
**ILS 473.** Latinos in American Society
**ILS 479.** International Migration and Human Rights
**ILS 487.** New Readings in Caribbean Literature
**ILS 493B.** Latino Poetry
**ILS 493A.** The Politics of Memory in Contemporary Latino/Latina Literature

**MEDIEVAL STUDIES**

*Director of Undergraduate Studies:*
Calvin M. Bower, Professor of Music

The Minor in Medieval Studies allows students who are committed to other programs of study to pursue interests in the 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 society.

Students may declare their intention to undertake a minor in medieval studies to the director of undergraduate studies at any time before the end of their third year. The undergraduate director will then act as their minor advisor and help them select a set of courses that form a coherent program of study, often in conjunction with their major if possible. Students must take five courses in three of the 10 departments affiliated with the Medieval Institute (Anthropology, Art History, Classics, English, German and Russian Languages, History, Music, Philosophy, Romance Languages, and Theology). Courses counted toward the major may not be used for the minor. A list of course offerings is available from the Medieval Institute.

Minors, like majors, are invited to participate fully in the life of the Medieval Institute. They are welcome to attend institute lectures and to participate in the institute’s own graduation ceremony, held each year before the Baccalaureate Mass.

**PEACE STUDIES**

*Undergraduate Director:*
Daniel Philpott
Assistant Professor, Department of Political Science Fellow, Joan B. Kroc Institute for International Peace Studies

*Undergraduate Advisory Committee:*
Ruthann K. Johansen
Professional Specialist, College of Arts and Letters; Fellow, Joan B. Kroc Institute for International Peace Studies

*Program of Studies.* Peace Studies is defined as the interdisciplinary examination of the conditions that make for peace. It also investigates the obstacles to the realization of these conditions, drawing on theories and methods from diverse disciplines to focus on what makes for the development of a just and peaceful world order. Peace Studies relates scholarship to praxis and challenges those who engage in it to develop new ways of thinking and acting in the world.

Notre Dame’s Peace Studies program divides its curriculum of more than 50 courses into three overlapping but distinct areas:

**Area A:** The role of international norms, institutions, and states in a peaceful world order. An exploration of ways of making governmental and intergovernmental institutions more effective and representative, and of strengthening governmental compliance with fundamental norms of peace and human rights.

**Area B:** The impact of religious, philosophical, and cultural influences on peace. The study of the ethics of the use of force, theological and philosophical visions of global justice, the ways in which the world religious traditions foment violence or encourage peace, the practice of nonviolence, and the linguistic, literary, and historical dimensions of cultures of peace.

**Area C:** The promotion of social, economic, and environmental justice. The study of social change, with specific attention to the role of nongovernmental organizations, commercial enterprises, and states in fostering sustainable economic development, respect for human rights, conflict resolution and nonviolent conflict transformation, support of gender and family issues, and protection of the environment.

In both the Supplementary Major (24 credit hours of required course work) and in the Minor (15 credit hours of required course work), students will complete an introduction course, explore the three key areas of Peace Studies, and participate in an integrative Senior Seminar.

**The Supplementary Major**

The Supplementary Major in Peace Studies requires completion of the introductory course in Peace Studies (three credit hours), one course in each of the three areas of study (nine credit hours), three elective courses in Peace Studies (nine credit hours), and the Senior Seminar (three credit hours). The program for a Supplementary Major in Peace Studies follows.

**IIPS 320 Introduction to Peace Studies**
Area A one course from list
Area B one course from list
Area C one course from list
[elective]
[elective]
[elective]

**IIPS 490 Senior Seminar**

**The Minor**

The Minor in Peace Studies requires completion of the introductory course in Peace Studies (three credit hours), one course in each of the three areas of study (nine credit hours), and the Senior Seminar (three credit hours). The program for a minor in Peace Studies follows.

**IIPS 320 Introduction to Peace Studies**
Area A one course from list
Area B one course from list
Area C one course from list

**IIPS 490 Senior Seminar**
Courses in the areas are available on the Kroc Institute Web site: www.nd.edu/~krocinst/programs/undergraduate/index.html.


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.

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. 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.

B. 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.

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 director John Roos, Department of Political Science.

PHILOSOPHY WITHIN THE CATHOLIC TRADITION

Director:
Alasdair MacIntyre

This minor is only open to undergraduates who are majors in either philosophy or theology and who wish to add to their knowledge of philosophy and theology an understanding of what the distinctively Catholic tradition in philosophy is. It is unlike most interdisciplinary minors in being restricted in this way; work in this minor presupposes a background of some significant work in either philosophy or theology. A central task assigned to philosophy within the Catholic tradition has been that of understanding the relationship of theology to the secular disciplines, so that the relevance both of theology to these disciplines and of those disciplines to theology becomes clear. In this minor, political science will be the secular discipline whose relationship with theology provides a subject for philosophical enquiry.

The Catholic philosophical tradition is one of debate and constructive disagreement and the philosophers whom it will be possible to study in satisfying the requirements for this minor will include thinkers of very different standpoints: Augustine, Anselm, Aquinas, Pascal, Arnauld, Newman, Edith Stein and others. Because these thinkers have in common an allegiance to the Catholic faith, they agree in rejecting philosophical positions incompatible with that faith. But they also disagree with each other and in both cases what matters is the quality of their philosophical arguments.

The requirements of the minor are satisfied by taking 15 credit hours, beginning with Philosophy 326, crosslisted as Theology 326, “God, Philosophy and Universities.” Students have to take two appropriate courses in political science and one course on a major Catholic philosopher or set of Catholic philosophers, either in the Theology Department (for philosophy majors) or in the Philosophy Department (for theology majors). No course can count both as satisfying one of the requirements for the student’s major and as satisfying one of the requirements of this minor. All students are required to take a capstone seminar in which the question of what part philosophy can play in the integration of the secular disciplines with theology will be addressed through discussion of texts and arguments encountered in earlier courses. Lists of philosophy, theology, and political science courses that will satisfy the requirements of the minor will be available each semester from the director. For further information, please contact the director, Prof. Alasdair MacIntyre, Flanner 1042.

REligion and Literature

Director:
Kevin Hart

The interdisciplinary minor in Religion and Literature offers an intellectually rigorous and scholarly approach to formalized study of the interrelations between “Religion” and “Literature” broadly construed. The minor will draw on the rich resources Notre Dame offers, including the faculty and intellectual traditions of Theology and the various literature departments that exist at Notre Dame. The minor’s focus is both broad and refined. Its breadth offers students the opportunity to investigate the interanimating and cross-disciplinary influences of “Religion” and “Literature.” Its breadth and depth alike lead to sharpened questions, students will enjoy the freedom to pursue a specific interest through a refined senior thesis.

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 freshman 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 three, and in special cases six 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, three 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, and students must take 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 three-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.

Person to see: Prof. Kevin Hart. Decio 361.

SCIENCE, TECHNOLOGY, AND VALUES

Director:
Sheri Alpert

Affiliated faculty:
Chairholders:
Michael J. Crowe, classics
Rev. John J. Cavanaugh I
Chair (emeritus)
Rev. John A. O’Brien
Chair
Kristin Shrader-Frechette, philosophy and biology
O’Neill Family Chair

Professors:
Michael DePaul, philosophy
Christopher Fox, English
Christopher Hamlin, history
Don Howard, philosophy

David Ladouceur, classics
Edward Manier, philosophy
Dian Murray, history
Kenneth Sayre, philosophy
Thomas Schlereth, American studies
Phillip Sloan, Program of Liberal Studies and history (concurrent)
James Sterba, philosophy
Andrew Weigert, sociology

Associate Professors:
Matthew Ashley, theology
Dennis Doordan, architecture
Janet Kourany, philosophy
Gerald McKenny, theology
Vaughn McKim, philosophy
William Ramsey, philosophy
Michael Rea, philosophy
Maura Ryan, theology
David Solomon, philosophy
Leopold Stubenberg, philosophy
Robert Wolsoin, anthropology (adjunct)

Assistant Professors:
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 generally 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 an opportunity for students to combine the STV minor with an environmental sciences major or minor. In past years, the STV program collaborated 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 sponsorship of the STV program. These must include the core course (STV 256).

Students are urged to satisfy this requirement early in the program. At least one course also must be taken from each of clusters one, two, and three below, and either one additional course from these clusters, or from the elective list in Cluster Four. All STV courses are crosslisted.

INTERDISCIPLINARY MINORS

Cluster One: Human Dimensions of Science and Technology
215A. Gender, Politics, and Evolution
221. Philosophy of Human Nature
225. Scientific Images of Humanity
227. Ways of Knowing
237. Philosophy and Classical Physics
239. Minds, Brains, and Persons
249. Environmental Philosophy
254. Modern Physics and Moral Response
263. Science and Religion
279. Science and Theology
310. Health, Healing, and Culture
342. History of Ancient Medicine
354. Gender and Science
375. Environmental History
383. Introduction to Philosophy of Science
399. Philosophical Issues in Physics
395. Technology and Social Change
444. Religion and Science
451. Psychology and Medicine
454. Cultural Aspects of Clinical Medicine
466. History of Modern Astronomy
472. History of Chinese Medicine
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
258. Philosophy of Technology
270. Religious Ethics and the Environment
282. Health Care Ethics for the 21st Century
416. Ethics of Scientific Research
417. Biomedical Ethics and Public Health
443. Ethics and Science
462. Ethics of Development
480. Ethics and Risk

Cluster Three: Science, Technology, and Public Policy
204. Energy and Society
205. Nuclear Warfare
206. Environmental Chemistry
208. Chemistry and Public Policy
311. Introduction to the American Health Care System
382. Technology in War and Peace
419. Self, Society, and the Environment
428. Science Policy and Politics
430. American Spaces
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)
228. Neurobiology and Narrative
241. Environmental Studies
242. Architectural History
246. History of Communications Technology
251. Visual America
263. Science and Religion
306. History of Modern Economic Thought
312. Philosophical Importance of Darwin
352. Ethics, Ecology, Economics, and Society
357. Introduction to Philosophy of Biology
435. Philosophy of Science
446. Technology and Medicine
447. History/Design: Form, Values, Technology
467. Global Food Systems
469. Darwinian Revolution
471. History of Photography
479. Environmental Risk Assessment
481. Philosophy of Human Biology
485. Philosophy of Social Science
490. Literature and Science
495. Topics in Philosophical Anthropology

Because individuals attracted to the STV minor have diverse interests and differing academic backgrounds, the program advisor 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 Dr. Sheri Alpert, 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

Director:
Hugh R. Page Jr.

Students wishing to develop their understanding of Africa may pursue the undergraduate African Studies minor. This involves taking four courses in three departments. In addition, a research essay must be completed (AL 495A Area Studies Essay: Africa). While no additional language instruction beyond the college requirement is expected, students wishing to continue their interests in Africa at the graduate level are encouraged to study French. Students who anticipate working toward the African Studies minor should contact Dr. Hugh R. Page Jr., director of African and African American Studies, 331 O’Shaughnessy Hall.

Asian Studies

Director:
Susan Blum

Sixty percent of the world’s people live in Asia, in countries as different from each other as India, China, Japan, Korea, Vietnam, Indonesia, and the Philippines. The Center for Asian Studies coordinates activities connected with Asia, providing lectures, films, gatherings, and grants to all undergraduates, graduate students, and faculty interested in Asia. Notre Dame’s Center for Asian Studies has core faculty, many quite renowned, from a variety of fields such as anthropology; East Asian languages and literatures; economics; film, television, and theatre; history; and political science. The center has hosted many prominent speakers in recent years, including Ian Buruma, Jonathan Spence, Orville Schell, Bruce Cumings, Yu Hua, Michael Peletz, Anmping Chin, and Michelle Yeoh.

Minor

Students who are contemplating graduate study in a particular area of the world or a career in international business or government—or those who are merely curious—are well served by the Minor in Asian Studies. It provides a well-rounded introduction to the world’s most populous continent. The Minor in Asian Studies is a very appropriate accompaniment to majors in anthropology, East Asian languages and literatures, history, political science, economics, or other Arts and Letters departments. It is also suitable for students in the College of Business.

This interdisciplinary minor requires four courses in Asian Studies (12 units) from at least three different departments and at least one full year of a relevant Asian language. In the senior year, students write a capstone project under the direction of a faculty member affiliated with the center and overseen by the Director of the Center for Asian Studies.

Students should meet with the Director of the Center for Asian Studies as early as possible in their academic career in order to plan their courses wisely. They should also meet with her each semester to select approved courses.
Requirements:
• 12 units, Asian Studies courses, from at least three different departments
• One year relevant Asian language
• Three units, capstone project

For further information, students are invited to contact Prof. Susan Blum, director, at 631-3762, or to consult the center's Web site: www.nd.edu/~cas.

EUROPEAN STUDIES

Director: A. James McAdams

Stretching from the Atlantic Ocean to the Ural Mountains, Europe plays a critical role in global affairs. The ongoing enlargement of the European Union is helping to unite many countries and peoples in an otherwise diverse region. As future leaders, Notre Dame students need to know about Europe to make sense of the contemporary world.

Goals
The Nanovic Institute for European Studies is dedicated to broadening the students’ learning experience by bringing Europe to Notre Dame, by supporting teaching and scholarship, and by cultivating global perspectives. Through grants and programs, films, and cultural events the Institute provides an interdisciplinary home for undergraduate students, graduate students, and faculty to explore the evolving ideas, identities, institutions, and beliefs that shape Europe today.

Minor
Administered by the Nanovic Institute, the European Studies minor takes an interdisciplinary approach to the study of Europe. Students take courses in a variety of fields, such as politics, history, economics, literature, culture, theology, and philosophy. Language is also an essential element of the minor. Faculty advisors help students design their program in European Studies. Special events and programs are organized to benefit students enrolled in the program. Students completing the minor will receive a certificate at graduation.

Student Support
Each semester the Nanovic Institute offers research and travel grants for undergraduates. The Institute also offers support for students wishing to go to Europe to pursue internships, language study, and other educational endeavors. Students hoping to pursue careers in international affairs, business, the Foreign Service, or who simply are curious about Europe should consider becoming a European Studies minor and/or applying to the Nanovic Institute for support.

For more information, interested students should consult the Institute’s Web site: www.nd.edu/~nanovic.

Requirements:
• 12 units, European Studies courses, from at least three different departments
• One semester European language beyond University requirements
• Directed European Studies essay in senior year

IRISH STUDIES

Director: Christopher Fox

The Keough Institute for Irish Studies provides students with a unique opportunity to explore Ireland’s extraordinary tradition in literature (in both the English and Irish languages) and distinctive historical development, including its influence on the history of the United States. The Irish Studies faculty includes leaders in several fields, including English, History, Film, and Irish language and literature. The Irish Studies Program also organizes a calendar of intellectual and cultural activities in which undergraduates are encouraged to participate; recent visitors to campus have included Seamus Heaney and John Hume, both Nobel Prize winners, and other leading Irish writers and public figures.

Minor
The core of the Program is a minor in Irish Studies. The minor helps students develop their understanding of Irish society, culture, and politics through both course work and firsthand experience of Ireland. To qualify for the minor, students must (a) demonstrate proficiency in Irish language (by taking IRST 101, 102 and 103); (b) complete four three-credit Irish Studies courses (mainly in the fields of history; English; Irish language and literature; film, television, and theater; or anthropology), and (c) write a capstone essay in their senior year that links the minor with their major. Qualifying courses are listed in the Schedule of Classes under IRST; the list is available each semester from 422 Flanner Hall.

Dublin Program
The home of the Dublin program is the Keough-Notre Dame Centre in O’Connell House in the historic heart of Ireland’s capital. Each semester, some 35 Notre Dame students enroll for courses in the Centre and at Trinity College Dublin, University College Dublin, and the National College of Art and Design. The program includes several field trips and a variety of social and cultural activities. Students taking the Minor in Irish Studies have a distinct advantage when applying for this highly competitive program.

IRISH STUDIES

Director: Christopher Fox

The Keough Institute for Irish Studies annually awards Keough Irish Internships, which place undergraduates in internship positions in Dublin relating to Irish politics and commerce, culture, and society. In the past, students have been placed in the Irish parliament, government departments, the Irish Film Centre, and various social service organizations. The Internships last for a period of seven weeks. Two Internships are reserved for students taking the Minor in Irish Studies.

For further information, students should consult Prof. Christopher Fox, director; telephone 631-3555.

LATIN AMERICAN STUDIES PROGRAM

Director: Edward Beatty

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 and internship grants, current affairs panels and regular talks on Latin America by Notre Dame faculty and 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 three-course sequence in the Romance Languages Department or advanced placement), complete five courses on Latin America that are distributed across at least three departments, with the option of writing 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, and Spanish-American and Brazilian Literature. The program offers the John J. Kennedy Prize annually for an outstanding senior essay dealing with a Latin American topic. The summer research fellowships are offered through Kellogg to students after their junior year to encourage undergraduates to undertake original research on international subjects. The summer internships aim to provide undergraduates with real-world experience in dealing with Latin American issues. For more complete information about courses that qualify each semester for the minor degree, the calendar of events or the summer research and internship competitions, please consult the LASP Web page at www.nd.edu/~kellogg/LASP or call Holly Rivers, academic coordinator, at 631-6023.
MEDITERRANEAN/MIDDLE EAST STUDIES

Director: Joseph Amar

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. 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.

COURSES IN MEDITERRANEAN/MIDDLE EAST STUDIES

MEAR 101-104. Arabic Language
MELC 235. Arabic Literature in English Translation
MELC 240. Middle East History
MELC 255. Women’s Memories, Women’s Narrative
MELC 260. The Golden Age of Islamic Civilization
MELC 300Y. Zion in the American-Israeli Imagination
MELC 325. Christians and Muslims
MELC 350. Christianity in the Middle East
MELC 360. Canon and Literature of Islam
MELC 390. Islam: Religion and Culture
CLAS 305/HIST 305. Greek History
CLAS 308/HIST 319. Roman Law and Governance
CLAS 450. Greek and Roman Mythology
POLS 331. IR of the Middle East
HIST 248. Martyrs, Monks, and Crusaders
HIST 491N. Jerusalem
MI 390/HIST 394A. Medieval Middle East
ROFR 235. French Civilization and Culture
ROSP 234. Civilization and Culture: Spain
ROIT 345. Introduction to Italian Literature

Other courses may apply with the permission of the director.

RUSSIAN AND EAST EUROPEAN STUDIES

Director: Thomas Gaiton Marullo

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 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 course work 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.

COURSES IN RUSSIAN AND EAST EUROPEAN STUDIES

Russian Language and Literature

In English:
RU 360. Holy Fools in Christian Traditions
RU 371–372. The Literature of Imperial Russia I and II
RU 373–374. The Literature of Imperial Russia I and II
RU 375. The Literature of the Russian Revolution
RU 376. The Literature of the Russian Dissidence
RU 379. The Brothers Karamozov
RU 381. Russian Women Memoirists
RU 395. New Directions in Russian Cinema
RU 393. Dostoevsky
RU 394. Tolstoy

In Russian:
RU 401–402. Advanced Russian I and II
RU 451. St. Petersburg as Russian Cultural Icon
RU 461. Nineteenth-Century Russian Literature
RU 462. Twentieth-Century Russian Literature
RU 471. An Introduction to Russian Poetry
RU 477. Post-Soviet Russian Literature and Culture
RU 482. Russian Romanticism
RU 492. Chekhov
RU 493. Pushkin and His Time
RU 494. Tolstoy

Political Science
POLS 347. The Nuts and Bolts of Russian Politics
POLS 358. Comparative Politics of East Europe

History
HIST 180. Modern Russian Memoirs
HIST 224. The Holocaust
HIST 250. Modern Russia to the Present
HIST 363. Polish and Lithuanian Commonwealth
HIST 379. European Women in the Twentieth Century
HIST 380. East-Central Europe I
HIST 381. East-Central Europe II
HIST 382. Eastern Europe Since 1945
HIST 383. Nineteenth- and Twentieth-Century Polish History
HIST 384. Modern European Diplomacy
HIST 36. Europe Since 1945
HIST 414A. Early Imperial Russia, 1700–1861
HIST 415. Twentieth-Century Russian History
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